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

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	**MOBILE APP DESIGN** **Instructions and Rubric are on** Part 5: Paper Prototypes & Gallery Walk **Unit Lessons are on** Mobile App Design Project
Teacher/Teachers	**Devina Khan**
Short unit summary - grade level, time needed, overview	This is an end of the year unit for 9th grade students who have shown mastery in skills from previous units and have completed 90% of their classwork by March 31, 2024. During this 5 week unit, students will be able to work in teams to create mobile app designs addressing authentic challenges in their community, which in this case comprises students at the West Valley Innovation Center (Grades 7-12). They will utilize design thinking processes to select a challenge, understand its impact, determine criteria for their app, map out a user journey and flow, and develop paper prototypes for their apps. If time permits, students may use their programming skills to build the app as an extension activity. Please note that this project consists of 5 parts with each part having its own assessment and standards across many content areas. Students need to complete each part in order as they are in sequence of the Design Thinking Process. This particular assessment covers only Part 5 of the project.

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:

There are 4 assessments that students need to complete before arriving at this assessment. Many computer science standards have been addressed in previous parts. This template is focused on the final project of the Unit (Part 5):

Instructions and Rubrics are on: Part 5: Paper Prototypes & Gallery Walk

Part 5: Paper Prototypes for Mobile Apps and Gallery Flow

Objective:

The objective of this assignment is for students to design low-fidelity paper prototypes of their mobile app concepts to visualize and iterate on their designs. By creating tangible representations of app interfaces, students will focus on usability and functionality while preparing for digital development.

STANDARDS

1. CCSS.ELA-LITERACY.W.9-10.2:
   - This standard focuses on writing informative/explanatory texts to examine and convey complex ideas and concepts clearly.
   - Students in this activity will engage in designing paper prototypes and documenting feedback, which involves clear communication of design concepts and improvements.
2. CCSS.ELA-LITERACY.SL.9-10.1:
   - This standard emphasizes effective participation in collaborative discussions.
   - Students will participate in a gallery walk where they display their prototypes and provide constructive feedback to peers, fostering collaborative discussions about usability and functionality.

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

- What role does prototyping play in the design thinking process, and why is it necessary?
- How does testing and iterating prototypes contribute to refining solutions based on user feedback?
- How can the design thinking process be applied beyond app design to solve real-world challenges?

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 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.~~

The Part 2 of this project is Identifying Community Challenges where students have to research and identify authentic community challenges. The community is the school population and students will be working on an issue that is important to this group. So by the time they get to Part 5, which is what the assessment you reviewed is about, the sociopolitical consciousness has been aroused in their minds.

Student Directions

Attach a link here or copy/paste the student directions that you will use while students are doing their summative assessment. Part 5: Paper Prototypes & Gallery Walk
Mobile App Design Project
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.).~~

Rubric/Scoring Guide	
Please include below a copy of your rubric/scoring guide. Part 5: Paper Prototypes & Gallery Walk ● ~~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).~~	

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. **All activities leading to the final project (Part 5) are in the form of worksheet based graphic organizers that all students can use regardless of their learning ability and style. There are links to exemplars where applicable and the teacher will be creating exemplars in the classroom to model how it's done. Additionally, the final product has an alternate format of delivery for students with accomodations: technology accommodations have been provided for students with IEPs/504s who specifically ask for digital assignments instead of paper. These students can make their prototypes digitally.** Part 5: Paper Prototypes & Gallery Walk Mobile App Design Project ● ~~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.~~ ● ~~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.~~
https://docs.google.com/document/d/1jaByADm7vYTYcdomzegnF5-zCoZZRKZdveeVcl-ylJY/edit

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