SLIDE 1

This module on the FAST Teaching Sample Project focuses on the Assessment Plan section.

SLIDE 2

This is the fourth module in the series on the Teaching Sample Project. The modules are listed here. The numbers listed on the modules match the section in the TSP, not the number of the module.

SLIDE 3

The Teaching Sample Project is an integrated unit of study with a focus on content knowledge and literacy, and assessment.

SLIDE 4

The Assessment Plan is the third of seven sections of the Teaching Sample Project.

SLIDE 5

In this section you will document how you will know whether your students learned the key ideas from your unit.

SLIDE 6

As you plan the assessments for your unit, you will select, adapt, or develop assessments to assist in planning the unit, monitoring students’ learning during the unit, and measuring students’ learning at the end of the unit. You are not required to create your own assessments; however, you want to make sure the assessments you select or adapt match your learning outcomes in content and level of learning. If you select already prepared assessments, you can eliminate the items that do not match your learning outcomes. If you are not using all the items to measure your learning outcome, remember to adjust your scoring to record only those items.

SLIDE 7

As you write the Assessment Plan section, you will select 2 of the unit learning outcomes to write about. You should still assess all the outcomes, but the TSP only requires you to write about 2 of the outcomes as a sample to show your understanding of assessment. For each selected outcome you will describe the pre- and summative assessment, the scoring process, and the criteria you are using to indicate a student has met the expectations. You will also describe two specific formative assessments you plan to use in your lessons. In this section, you will also respond to questions to justify your choices of the format and items of your assessments.

SLIDE 8

The two learning outcomes have slightly different purposes. For Learning Outcome A, the pre-assessment and summative assessment must produce a score for each student. You will describe the assessment tool, directions, method for scoring, and criteria for meeting the outcome. You may choose any of the outcomes in your outcome table as Learning Outcome A. It is up to you to select the outcome that is best assessed by producing a score for each student. For Learning Outcome B, your pre-assessment does not need to produce a score for each student, although it could. You are still going to describe the assessment tool, directions, and method for analyzing the data. The summative assessment will also be described in detail. The reason the directions for Learning Outcome A and Learning Outcome B are slightly different, is that not all pre-assessments need to be formal and not all learning outcomes are easily pre-assessed. For example, if one of the outcomes is related to researching a topic, you are not going to have them research a topic as a pre-assessment. However, you could have a discussion or a quick write about what the students know about researching a topic prior to teaching the unit. These methods provide data for your planning and give you some information you can compare to the summative assessment data to see how much the students learned. For the pre-assessment and summative assessments for both Learning Outcome A and Learning Outcome B, you may want to attach the actual assessment items. The scorers need to see what items you are using to determine whether they align with the learning outcomes, which is evaluated in the scoring rubric for this section. You will also describe two specific formative assessments you plan to use in your lessons to monitor learning during the unit. It is not enough to give a general description, for example, indicating you will be using an exit ticket; you need to include the actual exit ticket you plan to use.

SLIDE 9

Key considerations. This section is the Assessment PLAN. You will NOT include the assessment DATA in this section. The data from your students is included in other sections. As you select assessments, make sure the assessment format and items align with the content and level of learning reflected in the outcome statement. If the unit learning outcome uses the verb “identify” or “recognize” the level of learning may be assessed using multiple choice or true/false items. However, if the unit learning outcome uses the verb “explain” or “justify” or “compare/contrast”, multiple choice or true/false items do not measure that level of learning. With these verbs the alignment is better with short constructed answers, essays, presentations, interviews, or projects, in which students can express their thinking. Make sure your assessments and your learning outcomes match in terms of content as well as level of learning.

SLIDE 10

This matrix identifies different types of assessments and aligns them with the typical use, level of learning, and methods of scoring. It’s a tool for thinking about different options for assessment.

SLIDE 11

The description of the assessments should be clear enough that someone else could use the assessment. Including a copy of the actual assessment is an easy way to meet this expectation. Any description should be clear and concise. When possible, include acceptable correct answers, or clear criteria to determine if an answer is correct. Scoring guides or rubrics should be included, when appropriate.

SLIDE 12

This is one example of an assessment. The Unit Learning Outcome is stated, using the exact wording that was in the Learning Outcome table in the previous section. It is identified as the Pre-assessment. The assessment task and administration procedures are included. The criteria for proficiency are identified, in this case, it states that students who score a 3 or 4 on the rubric demonstrate that they have met the unit learning outcome. The scoring criteria is listed in the rubric.

SLIDE 13

This is the summative assessment for the same unit learning outcome. The summative assessment in this example is a comparable task to the pre-assessment, and is scored using the same rubric. Appropriately, the criteria for proficiency for the pre-assessment and summative assessment are the same. Using a comparable pre- and summative assessment task and scoring them in the same way makes it easy to compare the scores to analyze what students learned at the end of the unit.

SLIDE 14

This is an example of a pre-assessment for learning outcome B. The unit learning outcome is stated, using the exact wording that was in the learning outcome table in the previous section. The assessment task and administration procedures are described, including where a copy of the actual assessment items can be found in the TSP. Because individual scores are not required for the pre-assessment of learning outcome B, a description of what will be analyzed to show understanding is included. This information will be helpful for planning the unit.

SLIDE 15

The summative assessment for this learning outcome is different than the pre-assessment. Therefore, the analysis and scoring are different, as is the criteria for proficiency.

SLIDE 16

Other considerations as you design the Assessment Plan. The scoring procedures may be quantitative or qualitative. Or you could use a combination of both. Rubrics are often used to give a score to qualitative criteria. Just as the learning outcomes should include both content knowledge and literacy skills, the assessments should too. You could use separate assessments for content knowledge and literacy skills. Or you could evaluate content knowledge and literacy skills in the same assessment.

SLIDE 17

In this example, the learning outcome and scoring are only related to literacy. This example does not show the entire entry, which included a description of the task, administration procedures, and criteria for proficiency.

SLIDE 18

In this example, the learning outcome and scoring include both science content and writing components. Again, this example only shows the scoring procedure, not the entire entry for this section.

SLIDE 19

The last part of the Assessment Plan requires you to justify your choices of format and assessment items. It gives you the opportunity to discuss why you think the assessments align with the learning outcomes and the purpose of the assessment. The alignment includes both content and level of learning. You will address Learning Outcome A assessments, Learning Outcome B assessments, and the formative assessments.

SLIDE 20

Remember to focus on the expectations for a level 3 response in the Assessment Plan rubric as you write your response.

SLIDE 21

The next section is the Design for Instruction. Your pre-assessment data will be reported at the beginning of the Design for Instruction section.