

Practicing Teaching Unit 1 - Assessment

<p>ESTABLISHED GOALS:</p>	Transfer	
<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to apply theory, research and practice in order to create a philosophy of education. • Students will demonstrate the ability to self-assess through reflection in order to show continuous improvement. • Students will demonstrate the ability to plan, assess and instruct material in order to create a successful lesson. • Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. • Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. • Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <p><u>Content Standards:</u> NBPTS - National Board for Professional Teaching Standards</p> <ul style="list-style-type: none"> • NBPTS Proposition #3: Teachers are Responsible for Managing and Monitoring Student Learning • NBPTS Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience • NBPTS Proposition #5: Teachers are Members of Learning Communities 	<i>Students will be able to independently use their learning to be effective lifelong teachers, regardless of their career path.</i>	
	Meaning	
<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • meaningful assessments <i>begin</i> with the end in mind. • classroom assessments improve learning by providing feedback to both the teacher and the learner. • feedback has more impact on student results than any other teaching strategy. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Is homework an essential part of the learning process? • Can learning be measured without grades? 	
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that attitude affects performance in the classroom. • that effective feedback is constructive, specific and timely. • that assessments can take many forms and can be designed for many reasons. • that rubrics help coordinate instruction and assessment by describing performance. <p><u>vocabulary:</u> formative assessment, summative assessment, objective assessment, subjective assessment, traditional assessment, authentic assessment, descriptive feedback, high stakes testing, rubrics, competency based education, relearning plans, RTI, growth mindset, flipped classroom</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying the appropriate assessment for a specified outcome. • creating formative and summative assessments that are appropriate to the lesson's learning objectives. • evaluating the effectiveness of an assessment. • identifying the differences between a competency based education and a traditional based education. • suggesting ways to incorporate the growth mindset into the classroom. 	

Content Area Literacy Standards	21st Century Skills
<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Make Judgments and Decisions ● Communicate Clearly ● Collaborate with Others ● Access and Evaluate Information ● Apply Technology Effectively ● Be Self-directed Learners ● Interact Effectively with Others ● Manage Goals and Time

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources