Unit 5: Assessing Instruction and Learning

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Practicum in Education and Training
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 450 Minutes/Five 90-Minute Periods

# Unit Overview

Students will build upon the list of helpful assessment tools, resources, and strategies they started in Instructional Practices; if they did not build such a list, they will collaborate in small groups to build one in this course. Students will use technology to present, explain, and share their lists with their peers, so that all students in the class can be better prepared for their future careers as educators and trainers.

Students will investigate methods to analyze the data collected from the different types of assessments presented and explain how assessment data can be used to inform instruction.

Students will investigate and explain how data from formal assessments such as The State of Texas Assessments of Academic Readiness (STAAR) program is acquired and used. Students will prepare brief presentations that represent questions these future educators may be asked about different aspects of the STAAR, such as: How are students with disabilities assessed? How are students who speak languages other than English assessed? How do students and parents/guardians access the assessment results? What do the performance labels mean? What’s the difference between raw scores and scale scores? The presentations will be peer reviewed for accuracy, then the verified information will be combined into a student take-away for future reference.

In unit culminating activities, students will discuss and demonstrate critical-thinking and problem-solving skills as they reflect on and assess personal growth, prior work samples, and teaching strategies. Students will select a unit or lesson plan in their teaching portfolio to improve with additional and/or more effective formative and/or summative assessment tools.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

* TEKS (CTE): List the TEKS identification numbers and descriptions for CTE.
* UNIT QUESTION: List the primary question the unit of instruction will answer.
* ESSENTIAL CONTENT QUESTIONS: List the essential content questions.
* UNIT LEARNING OBJECTIVES (WHAT STUDENT WILL KNOW AND BE ABLE TO DO): List all actions and knowledge a student will be able to demonstrate.
* ASSESSMENTS (PERFORMANCE TASKS): List the performance tasks that demonstrate mastery of the objectives.
* EVALUATIVE CRITERIA (RUBRIC): Provide a rubric for student evaluation.
* Vocabulary: Provide words students need to learn in this unit of instruction.
* Resources: List possible resources related to presenting this unit of instruction.
* Notes: Add notes that will assist you in presenting or reflecting on this unit of instruction.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.165. (c) Knowledge and skills**  (5) The student plans and uses effective instruction. The student is expected to:  (F) evaluate and analyze effectiveness of lessons plans and instructional strategies; and  (G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.  (7) The student assesses instruction and learning. The student is expected to:  (A) develop and apply assessments to foster student learning;  (B) use assessment strategies to promote personal growth and teaching or training improvement; and  (C) use reflective techniques to promote personal growth and teaching or training improvement. |
| **Unit Question** | * What is the purpose of instructional assessment? |
| **Essential Content Questions** | * How will you evaluate and analyze the effectiveness of your lesson plans and instructional strategies? * How will you develop and apply assessments to foster student learning? * How will you use assessment strategies to promote personal growth and teaching or training improvement? * How will you explain standardized tests to students, parents, and other stakeholders? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Create, expand, present, and explain lists of helpful assessment tools, resources, and strategies * Investigate and explain various aspects of the STAAR program * Combine information from presentations into a student “take-away” for future reference * Select a unit or lesson plan currently in their teaching portfolio to improve with additional and/or more effective formative and/or summative assessment tools. |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Present answers to STAAR FAQs * Peer Review STAAR presentations for accuracy * Present a “before and after” lesson plan, and explain improvements |
| **Evaluative Criteria**  **(Rubric)** | * STAAR® Presentation Peer Evaluation Rubric * Assessment Presentation Peer Evaluation Rubric * Lesson Plan Improvement Rubric * Unit 4 One-Page Reflection: Writing Rubric * Group Discussion and Class Participation Self-Assessment Rubric |
| **Vocabulary** | * Assessment * Evaluation * Formative Assessment * Rationale * Raw Score * Rubric * Scale Score * Self-Assessment * STAAR® * Summative Assessment |
| **Resources** | * **Texas Education Agency (TEA) STAAR Resources**   <https://tea.texas.gov/student.assessment/staar/>  **Assessments for Students with Disabilities**  <https://tea.texas.gov/student.assessment/special-ed/>  **STAAR Report Card Video**  <https://tea.texas.gov/studentreport/>   * **Texas CTE Resource Center (TCRC)**   <https://txcte.org/resource-index>   * **Edutopia**   **A More Complete Picture of Student Learning**  <https://www.edutopia.org/article/more-complete-picture-student-learning>  **7 Grading Tips for New Teachers**  <https://www.edutopia.org/article/7-grading-tips-new-teachers>  **Will Letter Grades Survive?**  <https://www.edutopia.org/article/will-letter-grades-survive>  **Why is Assessment Important?**  <https://www.edutopia.org/assessment-guide-importance>  **What are Some Types of Assessment?**  <https://www.edutopia.org/assessment-guide-description>  **How do Rubrics Help?**  <https://www.edutopia.org/assessment-guide-rubrics>  **Resources for Comprehensive Assessment**  <https://www.edutopia.org/assessment-guide-resources> |
| **Notes** |  |