FRAMEWORK

The Heritage School, Gugroan

Topic/Module:_____

Grade Level: _____

Subject/Expedition:_____

Educators: _____

[ASSESSMENT PLANNING FRAMEWORK]

The Purpose behind the Assessment Planning Framework

The Assessment Planning Framework is designed to provide a structure for educators to plan, design and document Assessment Plans. This gives educators a road map for planning the assessments for students starting from the initial stage of designing student friendly and clear demonstrable learning targets to defining the assessment methods and finally designing formative and summative assessment tasks and rubrics to assess student achievement. The framework provides space for making thinking and understanding visible.
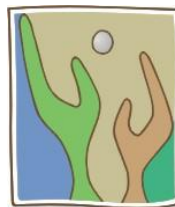
While the framework provides a clear structure to planning assessments, it is in no way limiting. The idea is to continuously review and modify the plan and focus on the process of planning itself. Planning is a back and forth process and feedback from working inside the classroom should instruct the planning process at every stage. The process of planning also facilitates deeper understanding of the 'Why' and 'How' of assessments.

Acknowledgements

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Purpose of Assessment

Perhaps the best way of understanding assessment is to go back to the Latin root word from which the word Assessment is derived. The Latin root word assidere means to "sit beside."

Assessment as sitting beside includes dialogue with the intent of understanding the perspective of the one who is being assessed, before arriving at any conclusion.

It also implies mutual trust and respect, reflecting on strengths and areas to work on and setting goals.

> "Assessment is authentic when it corresponds to and mirrors good classroom instruction. When students participate in authentic assessments, neither they, nor an observer in the classroom should be able to tell any difference between the assessment and other interesting and engaging instructional activities. The assessment is also authentic when the results can be used to improve instruction based on accurate knowledge of student progress."
> J Michael O'Malley
> (Office of Assessment and Evaluation, Virginia, USA)

Principles of Assessment

Assessment should empower students to take charge of their own learning
Students learn best when they take ownership of what they have to accomplish. The best way to keep a student "on track" is to enable her to monitor her own progress, observe and assess her work, to discover her own strengths, and know the areas to she needs to work on.

Assessment should be non-comparative
Creativity and good quality work are products of commitment and good work habits, much more than that of comparison and competition. A culture of care and collaboration helps students to find their own reasons to work hard and achieve skills and conceptual understanding, making learning much more meaningful.

> "The purpose of evaluation is not to motivate children to study under threat, to identify or label children as 'slow learners' or bright students or 'problem children' or to identify children who need remediation (this need not wait for formal assessment)."
> NCF, 2005

Also, in a competitive framework, standards are set by peers, and the student may actually not reach her true potential.

Assessment involves giving students kind, helpful and specific Feedback.
We do not assign marks or grades to students, as these are not capable of conveying to a student what she can and cannot do.

Assessment involves the use of Multiple Strategies.
There are no two students who learn in the same way. Our minds interpret experiences in a way that is unique to us, and different from that of all others. Expecting students to recall and reproduce exactly the same text that they were given to read, and using one single set of questions answered in a short period of time to assess every student, is not realistic.

Focus Areas

Concepts:

Sub-concepts:

Skills:

SECTION 1: CLEAR TARGETS

Learning Targets:
Learning Targets are statements of intended learning. They tell teachers and students what exactly students should be able to do, after going through the lesson.

Long Term Learning Targets:
These communicate the ultimate learning desired.

Supporting Targets:
These communicate the learning required to take smaller steps towards the ultimate learning.

Types of Learning Targets

Knowledge Targets:
Knowledge targets represent the factual information, procedural knowledge and conceptual understanding of each discipline.

Reasoning Targets:
Reasoning Targets specify thought processes students are to learn, to do well across topics and subjects.

Skill Targets:
Skill Targets are those where a demonstration or physical skill based performance is at the heart of the learning.

Character And Culture Targets:
Character And Culture Targets refer to the attitudes, motivation and interests that affect a student's approach to learning.

