

**Step 1: Assessment Selection and Planning
for the Whole Class**

Directions:

To plan classroom assessment, a teacher determines his or her current point within the instructional sequence of a unit of study and identifies the student academic learning goals to measure.

“Ideally, assessment and instruction are linked inextricably within any curriculum. The key to using assessment effectively and efficiently in a program of instruction is to recognize above all that different types of assessment tools must be used for different purposes.” (Reading/Language Arts Framework for California public Schools, 1999, page 215)

Select one class, a content area, and a unit of study to work with as you complete this performance task. Respond to the prompts below about the unit of study and the assessment.

A. Academic Content Selection

Grade Level:

Content area:

Subject Matter:

- 1. List the state-adopted academic content standards for students you will cover at this time.**

- 2. Describe the unit of study that addresses those standards.**

- 3. What is (are) the academic learning goal(s) for this unit of study?**

- 4. At what point in the sequence of the unit are you teaching: Check one:**

<input type="checkbox"/>	at the beginning of the unit of study
<input type="checkbox"/>	between the beginning and the end of the unit of study
<input type="checkbox"/>	at the end of the unit of study

B. Assessment Planning

*If you are at the beginning of your unit, you will give your students an **entry level** assessment. If you are moving through the unit of study, you will use **progress-***

monitoring assessments. If you are at the end of the unit of study, you will use a summative assessment. (For more information about these three kinds of assessment, see the recently published Frameworks for California Public Schools, published by the California Department of Education.)

Phases of Assessments	Description of Assessment	Questions to be asked during the Assessment phase
<i>Entry-Level Assessment</i>	Entry-level assessment determines whether or not your students possess crucial prerequisite skills and knowledge expected at their grade level.	To what degree do my students know and understand the content of the standards I am planning to teach for this unit of study?
<i>Progress-Monitoring Assessment</i>	Progress-monitoring assessment determines whether or not your student are progressing adequately toward achieving the content standards of the unit of study.	To what degree are my students achieving the content of the standards I am teaching? Are they progressing adequately? Do they need re-teaching? Do I need to adjust how I am teaching?
<i>Summative Assessment</i>	Summative assessment determines if your students have met the learning goals at the end of the unit of study.	To what degree have my students achieved the content of the standards I have taught? Do I need to re-teach any key concepts? Can the class move forward to a new unit of study.

5. For what purpose will your assessment be used within this unit of study?
Chose one:

<input type="checkbox"/>	Entry-Level
<input type="checkbox"/>	Progress-monitoring
<input type="checkbox"/>	Summative

6. Identify and describe the type of assessment (verbal response, multiple choice, short essay, oral presentation, performance task, etc.)

7. What will your students need to know and/or be able to do to complete the assessment?

8. What evidence of student learning will you collect?

9. In what ways will the evidence document student achievement of the academic learning goal(s)?

10. How will the student assessment evidence be measured or scored?

11. Think about how you will sequence your implementation of the assessment. Describe your plan for implementing the assessment in the order in which it will occur. Address each of the following and provide a rationale for each of your decisions:

- Teaching strategies including communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

Assessment Implementation Plan	Rationale

12. In what ways will you use the assessment results?

13. In what ways will you share the assessment results with students, families, and other colleagues and support personnel, when appropriate?

14. Is your assessment one that you developed, you adopted, or you adapted from another source such as a district, publisher, internet, or another teacher?

	Developed by you
	Adopted or adapted from another source. Name source:

- 15. Submit a copy of the assessment and, if available, submit the assessment directions, answer key, rubric, scoring guide, etc.**

**Step 2: Learning about Students: Whole Class
and Two Focus Students**

Directions:

An important step in planning assessment is to learn about your students. Provide information about the whole class in the box below.

Class Information

Age Range of Students:

Number of Female Students:

Total Number of Students:

Number of Male Students:

Directions:

Select two students from the class you described above. Select one student who is an English learner and one student who has an identified special need and who presents a different instructional challenge. Consider your selected content area when describing what you learned about the two focus students. Complete the table below. In each box include:

- *a description of what you learned for each of the students, and*
- *an explanation of how the information will influence your academic instructional planning, including assessment.*

A. Student 1: An English learner

Gender:

Age:

1. Why did you select this student?

2. What did you learn about this student's linguistic background?

3. What did you learn about this student's academic language abilities in relations to this academic content area?

4. What did you learn about this student's content knowledge and skills in this subject matter?

5. *What did you learn about this student's physical, social, and emotional development relevant to this academic content area?*

6. *What did you learn about this student's cultural background including family and home relevant to this academic content area?*

7. *What did you learn about this student's special considerations, including health issues relevant to this academic content area?*

8. *What did you learn about this student's interests and aspirations relevant to this academic content area?*

9. **Describe other information relevant to this academic content area that you learned about the student, (e.g., attendance, extracurricular activities, etc.)**

B. Student 2: A student with an identified special need

Gender:

Age:

1. **Why did you select this student?**

2. **How is the instructional challenge that he or she presents different from that of the other student?**

3. *What did you learn about this student's linguistic background?*

4. *What did you learn about this student's academic language abilities in relations to this academic content area?*

5. *What did you learn about this student's content knowledge and skills in this subject matter?*

6. *What did you learn about this student's physical, social, and emotional development relevant to this academic content area?*

7. *What did you learn about this student's cultural background including family and home relevant to this academic content area?*

8. *What did you learn about this student's special considerations, including health issues relevant to this academic content area?*

9. *What did you learn about this student's interests and aspirations relevant to this academic content area?*

10. **Describe other information relevant to this academic content area that you learned about the student, (e.g., attendance, extracurricular activities, etc.)**

Step 3: Assessment Adaptations for Two Focus Students

Directions:

Consider your plan for assessment in Step 1 and what you learned about the two focus students and the implications for instruction and assessment that you identified in Step 2. Respond to the questions below about the two students.

