**Assessment Plan**

**TWS Standard**

***The teacher uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.***

**Task**

Design an assessment plan to monitor student progress toward your learning objectives. Use multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction. These assessments should **authentically** measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication with the students. Describe why your assessments are appropriate for measuring learning.

**Prompt**

* **Provide an overview of the assessment plan.** **Use a visual organizer such as a table, outline, or other means to make your plan clear.** For each learning objective include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning objectives and assessments and to show adaptations to meet the individual needs of students (i.e., Special Education, RtI, ELLs, 504, Gifted/Talented (GT), etc.) discussed in contextual factors.
* **Describe the pre-** **and post- assessments that are aligned with your learning objectives.**
Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students’ performance meets the learning objectives. **Include copies of assessments, prompts, and/or student directions and criteria for judging student performance** (i.e., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key, etc.) in the TWS Appendix.
* **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to monitor student progress and comment on the importance of collecting that particular evidence.

**Example of Assessment Plan Table: Kindergarten**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Objectives** | **Assessments** | **Format of Assessment** | **Adaptations** |
| **Learning Objective 1***Write out your full objectives here.* | Pre-AssessmentFormative AssessmentPost-Assessment | *Clearly and briefly describe your pre-assessment**Clearly and briefly describe your formative assessment.**Clearly and briefly describe your post-assessment* | *Describe the pre-assessment modifications you will implement for the students described in Contextual Factors.**Describe the formative modifications you will implement for the students described in Contextual Factors.**Describe the post-assessment modifications you will implement for the students described in Contextual Factors.* |

**Suggested Page Length:** 2+ pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table