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:



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

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These websites have strong exemplars of project-based units:

- PBLWorks-Sample Projects
- Expeditionary Learning- Models of Excellence
- Pacific Education Institute - FieldSTEM Resources

Please make a copy - this is a template **link to exemplar unit using this template(not just assessment)**

Unit Overview

Unit Title	Weather and Climate
Teacher/Teachers	Erinn Zeitlin
Short unit summary - grade level, time needed, overview	Understand that scientists collect data about weather and look for weather patterns over different times and areas so they can make predictions. Compare weather in two areas over three weeks. Explain the difference between climate and weather. Grade Level: 3 Time Needed: 6 weeks

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:

Core Standards

- Science: Compare weather condition data from different areas. (3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season)
- Science: Predict the typical weather conditions expected during a particular season in different areas. (3-ESS2-1 Patterns of change can be used to make predictions)
- Science and Math: Record and maintain records as appropriate, such as pictorial, written, or simple

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charts and graphs. (Represent data in tables and various graphical displays to reveal patterns that indicate relationships 3-ESS2-1) Model with mathematics, represent and interpret data (3.MD.8.3)

- Math: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (3.MD.B.3)
- Science: Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)

Elective Standards

- ELA: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. (3-ESS2-2)
- Social Studies: Knows that people, products, and ideas can move, connecting local and global communities to each other. Explain that learning about the geography of North America helps us understand cultures around the world. (G3.3.1)

Big Idea(s) / Guiding Question(s):

- What is the difference between climate and weather? Why is it important to look at weather over time in different areas? How do scientists predict the weather? How does weather affect our daily lives?

Evidence of Student Learning (Culturally relevant and sustaining summative assessment(s))

In the space below, describe the summative products/ evidence that students will produce.

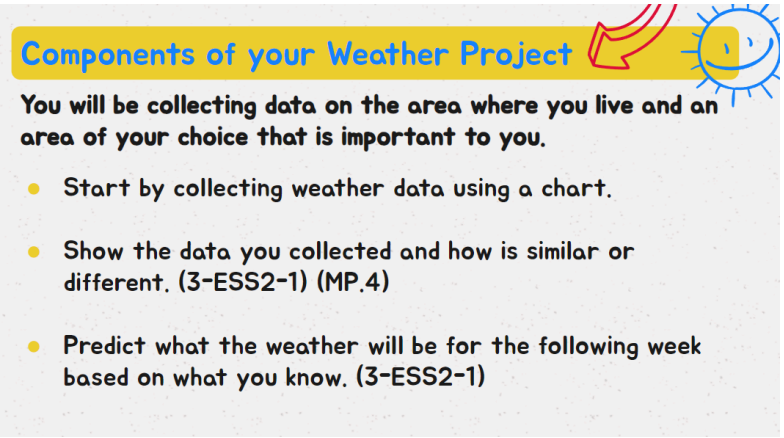
Task Description: *[the task may be multi-part; for example, it might include a creative portion along with a more traditional test of vocabulary knowledge or mathematical problem-solving]*

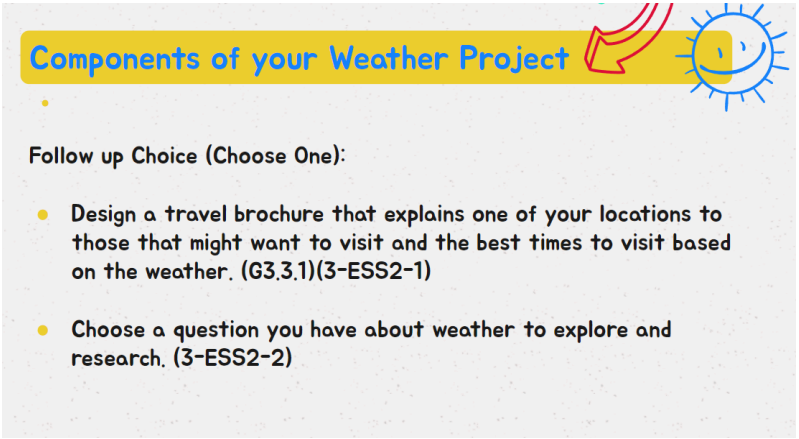
Ensure that your assessment:

- Gives students the opportunity to apply skills and knowledge to new texts, materials, or challenges.
- Allows students to demonstrate many performance indicators in an integrated way.
- 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.
- Gives students the opportunity to think critically and apply sociopolitical consciousness within this project or task.
- Is aligned to appropriate Depth of Knowledge (DOK) for the standards.
- 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

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a response) does not change what is actually being assessed.
- Provides opportunity for ownership and decision making, requiring the student to be actively engaged.
- Includes multiple modalities for students to engage with content.





