Standard 5 (Assessment) Rationale

To reveal my proficiency for KTS standard 5, I have provided six different assessments. The assessments include the following: a selected response pre-test with an answer key, selected response post-test with an answer key, writing assignment with a rubric, homework assignment, formative assessment exit slip, and constructed response. In addition, I have included my first grade space unit organizing and analyzing results document (SOE 1.4). An Excel spreadsheet with the assessment results has also been provided to accompany this unit document. Lastly, student work samples for four of my created assessments have been provided. Feedback is written on the various work samples.

I effectively used a pre-assessment for my first grade space unit at Kentucky Christian Academy. The results from the pre-assessment allowed me to strategically plan the instructional activities for my unit. The space pre-assessment, accompanying PowerPoint, and answer key have been provided along with examples of student work for this specific assessment. After analyzing the results of this pre-assessment, one of the most obvious student misconceptions was that the sun was the brightest star. I was sure to repetitively address this misconception during the unit’s lessons. I have used some type of formative assessment for every lesson I have taught during my college career. For my space unit, formative assessments included paper-and-pencil tasks, oral responses, hands-on activities, and written responses. The provided exit slip and homework assignment reveal types of formative assessments for use. My first grade students were given a space post-test to complete as a summative assessment. I was able to compare the results from this summative assessment to the results of the pre-assessment. This is how student progress was ultimately determined. The space post-assessment, PowerPoint, and answer key have been provided along with examples of student work for this summative assessment. This summative assessment was used to determine the students’ understanding of the unit’s content. I analyzed students’ assessment results and evaluated my teaching effectiveness by comparing pre-assessment and post-assessment data. Such data was compiled into an analysis spreadsheet and then reviewed and described in my SOE 1.4. My first grade students also completed a writing project for my space unit. The project’s rubric serves as one of my assessments. Examples of the students’ writing have been included. After scoring my first graders’ summative assessments (selected response and project) and providing written feedback, I communicated the learning results to the students. My assessment data communication piece for my space unit has been included. Students were encouraged to share their thinking. Misconceptions were further addressed, and students were praised for their hard work. I met with Mrs. Ward to communicate the students’ learning results. I provided her a copy of the assessment analysis spreadsheet. This was used to communicate assessment results to parents. Scores were entered into the electronic gradebook. Several of my provided assessments include a self-assessment portion as well. A constructed response prompt, sample, and rubric have been included as an additional assessment I have personally created. Lastly, Records and Communication documents (SOE 6) for both placements have been provided to express the ways in which I communicated assessment results.

Through my student teaching experience, I have gained confidence in my ability to assess students. As I begin to teach my own students and become fully responsible for their learning, I plan to increase the degree in which I communicate learning results to parents. Since I will be the lead teacher, communication will become essential. I wish to experiment with various ways of differentiating assessments. This is one assessment area where I would like to professionally grow.