Assessment Planning Template for Culturally Responsive-Sustaining Mastery-Based Learning
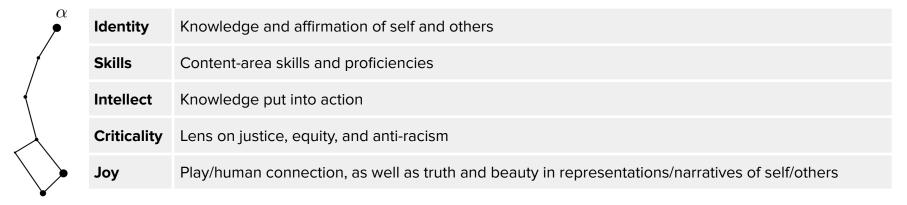
Effective mastery-based summative assessments provide students with an opportunity to clearly demonstrate and provide evidence of their learning against clear expectations, as defined by scoring criteria. Strong summative assessments provide opportunities for authentic demonstration that indicate a student's ability to transfer their skills and knowledge to novel situations, beyond the specific assessment task provided. Note that the full range of summative assessments, including traditional tests, can be designed to align with the traits below, not only project-based assessments.

How To Use This Template:

This template is designed to help you craft an assessment/project that:

- Is grounded in clear learning outcomes
- Is designed to give students power to track and direct their learning
- Is engaging, connected with students' lives, and includes meaningful student input
- Enables students to engage with rigorous material and practice the habits of independent learners
- Affirms students' racial, linguistic and cultural identities and empowers them as agents of change

As you plan, use Dr. Gholdy Mohammad's Five Pursuits as a North Star. Continually work with students to make sure that you are planning ways to center students' learning experience in:

α	**Identity**	Knowledge and affirmation of self and others
	Skills	Content-area skills and proficiencies
	Intellect	Knowledge put into action
	Criticality	Lens on justice, equity, and anti-racism
	Joy	Play/human connection, as well as truth and beauty in representations/narratives of self/others

These websites have strong exemplars of project-based units:

- [PBLWorks-Sample Projects](#)
- [Expeditionary Learning- Models of Excellence](#)
- [Pacific Education Institute - FieldSTEM Resources](#)

[link to exemplar unit using this template](#)(not just assessment)

Unit Overview

Unit Title	Reading Literature Passion Project
Teacher/Teachers	Joanna Brown
Short unit summary - grade level, time needed, overview	Following three units focused on Reading Literature standards RL.6.1-6.10 students choose to demonstrate mastery of standards RL.6.2,6.3, or 6.7. Students choose and read a fictional book, then design a project that connects to his/her learning style and (or) a personal interest (passion) he/she has. Pre-teaching of standards RL.6.1- 6.10)= 8 weeks Reading Literature Passion Project should be completed over about 5 weeks (this includes time for students to read their book and complete the project). This project is intended to be completed in class, with some class time dedicated to reading and 7-8 one-hour class periods to introduce the project, practice using the scoring rubric, complete projects, meet with the teacher for check-ins, display, and self-assess.

Learning Outcomes (both academic and transferable)
List the WA State Standards/learning outcomes and "I can" statements that this unit will address.
These learning outcomes will provide the foundation and throughline for the entire unit.

Learning Outcomes/Standards:
The student will demonstrate knowledge or mastery of RL.6.9-.6.10 by choosing a fictional book at his/her appropriate reading level. Students will demonstrate knowledge or mastery of RL.6.2, 6.3, or 6.7 depending on choice. RL.6.1 is precursory to any of the three student choice standards.
Because there is a strong DOK requirement to support all claims of theme, plot/character development, or discussion of similarities/differences between presentations of work students demonstrated W.6.9 and L.6.1,6.2 and 6.6.
   [Link to Reading Literature Standards as presented to students.](#)

Big Idea(s) / Guiding Question(s):
   ● What type of fiction do you most enjoy?
   ● How do you best show your learning?
   ● How can you connect your interests or skills to how you show your learning?
   ● How do the books we choose reflect who we are as individuals?

Evidence of Student Learning (Culturally relevant and sustaining summative assessment(s))
In the space below, describe the summative products/ evidence that students will produce.

