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 : <mark>Create an authentic Performance Task with accompanying Rubric that addresses big ideas/Essential Understandings</mark>
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: 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: 1) Attempt to write an objective for the assessment you will collect; 2) 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: 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: 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: 5) Attempt to write an objective for the assessment you will collect; 6) 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?

Component 3 Template:
Performance Task and Rubric for student work:

Desired Results: Big Idea/ Understandings, Knowledge, or Skill for a Performance/Authentic Assessment	Type & Implementation of Assessment (timing, grouping, etc. for the Performance/Authentic Assessment) How will your students share their work?	Rationale –Explain your choices – why this type, at this time? Teacher's purpose - how does this the performance assessment work with the rest of the unit's assessments?
Here you will want to do two things: 1) Attempt to write an objective for the assessment you will collect; 2) 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. Explain how the performance assessment will be shared with the community.	Here you will want to describe the performance assessment. How is it authentic? How does it ask students to demonstrate understanding from the unit in a meaningful and authentic way?

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 assessment tools	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 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 in understanding student progress in meeting learning goals.			students and families	used by students is not apparent, or not used in most of the learning experiences	
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. 5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	-Create an authentic Performance Task that addresses big ideas/EUs -Include clear Performance Task directions -Include how the product/results of this assessment will be shared	Authentic performance task is appropriately designed to assess big idea/understanding. The directions to students and criteria for success are detailed and clearly explained. The performance task product/results are shared with families and/or the community in a purposeful and relevant way	A performance task is designed to assess big idea/understanding. The directions to students and criteria for success are clearly explained The performance task product/results are shared with families and/or the community in a purposeful way	Performance task somewhat addresses appropriately assess big idea/understanding. The directions to students/ criteria for success are somewhat clear The performance task product/results are shared with families and/or the community	Performance task needs adjustment in order to assess big idea/understanding. The directions to students are lacking The performance task product/results are superficially shared with families and/or the community

| 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 |
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