Target Type	Examples of Verbs that can be used
Knowledge	I can identify, list, recognize, describe, explain
Reasoning	I can predict, infer, classify, hypothesize, compare, conclude, summarize, analyze, evaluate, justify, generalize
Skill	I can measure, estimate, pronounce, use a tool/equipment, set up apparatus, dribble, perform, read, write, solve, demonstrate, observe, record, interpret, communicate, repair
Character/Culture	I can respect, seek, enjoy, complete, participate, practice, work productively, choose wisely, include, support

Learning Targets:

No.	Long Term Target	Supporting Targets	Type
1.	I can		
2.			
3.			
4.			

5.			
6.			
7.			
8.			

SECTION 2: ASSESSMENT METHODS

Assessment Methods: Options Available

Selected Response
- Multiple Choice
- True/False
- Matching
- Fill-in-the-blank questions

Written Responses
- Short Answer Items
- Extended Written Response items

Performance Assessment
- Task involving a demonstration of a skill
- Task involving creation of a product

Personal Communication
- Questions during instruction
- Interviews and Conferences
- Participation
- Oral questions during discussions
- Students reflection journals and logs

Selecting a suitable Method to assess Targets

Target Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	Good	Strong	Partial (Only for knowledge prerequisites for skill targets)	Strong
Reasoning	Good	Strong	Partial (Only for reasoning prerequisites for skill targets)	Strong
Skill	Partial (Only for measurement and estimation skill targets)	Poor	Strong	Partial (only for oral communication proficiencies)
Product	Poor	Poor	Strong	Poor

Strong: The method works for all learning targets of this type.
Good: The method works for many of the learning targets of this type.
Partial: The method works in some instances
Poor: The method does not work for learning targets of this type

Assessment Methods

Learning Target	Assessment Method(s)	F/S/F+S
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Learning Target	Assessment Method(s)	F/S/F+S
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

F: Formative Assessment (A process during learning to help techers diagnose and respond to students needs)
S:Summative Assessment (An event after learning, for stock taking)

SECTION 3: DESIGNING ASSESSMENT

Plan for Formative Assessment:

FA 1

Learning Target:
Method:
Questions/ Task Description:

FA 2

Learning Target:
Method:
Questions/ Task Description:

FA 3

Learning Target:
Method:
Questions/ Task Description:

FA 4

Learning Target:
Method:
Questions/ Task Description:

FA 5

Learning Target:
Method:
Questions/ Task Description:

FA 6

Learning Target:
Method:
Questions/ Task Description:

Plan for Summative Assessment:

Summative Assessment

Learning Target(s):
Method:
Questions/ Task Description:

Pointers for framing Task/ Extended Written Response Question:

Knowledge students are to use	Use your knowledge of …
What students are to accomplish	Design and conduct an experiment/prepare a report/respond to….
Performance/Product students are to create	Report/Essay/Long written responses to questions
Materials to be used	Measuring tape, stopwatch, reference materials provided
Timeline for completion	
Help allowed	
Criteria	

Checklist

Criteria/Learning Target	Yes	No	Evidences from my work

SECTION 4: DESIGNING RUBRICS FOR ASSESSMENT

To develop Rubrics:

Start with the extremes. The clear features of a weak and strong sample of the product or the performance can be put under Beginning and Meeting/Exceeding.

Decide features for the middle level(s).

Refine the Rubric.

Rubric for Assessment

Learning Target	Beginning	Approaching	Meeting	Exceeding
LT1.				
LT2.				
LT3.				
LT4.				

Tracking Sheet for Culture and Character Targets

Exemplary (E) I can give multiple solutions and give logic behind my approach.						
Accomplished (A) I have met the target						
Developing (D) I need more practice						
Beginning (B) I have just started practicing						
Learning Target						
LT number	1	2	3	4	5	6
Beginning- B Developing- D Accomplished–A Exemplary -E						