1. What will Student 1 need to know and be able to do to complete this assessment?

2. What will Student 2 need to know and be able to do to complete this assessment?

For the two students, determine what adaptations you will make to this assessment that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for assessment, indicate that decision. Complete the table below. In each box include:

- your decisions about assessment adaptations, and
- a rationale for those decisions.

A. Adaptations for Student 1: An English Learner

1. Evidence of student learning you will collect.

2. How the student assessment evidence will be measured or scored.

3. The implementation of the assessment including:

- Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room.

4. Ways you will use the assessment results.

5. Ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate.

B. Adaptations for Student 2: A student with an identified special need

1. Evidence of student learning you will collect.

2. How the student assessment evidence will be measured or scored.

3. The implementation of the assessment including:

- Teaching strategies for communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
- Student activities
- Student grouping
- Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room.

4. Ways you will use the assessment results.

5. Ways you will share the assessment results with students, families, and other colleagues and support personnel, when appropriate.

**Step 4: Giving the Assessment to the Whole Class,
Including Two Focus Students**

Directions:

Give the assessment to your class. Collect and score all the evidence of student learning from the assessment. Consider all the assessment responses and select three responses that represent the range of achievement within the class. Label these responses as Student 3, Student 4, and Student 5. Label the two focus students' assessment responses as Student 1 and Student 2. Submit all five assessment responses. Review carefully the evidence of student learning you are submitting.

Briefly explain why you selected each of the following responses to represent the range of responses in the class:

Student 1	
Student 2	
Student 3	
Student 4	
Student 5	

Note: If the assessment is oral or represents a student performance, provide your description of the students' responses and your assessment of those responses, including the class as a whole, the three responses that represent the range of achievement in the class, and the two focus student responses.

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Directions:

Consider your responses in Steps 1 through 4. Think about the evidence of student academic learning from the assessment. Answer the prompts below for the whole class and for the two focus students. Remember to cite specific evidence from the five responses that you have submitted. (This includes responses from the two focus students and from the three students you selected to represent the range of achievement with the class.)

A. For the Class as a Whole

1. What did you learn overall about the students' progress toward achievement of the academic learning goal(s) for this part of the unit?

2. Describe the extent to which the assessment that you planned allowed students to demonstrate achievement of the academic learning goal(s) for this part of the unit.

3. Would you make any changes to the directions or to the format of the assessment? Why?

4. Would you collect different or more evidence if you were to do this assessment again? Why?

5. Was the implementation and timing of this assessment appropriate for this class? Why?

6. In what ways would a different type of assessment (verbal response, multiple choice, short essay, oral presentation, performance task, etc.) than what you used allow students to demonstrate their achievement of the academic learning goal(s) for this unit?

B. For Student 1: An English learner

1. To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?

2. To what extent did the student achieve the academic learning goals for this part of the unit?

3. How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response that you expected from the student?)

4. What different or additional type of evidence might you need to collect for the student?

5. What does the student's response tell you about his or her academic strengths and/or needs?

6. Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in the content area?

7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work.

8. In what ways did the assessment support this student's language abilities?

9. If you were to give the assessment to the student again, what changes, if any, would you make? Why?

10. What would be your next steps in planning to facilitate this student's English Language Development?

C. Student 2: A student with an identified special need

1. To what extent were the assessment directions and format clear and easy to follow for the student? How do you know?

2. To what extent did the student achieve the academic learning goals for this part of the unit?

3. How well did the student's assessment response correspond to the work the student does on a daily basis? (Was the response that you expected from the student?)

4. What different or additional type of evidence might you need to collect for the student?

5. What does the student's response tell you about his or her academic strengths and/or needs?

6. Based on the student's response, describe next steps you would take with the student to further his or her academic achievement in the content area?

- 7. Describe the ways in which specific adaptations you made to your assessment plan did or did not work.**

- 8. In what ways did the assessment support this student's language abilities?**

- 9. If you were to give the assessment to the student again, what changes, if any, would you make? Why?**

Step 6: Reflection on Assessment Implementation and Student Learning

Directions:

Read your response for Steps 1 to 5. Consider what you have learned in Task 3 about your students, what you wanted them to learn, their responses to the assessment, and your analysis of the evidence of student learning. Answer the prompts below.

1. If you were give an opportunity to use the assessment again, what part(s) would you keep and what part(s) would you change? Why?

2. If you were given an opportunity to implement the assessment again, what would you do the same and what would you do differently? Why?

3. What additional information about your students did you learn as a result of this assessment experience?

4. How will you use what you have learned from this assessment experience when you plan instruction and assessment in the future?

5. What are your goals for increasing your knowledge and skill in assessment? How will achieving these goals help you become a more effective teacher?