

**Prompt for Teaching Process 3
Assessment Plan**

Definition: *The teacher candidate uses multiple assessment modes and approaches to assess student learning before, during, and after instruction.*

Task 3.1: Provide an overview of the assessment plan using a visual organizer such as table 3.1 below.

- Use the benchmarks and objectives from Teaching Process 2 - Learning Objectives and Benchmarks to complete the first column. The **objectives** for the pre-assessment, during the unit assessments, and the post assessment will be identical.
- In the **type and/or nature of assessment column** of the table, briefly describe the types of assessments that will be used (e.g., test with multiple choice questions, short answer questions, quickwrite, observations of student performance, etc.) for the pre-assessment, formative assessments, and post-assessment. Consider contextual factors as appropriate.
- In the **adaptations column**, list the modifications (e.g., reading the questions/task to the student who is unable to do so independently, recording the response of a student who struggles with writing, etc.) that you will need to make in each assessment to enable all students, including those with atypical needs, as identified in contextual factors, to represent what they know and/or have learned. (Ideally, varied adaptations are planned.)

Table 3.1

Benchmark/Objectives	Phases of Assessment	Type and/or Nature of the Assessment	Assessment Adaptations
Benchmark: Objective 1:	Pre-assessment Formative (during the unit) assessments Post-assessment		
Benchmark: Objective 2:	Pre-assessment Formative (during the unit) assessments Post-assessment		

Task 3.2: Provide a rationale for the assessment plan.

- Explain (1) how your pre-assessment aligns with your instructional objectives and, using table 3.2 and the accompanying rules and guidelines, (2) how it reflects an accurate, consistent, and fair evaluation of student learning.

Table 3.2

Assessment Analysis Instrument	Learning Objectives					
	Objective 1 P=20%	Objective 2 P=20%	Objective 3 P=10%	Objective 4 P=10%	Objective 5 P=20%	Objective 6 P=20%
Specific items	3, 7,11,18	1, 4,9,14	2, 5,	6, 10	8,13,16,19	12,15,17,20
# of items Total items = 20	4	4	2	2	4	4

Rules

1. The number of items for each objective should be roughly equal and/or proportional (P).
2. Items should align with the material covered and objectives specified.
3. An item analysis should be conducted (both difficulty and discrimination indexes for each item, followed by a general discussion of the properties of the assessment).

Guidelines

If your assessment(s) is/are of the objective variety (e.g., multiple-choice, matching, etc.), adapt table 3.2 to fit your assessment plan. If your assessment(s) is/are performance based (e.g., essay, project, demonstration, etc.), describe (1) whether or not it/they is/are school mandated, or teacher constructed, and (2) how you, or the school, dealt with the critical question of whether or not the assessment(s) is/are consistent, accurate, and fair.

- Explain how your formative assessments align with your instructional objectives and how they reflect an accurate, consistent, and fair evaluation of student learning and students’ progress toward achieving the unit benchmarks and objectives.
- Explain how your post-assessment aligns with your instructional objectives and how it reflects an accurate, consistent, and fair evaluation of student learning and students’ progress toward achieving the unit benchmarks and objectives.

Task 3.3: Describe and include a copy of the pre- and post-assessments for the unit.

- Include a copy of the pre-assessment. Indicate how you will evaluate or score the pre-assessment, including the criteria you will use to determine the extent to which students have already achieved the objectives or have the prerequisite skill or knowledge to achieve the objectives of the unit.
- Include a copy of the post-assessment. Indicate how you will evaluate or score the post-assessment, including the criteria you will use to determine the extent to which students have achieved the objectives.

Task 3.4: Describe the plan for formative assessment.

- Describe the formative assessments you will use during the unit to monitor student learning.
- Indicate how you will evaluate each formative assessment, including the criteria you will use to determine the extent to which students are achieving or progressing towards achieving the unit objectives.

Task 3.5: Provide a rationale for adaptations of assessments based on the individual needs of students.

- Describe how the adaptation for the pre-assessment will enable individual students to demonstrate what they know.
- Describe how the adaptation for the formative assessments will enable individual students to demonstrate what they know.
- Describe how the adaptation for the post-assessments will enable individual students to demonstrate what they know.

