UNIT COMPONENT 2: Assessment Plan for Unit of Study & UNIT COMPONENT 3: Performance Task/Rubric

TPEs Addressed in Component 2 and 3 of the Unit Plan (See Rubric below)

- 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time
- 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- 5. 5 Use assessment information in a timely manner to assist students and families inunderstanding student progress in meeting learning goals.

Component Two of your Instructional unit is the Assessment Plan. We will be using the backward design process outlined in *Understanding by Design* by Grant Wiggins and Jay McTighe. This component is about planning for the assessment of student learning. You are asking yourself, what will I hear and see that will signal that my students truly understand.

Effective assessment is more like a scrapbook of mementos and pictures than a single snapshot. Rather than using a single test, of one type, at the end of teaching, effective teacher-assessors gather lots of evidence along the way, using a variety of methods and formats. (Wiggins & McTighe, 2005)

Using the *Assessment Plan Matrix* template provided, start with the enduring understandings, essential questions, knowledge and skills that students will achieve – take these right off your *Desired Results*. For the first column of the matrix, concentrate on the knowledge and skills. The second column is the place for you to fully describe the assessment – type, timing, student grouping, and other details. Column three is where you explain your choices – why this type, at this time, etc. In the final submission you will include the Enduring Understanding(s) and Essential Questions.

Standards and Criteria for Success: (see Rubric below)

Your product must meet the following standards:

- Assessment that provides fair, valid, reliable, and sufficient measures of the desired results.
- Students are asked to exhibit their understanding through a combination of criterion-referenced and "authentic" performance tasks.
- A variety of appropriate assessment formats (including self-assessment) are planned to provide additional evidence of learning. (Assessment Plan Matrix)
- A way to share each of the assessment results digitally with students and families

Component THREE: Create an authentic Performance Task with accompanying Rubric that addresses big ideas/Essential Understandings

Submit an outline of your plan for this performance assessment as well as a rubric for assessing student work

Criteria for Success: (see Candidate Rubric below*)

- Developmentally appropriate task is created; actual student-friendly model of learning outcome is created.
- Performance Task Instructions are included for the students
- Appropriate criterion-based scoring tool is developed to evaluate student products and performances. (**Rubric**)

Assessment Plan Template: Delete instructions in blue and Expand/Duplicate boxes as necessary

Unit Title:			
Designer:			
Desired Results:	Type & Implementation of	Rationale –Explain your	
Big Idea/ Understandings,	Assessment (timing,	choices – why this type, at this	
Knowledge, or Skill	grouping, type of	time? Teacher's purpose - how	
	assessment, etc.)	this assessment will inform instruction?	
Here you will want to do two	Here you will want to	Here you will want to describe	
things:	actually describe the	what KIND of assessment this	
1) Attempt to write an	assessment as best you can (while it will/should be	is: of one lesson, a longer term project that will be several	
objective for the	aligned to your criteria from	components, more informal, or	
assessment you will	your OBJECTIVE	anecdotal. When do you	
collect;	from column one, you will	anticipate it occurring in the	
2) Connect it to the Big	want to add some 'meat' to	unit? WHY are you doing this	
Idea/Knowledge/skills	the description here) – see	kind of assessment at this	
you began to discuss	the suggested assessment list	time?	
in your Desired	but also try to describe the		
Results (first	assessment as best you can		
assignment)	so the reader can picture it.		

Desired Results: Big Idea/ Understandings, Knowledge, or Skill	Type & Implementation of Assessment (timing, grouping, type of assessment, etc.)	Rationale –Explain your choices – why this type, at this time? Teacher's purpose - how this assessment will inform instruction?
Here you will want to do two things: 3) Attempt to write an objective for the assessment you will collect; 4) Connect it to the Big Idea/Knowledge/skills you began to discuss in your Desired Results (first assignment)	Here you will want to actually describe the assessment as best you can (while it will/should be aligned to your criteria from your OBJECTIVE from column one, you will want to add some 'meat' to the description here) – see the suggested assessment list but also try to describe the assessment as best you can so the reader can picture it.	Here you will want to describe what KIND of assessment this is: of one lesson, a longer term project that will be several components, more informal, or anecdotal. When do you anticipate it occurring in the unit? WHY are you doing this kind of assessment at this time?

Desired Results:	Type & Implementation of	Rationale –Explain your	
Big Idea/ Understandings,	Assessment (timing,	choices – why this type, at	
Knowledge, or Skill	grouping, type of assessment,	this time? Teacher's purpose -	
	etc.)	how this assessment will	
		inform instruction?	
Here you will want to do two	Here you will want to	Here you will want to	
things:	actually describe the	describe what KIND of	
	assessment as best you can	assessment this is: of one	
5) Attempt to write an	(while it will/should be	lesson, a longer term project	
objective for the	aligned to your criteria from	that will be several	
assessment you will	your OBJECTIVE	components, more informal,	
collect;	from column one, you will	or anecdotal. When do you	
6) Connect it to the Big	want to add some 'meat' to	anticipate it occurring in the	
Idea/Knowledge/skills	the description here) – see	unit? WHY are you doing this	
you began to discuss	the suggested assessment list	kind of assessment at this	
in your Desired	but also try to describe the	time?	
Results (first	assessment as best you can so		
assignment)	the reader can picture it.		

