

Curriculum Assessment Types Assignment

Assessment Title and Description 1. Provide the title for the assessment. 2. Describe what students will be asked to do in two or three sentences.	Assessment Type What type of assessment is this? 1. Information-Recall, 2. Product, 3. Demonstration, or 4. Process	Assessment Purpose What is the purpose for this assessment? 1. Summative, 2. Formative, or 3. Diagnostic	Standard With which standard (or standards) does this assessment align?	Degree of Alignment What's the degree of alignment between the standard/standards and this assessment? 1. Strong, 2. Moderate, or 3. Weak
Annotate and brief write For "The Guardian Angel," by Gary Soto, annotate the passage as you read and analyze the rhetorical techniques the author uses to convey meaning and tone. Then, write a brief composition based on your findings.	Information-recall; product	Diagnostic, Formative	1. Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.	Strong
Image analysis Choose a photograph or a piece of art that you admire. It can be your own work, the work of someone close to	Product; demonstration	Formative	2. Analyze images and other multimodal	Strong

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you, or someone else's work (but not a selfie). Print the picture, paste it in your notebook, then complete a rhetorical triangle next to it as best you can.			texts for rhetorical techniques;	
Analysis of color of voice Identify the "color" of your voice. Explain why this color reflects your voice.	Demonstration; process	Formative	10. Converse and write reflectively about personal processes of composition.	Moderate
Elements of memoir After reading the selections, identify elements of an effective memoir.	Product; demonstration	Formative	1. Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies.	Moderate
Memoir brainstorming List 10 vivid memories on which you would like to reflect. Consider the	Product; process (?)	Formative	5. Respond to different writing tasks according to	Weak

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events in your life that have shaped who you are.			their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing.	
Three memoir drafts Draft three memories with reflections. Consider how these events define you.	Product; process (?)	Formative	4. Write for a variety of purposes.	Strong
Rough draft peer review Share your chosen rough draft with a peer and revise accordingly.	Product; demonstration	Formative	12. Revise a work to make it suitable for a different audience.	Moderate
Final memoir Write your final draft.	Product	Summative	4. Write for a variety of purposes.	Strong

Reflection (approximately two paragraphs): When thinking about the assessment types, purpose, and degree of standard alignment, how would you rate the overall strength of the assessments for this curriculum? Would you rate the overall assessments as strong, moderate, or weak? Why? If adjustments are necessary, how might you adjust the assessments to make them stronger?

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This curriculum is from my AP English Language Memoir unit, done at the beginning of the year and spread over about three weeks. In the unit students learn the basics of rhetorical analysis and apply them to a variety of memoirs they read. They also apply what they have learned to writing their own memoir, one of a variety of writing assignments they will have over the course of the year. The variety of assessments for this unit have a moderate alignment to the standards set forth by the College Board. The analysis assessments strongly align with the standards, as the assessments are difficult to separate from the standard itself; the same applies to the memoir writing assessments, which include the summative essay. In this case, the memoir is one of the variety of purposes called for in the standard; the standard will be addressed in other units as well, as other purposes for writing, including rhetorical analysis, argument, and synthesis, will be explored. The weakest alignment comes from the assignment to identify 10 memories from which students will choose three to create rough drafts. The standard for this assignment is to “respond to different writing tasks,” and while this is a writing task it is more in the brainstorming realm. The second part of the standard is to “translate that rhetorical assessment into a plan for writing.” Students are not necessarily making a rhetorical assessment, but they will use the list they create to develop their plan for writing by elaborating on three of their listed memories.

I am not sure how to properly align that weakly aligned assessment with the standard; it may be that the assessment itself falls more in line with a different standard: “Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.” In this case the list of memories would be part of the drafting process, and emphasizing that creating the list is part of the drafting process would better align the assessment to the standard. The moderately aligned assessments would be easier to strengthen their alignment. For the analysis of the color of one’s voice, an emphasis could be made on sharing the students’ responses would align with the “converse” language in the standard. For elements of a memoir, I would need to teach students the connection between the rhetorical strategies an author uses and the elements of an effective memoir. For the rough draft of the peer review, again, I need to change my instructional emphasis to revisions based on the audience.