Unit Plan 6: Assessment

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Instructional Practices
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 1350 Minutes/15 90-Minute Periods

# Unit Overview

Students will analyze and explain samples of assessment data and describe the role of assessment in the learning process. Students will learn how to use assessment results to create an instructional plan.

Students will research, compare, and present student assessment tools, and select at least one formative and one summative assessment to use in a sample lesson plan. As part of the students’ field-based experience, students will observe and/or participate in a classroom assessment and prepare a brief report on the assessment to share with the class.

Students will create a list of helpful assessment tools, resources, and strategies for their field-based experience and future careers. As a culminating activity for the unit, students will reflect upon, then role-play/model ways to explain the rationale, the teaching and learning process, the role of student learning assessments to students, parents, and administrators.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

## Unit Plan Table

| **Section** | **Information** |
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| **TEKS (CTE)** | **130.164. (c) Knowledge and skills**(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (B) perform job-appropriate numerical and arithmetic application.(7) The student assesses teaching and learning. The student is expected to: (A) describe the role of assessment as part of the learning process; (B) analyze the assessment process; and (C) use appropriate assessment strategies in an instructional setting.(11) The student participates in field-based experiences in education and training. The student is expected to: (A) apply instructional strategies and concepts within a local educational or training facility; and (B) document, assess, and reflect on instructional experiences. |
| **Unit Question** | * What is the role of assessment in the learning process?
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| **Essential Content Questions** | * What is the rationale for student and teacher assessments?
* What are appropriate assessments for different instructional settings?
* How can assessment data be used to inform teaching and instructional planning?
* How will you use self-assessment with learners in your teaching and learning process?
* How will you self-assess your field-based experience?
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| **Unit Learning Objectives****(What student will know and be able to do)** | **Students will be able to:*** Describe the role of assessment in the learning process
* Use results of an assessment to create an instructional plan
* Research and reflect upon the need for student learning and teacher effectiveness self-assessments in the instructional assessment process
* Analyze and explain sample assessment data
* Apply appropriate instructional strategies and concepts during the student’s field experience
* Demonstrate a willingness to accept and apply constructive feedback given during their field experience
* Document the instructional strategies and concepts applied during the student’s field-based experience
* Assess and reflect upon the student’s field-based experience
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| **Assessments** **(Performance Tasks)** | **Students will be able to:*** Select at least one formative and one summative assessment to use in a sample lesson plan for the student’s teaching portfolios and/or field-based experience
* Model/role play ways to explain the rationale the teaching and learning process, the role of student learning assessments to students, parents, and administrators
* Research, compare, and present assessment tools
* Write a short reflection regarding instructional assessment
* Create a list of helpful assessment tools, resources, and strategies for the student’s field-based experience, portfolios, and future careers in the teaching and training profession
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| **Evaluative Criteria** **(Rubric)** | * Assessment Tools Presentation Rubric
* Reflection Writing Rubric
* Formative and Summative Assessment in a Lesson Plan Rubric
* Resources Rubric
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| **Vocabulary** | * Assessment
* Formative Assessment
* Rationale
* Rubric
* Self-Assessment
* STAAR® Program (State of Texas Assessments of Academic Readiness)
* Summative Assessment
* TELPAS (Texas English Language Proficiency Assessment System)
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| **Resources** | * **Texas Education Agency (TEA) STAAR Resources**

<https://tea.texas.gov/student.assessment/staar/>* **TELPAS Resources**

<https://tea.texas.gov/student.assessment/ell/telpas/>* **Texas CTE Resource Center (TCRC)**

<https://txcte.org/resource-index>* **How to Assess Student Learning and Performance**

<https://www.cmu.edu/teaching/assessment/assesslearning/index.html>* **Self-Assessment**

<https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/self-assessment.html>* **Assessing Student Learning**

<https://teachingcommons.stanford.edu/resources/teaching/evaluating-students/assessing-student-learning>* **Linking Classroom Assessments with Student Learning**

<https://www.ets.org/Media/Tests/TOEFL_Institutional_Testing_Program/ELLM2002.pdf>* **Edutopia**

**A More Complete Picture of Student Learning**<https://www.edutopia.org/article/more-complete-picture-student-learning>**7 Grading Tips for New Teachers**<https://www.edutopia.org/article/7-grading-tips-new-teachers>**Will Letter Grades Survive?**<https://www.edutopia.org/article/will-letter-grades-survive>**Why is Assessment Important?**<https://www.edutopia.org/assessment-guide-importance>**What are Some Types of Assessment?**<https://www.edutopia.org/assessment-guide-description>**How do Rubrics Help?**<https://www.edutopia.org/assessment-guide-rubrics>**Resources for Comprehensive Assessment**<https://www.edutopia.org/assessment-guide-resources> |
| **Notes** |  |