Component 3 Template:

Performance Task and Rubric for student work:

Desired Results:	Type & Implementation	Rationale –Explain your
Big Idea/ Understandings,	of Assessment (timing,	choices – why this type, at
Knowledge, or Skill for a	grouping, etc. for the	this time? Teacher's
Performance/Authentic	Performance/Authentic	purpose - how does this the
Assessment	Assessment) How will	performance assessment
	your students share their	work with the rest of the
	work?	unit's assessments?
Here you will want to do	Here you will want to	Here you will want to
two things:	actually describe the	describe the performance
	assessment as best you can	assessment. How is it
1) Attempt to write an	(while it will/should be	authentic? How does it ask
objective for the	aligned to your criteria	students to demonstrate
assessment you will	from your OBJECTIVE	understanding from the unit
collect;	from column one, you will	in a meaningful and
2) Connect it to the	want to add some 'meat' to	authentic way?
Big	the description here) – see	
Idea/Knowledge/ski	the suggested assessment	
lls you began to	list but also try to describe	
discuss in your	the assessment as best you	
Desired Results	can so the reader can	
(first assignment)	picture it. Explain how the	
	performance assessment	
	will be shared with the	
	community.	

RUBRIC for OT2: Component 2 and 3 Assessment Matrix, Performance Task, and Rubric

TPEs Addressed	Criteria	Exemplary	Standards Met	Partially Proficient	Developing
TPE 5: Assessing Student Learning 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	-Develop scaffolded and sequential assessments -Assess prior knowledge -Address big ideas/EUs, knowledge and skills from Desired Results	Appropriate assessments are planned for purposeful sequential use throughout the unit and include relevant assessment of prior knowledge and clear progress toward and summative achievement of Desired Results	Appropriate assessments are planned for sequential use throughout the unit and include assessment of prior knowledge and progress toward and summative achievement of Desired Results	Most assessments are planned in a sequential way throughout the unit and includes some assessment of prior knowledge or progress toward and summative achievement of Desired Results	Some assessments are planned in a sequential way throughout the unit and include some assessment of prior knowledge or some evidence of progress toward summative achievement of Desired Results
TPE 5: Assessing Student Learning 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students'	-Include variety of Assessment -Address big ideas/EUs, knowledge and skills from Desired Results -Explains how assessment results will be shared digitally with students and families	Many appropriate assessments (including student self-assessment) are planned to formally and informally assess student learning, based on unit-relevant objectives. All of the big ideas, knowledge and skills identified in component one are appropriately assessed in component two and three using a variety of formal and informal measures Clearly explains how each assessment result will be shared digitally with students and families	A sufficient number of appropriate assessments (including student self-assessment) are planned to assess student learning, based on unit-relevant objectives All of the big ideas, knowledge and skills identified in component one are assessed in component two and three using a variety of formal and informal measures Explains how each assessment result will be shared digitally with	Some assessments are planned to assess student learning, based on unit-relevant objectives. Some of the big ideas, knowledge and skills identified in component one are appropriately assessed and some are inappropriately assessed in component two and three using a variety of formal and informal measures Mostly explains how assessment results will be shared digitally with students and families Evidence of	Few assessments are planned to assess student learning, based on unit-relevant objectives Assessments are limited in scope and variety and measure few of the promised results in component one. Somewhat explains how assessment results will be shared digitally with students and families. Need to add information

learning over			students and	used by students	
time			families	is not apparent, or not used in most	
5.3 Involve all				of the learning	
students in self-				experiences	
assessment and					
reflection on					
their learning					
goals and					
progress and					
provide students					
with					
opportunities to					
revise or					
reframe their					
work based on					
assessment					
feedback.					
5. 5 Use assessment					
information in a timely manner to					
assist students and					
families in understanding					
student progress in					
meeting learning					
goals.					
TPE 5: Assessing	-Create an	Authentic	A performance	Performance task	Performance task needs
Student Learning	authentic	performance task is	task is designed to	somewhat	adjustment in order to
5 1 Amply	Performance	appropriately	assess big	addresses	assess big
5.1 Apply knowledge of the	Task that	designed to assess	idea/understandin	appropriately	idea/understanding. The
purposes,	<mark>addresses big</mark>	<mark>big</mark>	g.	assess big	directions to students are
characteristics, and appropriate uses of	ideas/EUs	idea/understanding.		idea/understandin	lacking
different types of	-Include clear	TTI II II	The directions to	g. The directions	TE1 6 1
assessments (e.g.,	Performance Teach discrete	The directions to	students and	to students/	The performance task
diagnostic, informal, formal, progress	Task directions -Include how the	students and criteria	criteria for success		product/results are
monitoring,	product/results of	for success are detailed and clearly	are clearly explained	success are somewhat clear	superficially shared with families and/or the
formative, summative,	this assessment	explained.	CAPIAIIICU	somewhat cical	community
and performance) to	will be shared	explained.	The performance	The performance	Community
design and	Will de Bliales	The performance	task	task	
administer classroom assessments,		task product/results	product/results are	product/results are	
including use of		are shared with	shared with	shared with	
scoring		families and/or the	families and/or the	families and/or	
Rubrics.		community in a	community in a	the community	
5. 5 Use assessment		purposeful and	purposeful way		
		relevant way			
information in a					
information in a timely manner to					
information in a timely manner to assist students and families in					
information in a timely manner to assist students and families in understanding					
information in a timely manner to assist students and families in					

TPE 5: Assessing Student Learning 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	-Develop a Performance Task Rubric with clear criteria	Rubric criteria is appropriate to the performance task and weighted accordingly Rubric criteria measures knowledge and skills in the performance task strongly aligned with Desired Results Rubric language is clear and well-written	Rubric criteria is appropriate to the performance task and weighted accordingly Rubric language is clear Rubric criteria measures knowledge and skills in the performance task aligned with Desired Results	Rubric criteria is appropriate to the performance task and mostly weighted accordingly Rubric language is mostly clear Rubric criteria measures knowledge and skills in the performance task and is mostly aligned with Desired Results	Rubric criteria is appropriate to the performance task and somewhat weighted accordingly Rubric language is somewhat clear Rubric criteria measures knowledge and skills in the performance task and is somewhat aligned with Desired Results