

HW 5.2 Re-examining Your Final Project



HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
<p>Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 6</p>	<p>Teachers can improve the quality of their assessments to receive clearer information about student learning of content, performance skills, and language development.</p>	<p>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.</p>

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 input as well as your evaluation in your review of your plan by following the steps in these instructions.
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.
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.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment