

TEC 674 Assessment Plan Guidelines

Your assessment plan **does not need** to be in narrative form. I've created these guidelines to help focus your work.

Steps:

1. The following items from Chapter 7 are very useful:

A. Page 153, use Figure 7.5 to guide the development of your formative and summative assessments.

B. Page 157, Problems vs. Exercises (Figure 7.6)

2. On the charts below:

A. Indicate ***examples of your formative assessments and provide a rationale*** for your choices. Remember, your final unit plan will include only 3 detailed sample lessons, so do not feel pressure to include every single assignment or formative assessment.

B. Indicate your ***Summative Assessments*** (these you will actually need to map out, as there will be fewer of them than formative assessments).

C. Indicate which ***Formative Assessment Move(s)*** you plan to explicitly incorporate into your unit (choose at least one).

D. Complete the GRASPS framework for your unit assessment (culminating/summative task).

Formative and Summative Assessments

Please copy and paste your EQs and EUs here.

What are your Essential Questions? (Refer to Stage 1 template.)

What are your Enduring Understandings? (Refer to Stage 1 template.)

Formative Assessments

Assessment Title	Assessment Type (Discussion, group work, independent work, worksheet, verbal response, etc.)	Essential Question(s) Addressed	Enduring Understanding(s) Addressed	What is adequate evidence?	What opportunities for revision and reflection will you provide?	When will this be given (Beginning, middle, end of lesson/lesson sequence)?

Rationale: Why are you including the formative assessments that you are including? Why are you including them in the sequence that you are including them? How will they help students work toward the summative assessment(s)? What is the “so what?” What would your answer be if a kid asked you why you are doing this assessment?

Summative Assessments

Assessment Title	Assessment Type (Performance, project, test, essay, lab, demonstration, etc.)	Essential Question(s) Addressed	Enduring Understanding(s) Addressed	What is adequate evidence?	What opportunities for revision and reflection will you provide?	When will this be given (at the end of a week, series of weeks, or unit)?

Rationale: Why are you including the Summative Assessments that you are including? How are they directly connected to your essential questions and enduring understandings? What is the “so what?” What would your answer be if a kid asked you why you are doing this assessment?

Stage 2 Assessment Evidence: GRASPS Template

Goal

- Your task is:
- The goal is to:
- The problem/challenge is (are):

Role

- You are:
- You have been asked to:
- Your job is:

Audience

- Your client(s) is/are:
- The target audience is:
- You need to convince:

Situation

- The context you find yourself in is:
- The challenge involves dealing with:

Product/Performance and Purpose:

- You will create a:
§ in order to:
- You need to develop:
§ so that:

SStandards and Criteria for Success:

- Your performance needs to:
- Your work will be judged by:
- Your product must meet the following standards:
- A successful result will:

Adapted from McTighe, Jay. *Designing Cornerstone Tasks to Promote Meaningful Learning and Assess What Matters Most*, Workshop Handout, 2013, p. 59.