

Planning Module

Directions: Use this planning module to answer what to assess and how to assess.

What to Assess

Remember that you cannot assess everything in any curriculum. Answer the following questions to narrow the standards that you would like to highlight in your student assessment plan.

- What content or skills must the student master to be successful in either real-life or future levels in this subject?
- How much of the content or skills is developmentally appropriate for the age or grade level?
- How much time do I have to assess?
- Based on the above questions, what are the key learning outcomes that are essential for students to know and be able to do, and for me to focus on in student assessment?

How to Assess

Now that we have decided what to assess, we next need to look at how we will assess. Consider three major forms of assessments—(1) selected response, (2) supply response, and (3) performance task, and then use the following guide to determine which types are most appropriate for your particular student learning standards.

Selected Response	Supply Response	Performance Task
<ul style="list-style-type: none"> • Yields objective results—have right or wrong answers • Usually uses paper and pencil • Includes multiple-choice, true or false, and matching activities 	<ul style="list-style-type: none"> • Can be written or oral • Generally require students to react to and use information • Yields more complex answers and there are multiple ways to answer these questions. Therefore, they are generally graded with a rubric, rather than graded as right or wrong. • Includes fill in the blank or diagram activities, short answer, and essays 	<ul style="list-style-type: none"> • Applies knowledge • Uses real-life situations usually • Generally grade with a rubric • Includes role playing (debates, skits), models and simulations, and performances and products

If you have decided that a performance task is the most appropriate method to assess the learning targets, proceed to design the task and calibrate the task with the following factors.

- Is the content of the task aligned with the intended learning objectives?
- Does the structure of the task clearly outline the knowledge students are to use and clearly communicate what students are expected to accomplish?
- Are appropriate materials, resources, and scaffolding available to support students?
- Is a rubric in place to evaluate the quality of student work? (The rubric should have criteria, levels, and descriptors as chapter 5 [page XX] elaborates.)

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