**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.2**  **Unit Assessment Plan** | | | | |
| **Name:** Abby Harnack **Date:** January 5, 2017 **Course:** ED 450 – Student Teaching | | | | |
| ***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*** | | |
| Science Unit Objective 1:  Students will be able to earn 20 points by using observations to describe patterns related to the sun and solar system.  Science Unit Objective 2:  Students will be able to earn 10 points by using observations to describe patterns related to the moon.  Science Unit Objective 3:  Students will be able to earn 10 points by using observations to describe patterns related to stars.  Language Unit Objective 1:  Students will be able to write an informative piece on a specific planet in order to earn 20 points on a rubric. | Science Unit Objectives 1 – 3:  Selected Response Assessment  Self-Assessment – Write the number three if you feel great about your answers. Write the number two if you feel good about your answers. Write the number one if you feel bad about your answers.  Language Unit Objective 1:  No Pre-Assessment | Science Unit Objective 1:  10 selected response tasks (1-10)  2.5 points each  Science Unit Objective 2 (11-15)  5 selected response tasks  2.5 points each  Science Unit Objective 3:  5 selected response tasks (16-20)  2.5 points each | | |
| 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 from SOE 1.0 will guide your instruction. * Utilize the template for SOE 1.4 to begin collecting data for the analysis section of the instructional unit. | | | | |
| **Narrative** | | | | |
| * The students’ initial performance was as I expected. The majority of the students knew very little of the material. I was surprised by a few of the students’ performances. One student only missed five out of the twenty questions which impressed me. Students performed best on Science Unit Objective One. Student performed the worst on Science Unit Objective Two. The majority of the students assessed themselves as a two. I think the students feel comfortable with space terms and ideas but struggle to relate and connect their ideas. Specifics regarding space are not known by many students. I will design my instruction in such a way to encourage students to link big ideas and connect prior knowledge to new material. While giving the pre-assessment, I noticed that a few of the students needed more time to fully observe the pictures and determine an answer. As a result, I will grant more time to these students when giving the post-assessment. Student scores should not suffer because they feel rushed. | | | | |
| **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*** | | |
| Science Unit Objective 1:  Students will be able to earn 20 points by using observations to describe patterns related to the sun and solar system.  Science Unit Objective 2:  Students will be able to earn 10 points by using observations to describe patterns related to the moon.  Science Unit Objective 3:  Students will be able to earn 10 points by using observations to describe patterns related to stars.  Language Unit Objective 1:  Students will be able to write an informative piece on a specific planet in order to earn 20 points on a rubric. | Science Unit Objectives 1 – 3:  Selected Response Assessment  Self-Assessment – Write the number three if you feel great about your answers. Write the number two if you feel good about your answers. Write the number one if you feel bad about your answers.  Language Unit Objective 1:  Written Response Assessment  Self-Assessment – Score yourself using the rubric. | Science Unit Objective 1:  10 selected response tasks (11-20)  2.5 points each  Science Unit Objective 2 (6-10)  5 selected response tasks  2.5 points each  Science Unit Objective 3:  5 selected response tasks (1-5)  2.5 points each  Language Unit Objective 1:  Planet Informative Writing Piece  30 Point Rubric | | |
| **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**   * No student in my class has an identified disability. However, there are a few students who would benefit from additional assistance during the selected response pre-assessment and summative assessment. These students often struggle to stay focused during an assessment. They often need to be reminded to stay attentive to their given task. I will have these students sit at the back table with Mrs. Ward during the assessments. The students will follow along with me and the class as we work through the assessments. Mrs. Ward will help guide these students and redirect their focus when necessary. | | | | |
| **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**   * Technology will be heavily used for the pre-assessment, selected response summative assessment, and written response assessment. I will use the Smart Board to display several images during the selected response pre-assessment and summative assessment. Implementing such technology will allow images to be much clearer compared to printed images. Therefore, students will be able to make observations more easily. Technology will also be used to introduce students to their informative writing assessment. Students will make initial observations by viewing several displayed images on the Smart Board. My assessment results will be organized with the help of technology, specifically Excel. Organizing my results in such a way will strengthen my unit analysis. * The technology available at Kentucky Christian Academy is very limited which presents a challenge. I would have implemented more technological components if available and practical. | | | | |
| **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 |  |
| ***OR*** | | | | |
| **B. If activities or assignments were used as pre- and post/summative-assessments do these activities/ assignments adhere to the principles of good assessment?** | | | **YES** | **NO** |
| 1. Are the directions for students complete and clear? | | | X |  |
| 2. Is there an explanation of how the assignment/activity will be evaluated (scored or graded)? | | | X |  |
| 3. Is there an explanation of the conditions under which the activity/assessment is to be performed (independent/group)? | | | X |  |
| 4. Is there a timeline for completion? | | | X |  |
| 5. Are the scoring rubrics/criteria complete and clear? | | | X |  |
| 6. Are the activities or assignments aligned with unit objectives? | | | X |  |

I completed both A and B since my unit includes both a selected response paper-pencil assessment (science unit objectives) and an informative writing assignment (language unit objective).