Task Description: *[the task may be multi-part; for example, it might include a creative portion along with a more traditional test of vocabulary knowledge or mathematical problem-solving]*
Ensure that your assessment:
   ● Allows students to apply skills and knowledge to new texts, materials, or challenges. **Students choose and read a fictional book they have not read before. Students must challenge themselves to deeply understand learning standards and apply them to their project design.**
   ● Allows students to demonstrate many performance indicators in an integrated way. **Students demonstrate several standards with the 6th-grade Reading Literature, Writing, and Language categories throughout this project. (See standards above).**
   ● Gives students the opportunity to apply skills and knowledge in ways that will feel authentic – in a way that is connected to student lives, their goals, their school, their community, or the world. **Students reflect on their learning styles and interests as they design individual projects. Students gain experience in decision-making, time management, and self-assessment.**
   ● Gives students the opportunity to think critically and apply sociopolitical consciousness within this project or task. **Class discussions at the introduction of the projects (when students practice and apply the learning of using the grading rubric with exemplar projects) naturally result in the realization that learning can be demonstrated in many ways. Upon completion of projects, students reflect and discuss the different approaches their peers took to show learning. The variety of texts helps broaden students' awareness of diverse authors, themes, characters, and settings. Students gain an appreciation of each other's**

- *individual interests, skills, and learning styles.*
- Is aligned to the appropriate Depth of Knowledge (DOK) for the standards. ***The grading rubrics require students to demonstrate an understanding of RL standards with textual evidence throughout their book.***
- Assesses what is intended to be assessed—will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding provided (e.g., task broken into smaller steps: graphic organizer to preplan a response) does not change what is actually being assessed. ***Scaffolding includes limiting book choices or assistance with book choices to ensure an appropriate reading level, a variety of graphic organizers to be used while reading to track evidence of theme, plot/character or similarities, differences between literary works, and more frequent teacher check-ins to coach decision making, project planning, and implementation.***
- Provides an opportunity for ownership and decision-making, requiring the student to be actively engaged. ***Students choose their book, learning standard, and mode of project.***
- Includes multiple modalities for students to engage with content. ***Exemplars will offer ideas, but students are wide open to design project modalities so long as they are standards-based.***

Student Directions

Attach a link here or copy/paste the student directions that you will use while students are doing their summative assessment.
When creating student directions, please be sure that it has the following elements of accessibility and Universal Design for Learning in addition to clear alignment between the directions and the task and the rubric.
- Directions clearly indicate what the student is being asked to do.
- Includes what will be assessed individually (even if it is a group project).
- Instructions are free of wordiness and irrelevant information.
- Instructions are free of unusual words students may not understand.
- Format is clear and accessible for all learners.
- Questions are marked with graphic cues (bullets, numbers, etc.).

[Reading Literature Passion Project Student Directions](#)

Rubric/Scoring Guide	

Please include below a copy of your rubric/scoring guide.
- Rubric descriptors/scoring criteria clearly define levels of performance.
- Habits of work are assessed separately from academic knowledge and skill.
- Items are grouped, or clearly identified, by indicator being assessed.
- Rubric(s) or scoring guide(s) assess identified competencies and content standards.
- Exemplars or models illustrate expectations aligned to identified competencies and standards (optional). ==*Physical Exemplars are available and students practice scoring them in small groupd using rubrics after the project is introduced.*==

Reading Literature Passion Project Grading Rubrics   Student Exemplars

Accommodations and Differentiation	

Please link or describe below how you will support students that are ML, have an IEP, or need extra enrichment. This could be extra graphic organizers, vocabulary assistance, modifications for physical disabilities, challenge activities, etc.
- The task is fair and unbiased in language and design.
- Material is familiar to students from identifiable cultural, gender, linguistic, and other groups as appropriate to the content and to your students. *In the weeks prior to these projects, ensure students are familiar with variety of fictional works with diverse authors, characters, and settings. First Chapter Fridays, book trailers, frequent trips to the classroom and school libraries with a diversity of fictional genres on display. Built-in time to read and understand how to gauge the appropriateness of text level. Time to build reading stamina. Access to guided notes, and anchor charts (including digital) to review literary terms.*
- The task is free of stereotypes. *Do not "suggest" projects. Check for understanding of directions. Objectively present examples. Listen and coach students through decision-making, but avoid offering suggestions to prevent stereotypes and strengthen student ownership.*
- All students have access to resources (e.g., Internet, calculators, spell check, etc.). *Projects are done in class, students have full access to Chromebooks and all materials to assist.*
- Assessment conditions are equitable for all students. *Using past projects to "practice" scoring with rubrics. Students will self-assess projects. Teachers will meet 1:1 with each student to discuss self-score and finalize scores based on student/teacher collaboration.*
- The task can be reasonably completed under the specified conditions.
- Allows for accommodations for students with IEPs/504 plans. *Graphic organizers, sentence starters, lists of academic vocabulary to incorporate into writing, audiobook options, assistance choosing books, and more frequent check-ins. Directions and scoring levels*

match IEP goals. (For example, a "level 2" may match the students's IEP goal and be a realistic target)