

HW 5.3 Re-examining Your Final Project



Learning Outcome

Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Teachers can improve the quality of their assessments to receive clearer information about student learning of content, performance skills, and language development.

Student Position

Students have learned about designing traditional paper-pencil tests, alternative assessment and how to develop rubrics and scoring guides. They are now prepared to revise and complete a draft of their unit assessment plan.

Instructions:

1. Finalize the content and language objectives, student position, learning goals, and acceptable evidence sections of the Instructional Plan. Adjust the plan in each of these categories based on facilitator and peer feedback. You might also confer with a colleague, your PLC team at your school around this assessment plan. Most importantly use your evaluation by reviewing your plan following the steps in these instructions. *If you are working with a partner on the project, you will need to collaborate on this evaluation. You may need to meet or confer with zoom or skype.*
2. Use the *Assessment Literacy Tool*. Consider the elements of Useful, Meaningful, and Equitable in relation to your assessment, the directions, and the product students will produce. Also consider whether and how you might use the suggested strategies for accommodating assessment of ELs. Included here is a [link to the back of the assessment tool](#) if you do not have a copy.
3. On the Instructional Plan under Student Work, identify the key assessment activities students will engage in. Under Teacher Work, identify the evidence or methods of gathering evidence you will use to document the achievement of your major content, language, and social/affective
4. Your plan should include at least 2 informal and 2 formal. One of the formal assessments must be an authentic assessment activity that will use a rubric you design. The other will be a traditional pencil-paper test designed using the [Barton and Gibbons booklet](#) you reviewed as part of homework for this session.
5. Then use the [Evaluating Assessment Task Rubrics worksheet](#) based on Gottlieb's work and examine your unit and the assessments again. Use your findings to support you in revising the assessments, instructions and design of your unit plan.
6. Next, use the [Wiggins Evaluation sheets](#) and reconsider your assessment for the unit in terms of backward design and the relevant issues raised in the worksheet.
7. Now you have evaluated and analyzed your unit plan, make any revisions (The checklist and rubric for this project can be found at this [link](#) if you need it.)
8. Bring this draft of your unit assessment plan to Session 6 for use in a small group discussion for additional peer feedback and revision.
9. **You will create a poster during session 6** where you display elements of your final project for feedback. You will need hard copies of the documents to attach to the poster. Here are the directions for that poster: **Create a poster (20 minutes)** on the 11 X 17 paper provided by the facilitator. *This should provide details about your EL that you accommodated for in your unit plan, the Content and Language Objectives for the unit being assessed, and at least one authentic assessment with rubric or evaluation criteria (this can be your formal authentic assessment or one of your informal assessments) and one formal traditional test.*



This content is provided to you freely by Equity Press.

Access it online or download it at https://equitypress.org/diverse_assessment/hw_5.4.