EDC G460/660, Fall 2006
Prof. Sevian

Assignment 5 – Design Two Assessments

Due date: November 29 (please note that this is two class sessions later than the syllabus indicates!)
Can be handed in on paper at the beginning of class, or emailed as a Word document attachment prior to class. Please see late policy in syllabus.

Assignment
Design two assessments that would be used with the same lesson and which assess some, if not all, of the same learning goals. One must be a traditional assessment and the other must be a performance task. Taken together, the two assessments should provide a way for students to demonstrate they have achieved the learning goals of the lesson. Identify the learning goals of the lesson that these assessments are part of. Prepare goals-assessment charts for both of your assessments – match each learning goal to where and how your assessment requires students to provide evidence that they have achieved the learning goal (see example below). You must choose one of your assessments and use it with a class of students in your pre-practicum setting. (If you are a classroom teacher, do this with your students in your own classroom.)

What you need to turn in with this Assignment

1. A very brief (one paragraph) description of the lesson that the assessments are part of
2. A list of the learning goals for the lesson
3. The traditional assessment:
    a. A copy of what you would/did hand out to students
    b. How you will grade it – either turn in the answer key (examples of answers you would expect from an outstanding student) or rubric (criteria by which you will evaluate a student paper)
    c. A goals-assessment chart for the traditional assessment
4. The performance task:
    a. A copy of what you would/did hand out to students
    b. The rubric you would use to evaluate students' work
    c. A goals-assessment chart for the performance task

(Note: the "goals" in 2, 3(c) and 4(c) will be the same)

When you use the assessment with students
[this information is also verbatim in the syllabus, except for the part in square brackets]
Collect samples of student work on this assessment from at least three different students (high achiever, average achiever, low achiever who would benefit from helpful feedback). We will use the student work, graded by you, in our education class [on Nov. 29] in a formal exercise to look at the assessment you created, but the students will want their work back, so before you return the work to the students make photocopies that you will keep. If the teacher did not want you to grade the papers yourself, make photocopies and then write on the photocopies as if you were grading your own students. To preserve confidentiality of the students, always cross out students' names on work you share with our class, and create code names by which you will refer to the students instead. The collection of this work, and the forum we will conduct in our class, will provide you with what you will need in order to complete the Portfolio that you must complete at the culmination of the Initial Licensure program (UMass and Mass DOE requirement). This portfolio assignment will not be assigned for this course, but you may wish to do it while the information is fresh in your mind.

Examples of parts of the assignment
The goals-assessment chart below corresponds to part 4(c) of the assignment, and is for the performance task accompanying a lesson about balancing chemical reactions. The description below is an example of part 1 of the assignment. The performance task itself (part 4(a) of the assignment) is not provided here, but is briefly described in the *italicized* text below.

Description of lesson: In this lesson, students do an activity to learn to recognize whether a given chemical reaction is balanced. Next, students practice figuring out how many of each kind of atom are in a given chemical formula. Then they learn to balance chemical equations by an accounting method that requires them to change stoichiometric coefficients to make the atoms of each kind on the input side equal the atoms of that kind on the output side (this relies on the principle of conservation of mass). *Finally, they work with a specific chemical reaction, and design an experiment to determine whether mass actually is conserved in the chemical reaction, that is, whether the mass of the chemicals before the reaction happens is equal to the mass of the new chemicals after the reaction has happened. Students must write up a lab report, including a brief purpose and an explanation about what the chemical reaction they are studying is and how they know it is balanced, a procedure, data tables, and analysis. In the conclusion of the lab report, they must explain how the principle of conservation of matter is contained in the reaction they are studying, and they must analyze the data from the experiment to draw a reasoned conclusion about whether mass is conserved and then connect that to their explanations about how they know the reaction is balanced.*

Learning goal in lesson	**Where in assessment students provide evidence that they have achieved the learning goal**
1. Recognize whether a chemical reaction is balanced or not	Student recognizes that the chemical reaction given is not balanced
2. Determine the quantity of each kind of atom (or ion) in a chemical formula	Student correctly identifies how many of each kind of atom are present on the input and output sides of the chemical reaction
3. Balance simple chemical equations by an accounting method	Student has written the correctly balanced chemical reaction and explains how the balanced reaction demonstrates conservation of matter
4. Design an experiment: - select appropriate equipment - articulate a procedure - present data	Student indicates appropriate choices for equipment. Student provides a procedure that could be repeated by someone in another class in another country. Student presents neat data table(s) and summarizes results.

A note on formatting (my idiosyncrasies)
Do not use a cover page. Your paper can be single- or double-spaced, however you prefer. Please do not use a font size smaller than 10 point size, and please do not use Comic Sans font. If you refer to anything you learned from the reading assignment, or other written source, you should cite it in some reasonable manner.

Criteria for evaluation
These will be discussed when we meet in class and we will determine a breakdown/rubric by consensus. Possible criteria to consider include:

- Assignment that is turned in has all components required
- Traditional assessment is well laid out, easy to read, and clear for students to understand
- Performance task includes all the elements of GRASPS
- Rubric accompanying performance task is appropriate for age level of students (can be understood by them)
- Goals and assessments are highly correlated, and it is clear how each learning goal is assessed.

Please contribute your own criteria to the class discussion.