**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.2**  **Unit Assessment Plan** | | | | |
| **Name Emily Hunter Date 3/25/16 & 3/28/16-3/31/16 Course ED 311** | | | | |
| ***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*** | | |
| 1. SWBAT solve for the angles and lengths in multiple quadrilaterals with a score of 59 out of a possible 74 points on the post-test. | ***1. Fill-in-the-Blank*** | ***1. Problems 1-10*** | | |
| 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 pre-test helped me determine where to start my teaching. Based on this pretest, I knew that almost every student in the class could solve the simplest problems such as using the property that opposite sides are congruent, but besides being able to that, I knew that they were lost so I started at the beginning. This excluded one student in the class who did extremely well on this assessment. He scored a 6.75 out of 10. However, the rest of my students all scored lower than a 4.33. The mean of my scores was a 2.9 out of 10. One of students even scored a 0. Problems 1 and 5 were the two that my students tended to get right the most. Thus, my students did not understand the bulk of what I was about to teach so this helped me determine my instruction. | | | | |
| **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*** | | |
| 1. SWBAT solve for the angles and lengths in multiple quadrilaterals with a score of 59 out of a possible 74 points on the post-test. 2. SWBAT comprehend the complex text and realize that quadrilaterals are in their everyday life with a score of 4 out of 6 on question #22 (based on the rubric) on the post-test. | 1. ***Fill-in-the-Blank*** 2. ***Written Response*** | 1. ***Problems 11-21***   ***2. Problem 22*** | | |
| **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**  I had originally planned to have the pre-test last twenty-five minutes; however, after talking to the teacher on that particular day, I decided to extend the time limit. I noticed that the students were working very slow on the pre-test so I wanted to give them enough time to get through the problems so that I had an accurate analysis of what they knew and did not know. Thus, I allowed them to go until they decided to turn in the pre-test which took about forty-five minutes.  On the post-test, I did something similar. I gave them more time then what they needed to successfully complete the test because I had some slower learners who I wanted to make sure that they finish the entire test.  On both tests, I also made sure that the directions were very clear for my ELL student as well as for my students who are on IEPs. | | | | |
| **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**  I used word to create my pre and post-assessments. I used the shapes in word to help me create the diagrams for these two tests. I looked at numerous websites to give me ideas for the types of problems to include on the pre and post-tests based on the grade level of these students. I also used word to create a chart to analyze and keep track of all the data and information that I collected on these students. | | | | |
| **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? | | |  |  |
| 2. Is there an explanation of how the assignment/activity will be evaluated (scored or graded)? | | |  |  |
| 3. Is there an explanation of the conditions under which the activity/assessment is to be performed (independent/group)? | | |  |  |
| 4. Is there a timeline for completion? | | |  |  |
| 5. Are the scoring rubrics/criteria complete and clear? | | |  |  |
| 6. Are the activities or assignments aligned with unit objectives? | | |  |  |

**Here is the chart that has the pre and post-test scores of my students side by side:**