TEACHING PROCESS 3 RUBRIC
Assessment Plan

Indicator	Unacceptable (1)	Acceptable (2)	Target (3)	Score
<p>Description of the type of assessment</p> <p style="text-align: center;">Task 3.1</p>	<p>The type of assessment planned for one or more of the three phases of assessment (pre-assessment, formative assessment, post-assessment) is inappropriate, inadequate, or missing for the objectives.</p>	<p>The type of assessment planned for each of the three phases of assessment (pre-assessment, formative assessment, post-assessment) is appropriate and adequate for the objectives.</p>	<p>The type of assessment planned for each of the three phases of assessment (pre-assessment, formative assessment, post-assessment) will enable the candidate to gather highly relevant and comprehensive data about students' knowledge and skills in meeting the objectives.</p>	
<p>Description of the adaptations for the assessments</p> <p style="text-align: center;">Task 3.1</p>	<p>The adaptations are inadequate or inappropriate for the type of assessment and/or of limited value in helping all learners demonstrate their knowledge/skills.</p>	<p>The adaptations are adequate, appropriate for type of assessment, and enable all learners to demonstrate their knowledge/skills.</p>	<p>The adaptations are varied, appropriate for the type of assessment, and enable all learners to fully demonstrate their knowledge/skills.</p>	
<p>Rationale for the selection of the pre-assessment</p> <p style="text-align: center;">Task 3.2</p>	<p>The rationale does not provide an adequate and appropriate explanation of the alignment of the pre-assessment with instructional objectives and/or does not explain how it reflects an accurate, consistent, and fair evaluation of student learning.</p>	<p>The rationale provides an adequate and appropriate explanation of the alignment of the pre-assessment with instructional objectives and adequately describes how it reflects an accurate, consistent, and fair evaluation of student learning.</p>	<p>The rationale provides a comprehensive and insightful explanation of the alignment of the pre-assessment with instructional objectives and includes a thorough and clear discussion of how it reflects an accurate, consistent and fair evaluation of student learning.</p>	
<p>Rationale for the selection of the formative assessments</p> <p style="text-align: center;">Task 3.2</p>	<p>The rationale does not provide an adequate and appropriate explanation of the alignment of the formative assessments with instructional objectives and/or does not explain how they reflect an accurate, consistent, and fair</p>	<p>The rationale provides an adequate and appropriate explanation of the alignment of the formative assessments with instructional objectives and adequately describes how they reflect an accurate, consistent,</p>	<p>The rationale provides a comprehensive and insightful explanation of the alignment of the formative assessments with instructional objectives and includes a thorough and clear discussion of how they reflect an accurate, consistent and fair</p>	

	evaluation of student learning and progress towards achieving the unit benchmarks and objectives.	and fair evaluation of student learning and progress towards achieving the unit benchmarks and objectives.	evaluation of student learning and progress towards achieving the unit benchmarks and objectives.	
Rationale for the selection of the post-assessment Task 3.2	The rationale does not provide an adequate and appropriate explanation of the alignment of the post-assessment with instructional objectives and/or does not explain how it reflects an accurate, consistent, and fair evaluation of student learning.	The rationale provides an adequate and appropriate explanation of the alignment of the post-assessment with instructional objectives and adequately describes how it reflects an accurate, consistent, and fair evaluation of student learning.	The rationale provides a comprehensive and insightful explanation of the alignment of the post-assessment with instructional objectives and includes a thorough and clear discussion of how it reflects an accurate, consistent and fair evaluation of student learning.	
Pre-assessment Task 3.3	One or more of the unit objectives are not assessed; the items or tasks are not aligned with the unit's instructional objectives; and/or the criteria for scoring are inappropriate or do not provide objective and sufficient information about the extent to which students have already achieved or are prepared to achieve the objectives.	All of the unit objectives are assessed; the items and tasks are adequately aligned with the instructional objectives; and the criteria for scoring are appropriate and provide objective and sufficient information about the extent to which students have already achieved or are prepared to achieve the objectives.	All of the unit objectives are assessed; the items or tasks are fully aligned with the instructional objectives; and the criteria for scoring are targeted to provide objective and specific information about the extent to which students have already achieved or are prepared to achieve the objectives.	
Post –assessment Task 3.3	One or more of the unit objectives are not assessed; the items or tasks are not aligned with instructional objectives; and/or the criteria for scoring are inappropriate or do not provide objective and sufficient information about the extent to which students achieved the objectives.	All of the unit objectives are assessed; the items and tasks are adequately aligned with instructional objectives; and the criteria for scoring are appropriate and provide objective and sufficient information about the extent to which students achieved the objectives	All of the unit objectives are assessed; the items are fully aligned with the instructional objectives; and the criteria for scoring are targeted to provide objective and specific information about the extent to which students have achieved the objectives.	

<p>Formative assessments</p> <p>Task 3.4</p>	<p>The formative assessment plan, or criteria for evaluation to determine how students are progressing toward achieving all unit objectives is limited or not provided and provides little or no information about the extent to which students are achieving the objectives.</p>	<p>The formative assessment plan, or criteria for evaluation to determine how students are progressing toward achieving all unit objectives is/are appropriate and adequate and provides some information about the extent to which students are achieving the objectives.</p>	<p>The formative assessment plan, or criteria for evaluation to determine how students are progressing toward achieving all unit objectives is/are highly relevant and comprehensive and provides specific information about the extent to which students are achieving the objectives.</p>	
<p>Rationale for the assessment adaptations</p> <p>Task 3.5</p>	<p>The rationale describing how the adaptation will enable individual students to demonstrate what they know is limited or does not reflect an understanding of the difficulties students may encounter when completing the pre-assessment, formative assessments, or post-assessment for the unit.</p>	<p>The rationale describing how the adaptation will enable individual students to demonstrate what they know is adequate and reflects an understanding of the difficulties students may encounter when completing the pre-assessment, formative assessments, and post-assessment for the unit.</p>	<p>The rationale describing how the adaptation will enable individual students to demonstrate what they know is insightful and reflects a sophisticated understanding of the difficulties all students may encounter when completing the pre-assessment, formative assessments, and post-assessment for the unit.</p>	