**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.2**  **Unit Assessment Plan** | | | | |
| **Name:** Abby Harnack  **Date:** October 2, 2015 **Course:** ED 331 – Social Studies Methodology | | | | |
| ***Overview:*** *You will provide information about your assessment plan including pre-and post/summative-assessments and the alignment of objectives, assessments, and instruction. The plan supports KTS 5, Assess and Communicate Learning Results and Domains 1f and 3d. Review carefully the Directions for Completing the Assessment Plan.* | | | | |
| 1. **Pre-Assessment Plan**  * Identify unit objectives aligned to the pre-assessment. * List the type(s) of pre-assessment items, including student self-assessments. * Indicate which items/performances measure the attainment of unit objectives * Include a copy of the assessment and rubrics of the pre-assessment, including student self-assessments. | | | | |
| ***Unit Objectives*** | ***Type of Assessment Method(s):***  ***Selected Response, Written Response, Performance Assessment and /or Personal Communication*** | ***Items/Performances Measuring Attainment of Unit Objective*** | | |
| Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy.  Unit Objective 2: Students will complete 80% of the informative short answer task.  Informative Short Answer Task:  Choose only **ONE** of the options below to answer. You must include **THREE** key ideas and **TWO** linking words, phrases, and/or clauses in your short answer for full credit.  Option One: Explain why and how European explorers impacted the New World.  Option Two: Compare the exploration perspective of the Europeans to the exploration perspective of the Native Americans. | Students will take a paper and pencil pre-assessment. The pre- assessment will be used to establish students’ baseline knowledge on unit objective one. Students will not be pre-assessed over unit objective two. Students will complete a self-assessment using the set coding system below.  1 – I know the answers.  2 – I made a few guesses.  3 – I do not know the answers. | The pre-assessment includes ten multiple choice questions.  MC: 1 - 10 | | |
| 1. **Pre-Assessment Analysis Narrative**  * After administering the pre-instructional assessment and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial student performance. * After reviewing student self-assessment data, identify learning targets students acknowledge having/needing. * Attach tables, charts, or graphs to present the results of the pre-assessment in a format that allows you to identify patterns of student performance as a whole and for groups of students who have diverse needs relative to each learning outcome. * Describe the patterns you found. * Discuss the implications of the pre-assessment results for your design of instruction. * Describe how your awareness of achievement gaps within your student group on Task A-1will guide your instruction. * Utilize the template for J-1 to begin collecting data for the analysis section of the instructional unit. | | | | |
| **Narrative**   * Initial student performance varied. There was a 70% difference between the lowest performing student and the highest performing student. The majority of students answered three to four questions correctly. All of the students scored themselves either at a two (I made a few guesses) or a three (I do not know the answers) for the self-assessment portion. The majority of the students recognized that they did not know the answers. The students determined that they had very little knowledge on the Age of Exploration. Based on the pre-assessment results, I will design my instruction in a way that presents the Age of Exploration in a simplified manner. I will begin with the basics and then expand. Multiple examples and visuals will be used to strengthen student knowledge. I am fully aware of the achievement gap within this group of students. After discussions with Mrs. Melton and pre-assessment analysis, I have developed a good understanding of the width of the gap. Appropriate accommodations will be included to lessen the achievement gap. My instruction will be geared to meet all student needs, specifically my gap group students. | | | | |
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| **3. Summative Assessment Plan**   * Identify the alignment between the summative assessments and the unit objectives. The summative assessment will identify the same objectives or learning targets as the pre-assessment. The summative assessment could be a repeat of the pre-assessment, a parallel form of the pre-assessment, or a different assessment that covers the exact same content. * List the type(s) of assessment items * Indicate which items/performances measure the attainment of which unit objectives * Include copies of rubrics for the summative assessments.   *Note: Formative Assessments and analysis will be addressed in Source of Evidence: Instructional Strategies* | | | | |
| ***Unit Objectives*** | ***Type of Assessment Method(s):***  ***Selected Response, Written Response, Performance Assessment and /or Personal Communication*** | ***Items/Performances Measuring Attainment of Unit Objective*** | | |
| Unit Objective 1: Students will identify the common backgrounds, motives, and impacts of early European New World explorers with 80% accuracy.  Unit Objective 2: Students will complete 80% of the informative short answer task.  Informative Short Answer Task:  Choose only **ONE** of the options below to answer. You must include **THREE** key ideas and **TWO** linking words, phrases, and/or clauses in your short answer for full credit.  Option One: Explain why and how European explorers impacted the New World.  Option Two: Compare the exploration perspective of the Europeans to the exploration perspective of the Native Americans. | Students will take a paper and pencil summative assessment. The summative assessment will be used to determine how many students successfully met both unit objectives. Students will complete a self-assessment using the set coding system below.  1 – I know the answers.  2 – I made a few guesses.  3 – I do not know the answers. | The summative assessment includes ten multiple choice questions. The students’ multiple choice answers will be used to determine how many students met unit objective one.  MC: 1 – 10  The summative assessment includes one short answer with two options. The students’ short answer response will be used to determine how many students met unit objective two.  Short Answer  Option One and Option Two | | |
| **4. Accommodations/Adaptations for Pre- and Summative Assessments**  *Describe the accommodations/adaptations for pre- and summative assessments. Accommodations are those practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.* | | | | |
| **Description**   * There will be two specific accommodations for the assessments. The students with IEPs will receive a reader and a scribe if specified on their Individualized Education Plan. All questions and answer choices will be read aloud to these students. For the short answer section of the assessment, students with IEPs will orally give their answers to a scribe who will write their responses. By providing these accommodations, the students with IEPs will be able to achieve their highest potential. | | | | |
| **5. Technology Integration for Pre- and Summative Assessments**  Describe any technology integration for your pre- and summative assessments.   * Describe the purpose of the technology and how it was used. * Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit. | | | | |
| **Description**   * I will utilize technology to develop and analyze my given assessments for this unit. I will use Microsoft Word to create the assessment. Once assessments have been graded, I will input scores into charts to reveal results. Charts will be made using specific features in Microsoft Word. | | | | |
| **6. Assessment Design Checklist; Complete A *or* B. Rate the following elements of the pre and post/summative assessments.** | | | | |
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| 1. **If paper-pencil tests were used as pre-assessments and post-assessments, do these tests adhere to the principles of good test construction?** | | | **YES** | **NO** |
| 1. Are the directions for students complete and clear? | | | X |  |
| 2. Are all test items unambiguous? | | | X |  |
| 3. Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult (e.g., matching, multiple choice, fill-in-the-blank, essay) | | | X |  |
| 4. Is the number of points to be awarded for each item specified? | | | X |  |
| 5. Are the scoring rubrics/criteria complete and clear? | | | X |  |
| 6. Are the test items aligned with unit objectives? | | | X |  |