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.).

MBLC 3rd Grade Climate and Weather Assessment Erinn Zeitlin

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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).	

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Standards Based Rubric

	4-Exceptional	3-Satisfactory	2-Progressing	1-Needs Improvement
Data Collection: Science Standard: Obtain and combine information to describe climates in different regions of the world (3-ESS2-2)	Accurately collected weather data from 2 different places. Included temperature and precipitation. Added another element (such as wind)	Accurately collected weather data 2 different places. Included temperature and precipitation.	Partially collected weather data from 2 different places. Included temperature and precipitation.	No evidence of collected weather data from 2 different places. Included temperature and precipitation.
Presentation: Model with mathematics, represent and interpret data (3.MD.B.3)	Presentation is clear and organized. Students can explain the data in a way that is easy to understand. Student shows data in a unique or interesting way.	Presentation is clear and organized. Students can explain the data in a way that is easy to understand.	Presentation is partially clear and/or partially organized. Students can explain the data but it may not be easy to understand.	Presentation is not clear or organized. Students are unable to explain their data.
Graphs: Represent data in tables and various graphical displays to reveal patterns that indicate relationships (3-ESS2-1) Model with mathematics, represent and interpret data (3.MD.B.3)	Students create visual representations of the data, such as graphs and charts that are labeled and easy to read. Student shows data in a unique or interesting way.	Students create visual representations of the data, such as graphs and charts that are labeled and easy to read.	Student partially creates a visual representation of the data. The data is not labeled or easy to read.	Student does not create a visual representation of the data.
Comparison: Science Standard: Obtain and combine information to describe climates in different regions of the world (3-ESS2-2) Patterns of change can be used to predictions.	Student compares and contrasts the weather data from two places and makes more than four observations about the data that is thoughtful. Student can clearly predict the weather for the following week.	Student compares and contrasts the weather data from two places and makes two to four observations about the data that is thoughtful.	Student partially compares and contrasts the weather data from two places and partially makes observations about the data.	Student does not compare and contrast the weather data from two places and does not make observations about the data.

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Standards Based Rubrics

Travel Brochure	4-Exceptional	3-Satisfactory	2-Progressing	1-Needs Improvement
Social Studies: Knows that people, products, and ideas can move, connecting local and global communities to each other. Explain that learning about the geography of North America helps us understand cultures around the world. (G3.3.1)	Travel brochure shares information about the people, products, activities, and culture of the community and ties in the weather and climate.	Travel brochure shares information about the people and activities of the community and ties in the weather and climate.	Travel brochure shares information about the people of the community and ties in the weather and climate.	Travel brochure does not share information about the people, products, activities, or culture of the community and does not tie in the weather and climate.

Open Ended Question	4-Exceptional	3-Satisfactory	2-Progressing	1-Needs Improvement
ELA: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. (3-ESS2-2)	Question is an open ended question that is related to the weather. Three sources were used to research and find answers to the question and answers were explained clearly in the graphic organizer. Resources are noted.	Question is an open ended question that is related to the weather. Two sources were used to research and find answers to the question and answers were explained clearly in the graphic organizer. Resources are noted.	Question is an open ended question that is related to the weather.One source was used to research and find answers to the question and answers were explained in the graphic organizer. Resources are noted.	Question is not an open ended question that is related to the weather. No sources were used to research and find answers to the question and no answers were explained clearly in the graphic organizer. No resources are noted.

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.

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• The task is free of stereotypes. • All students have access to resources (e.g., Internet, calculators, spell check, etc.). • Assessment conditions are equitable for all students. • The task can be reasonably completed under the specified conditions. • Allows for accommodations for students with IEPs/504 plans.
Slide 55 Below

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Planned Supports for Diverse Learners



- Video Instructions
- Vocabulary Bank with Video Explanations
- Internet Resources
- Graphic Organizers
- Clear Consistent Rubric
- Optional Activities for More Exploration
- Opportunities for Questioning and Critical Thinking
- Step by Step Process
- Partnership with Parents

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