

P-1: Create or obtain assessments

Start with the End in Mind: Define Mastery

Determine what it looks like for students to master the learning goals so you can design an assessment to produce the evidence you need to see.

How do I define mastery of my learning goals?

<p>Identify your learning goals</p> <p>for summative unit assessments – check your unit plan (P-2) for summative end-of-the-year assessments – check your long-term plan (P-2) for diagnostic assessments before a unit – check your unit plan (P-2) for lesson assessments – check the objective in your lesson plan (P-3) for other mid-unit formative assessments – check your unit plan (P-2)</p>
<p>Examine the verbs and content of your learning goals</p> <p>Example: Learning Goal: 5.3 Students describe the cooperation and conflict that existed among the Native Americans and between the Native American nations and the new settlers, in terms of:</p> <ol style="list-style-type: none"> 1. the competition among the English, French, Spanish, Dutch, and Native American nations for control of North America. 2. the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3. the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War). <p>verb - “describe” content - the “cooperation and conflict” between Indians and new settlers, the “competition” among different nations, the “cooperation” between colonists and Indians, etc.</p>
<p>Determine what knowledge and skills the goals require</p> <p>Example (using the standard above):</p> <p>necessary knowledge – knowledge of the pre-Revolutionary War conflicts; the ways Native Americans, settlers, and colonists competed and cooperated; why these relationships existed and how they developed necessary skills - describe Native American tribes and nations; the conflicts among colonists, settlers, and Native Americans; and why these relationships existed</p>

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Decide what **product** students need to produce **to show they have the knowledge and skills**

product – students will need to produce a description (in some form, whether written, visual, etc.) to prove their factual knowledge of the relevant events, people, and actions

Once you determine what **product** you need, begin to **find or draft a quality student response**

Think: How will an excellent description be different than a poor description? What will distinguish products in the between these two extremes?

You should start to brainstorm the criteria for different levels of responses, find examples of exemplary student work, or begin to draft a sample high quality description. Doing this will help solidify your vision of what your assessment prompts need to ask for.

Note: You will not fully determine all the details of student responses at this early stage. You will continue to develop and refine the details of quality work when you actually develop your grading system.

Example

Standards

Number Sense Standards:

- 1.1 Count, read and write whole numbers to 100
- 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<,=,>).
- 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20).
- 1.4 Count and group objects in ones and tens

Algebra and Functions Standards:

- 1.2 Understand the meaning of the symbols +,-,=
- 1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

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Examine the **verbs** and **content** of your goal

verbs → content

- Count, read, write → whole numbers
- Compare, order → whole numbers using symbols
- Represent → equivalent forms of the same number
- Count, group → tens and ones
- Understand → symbols for plus, minus, equals*
- Create → story problems that involve addition or subtraction

* This particular part of the standard is not measurable (“understand”), so the exact task must be defined more specifically as I begin to plan...

Determine what **knowledge and skills** the goals require

necessary knowledge

- Understanding of the concept that the same number can be represented in different ways: as a numeral, with a physical model, with a diagram, with a $+/-/=$ number sentence.
- Understanding that numbers beyond 9 are composed of groups of tens and ones
- Understanding that numbers represent quantity and can be compared to one another.
- Knowledge of what each number represents and what the relevant symbols represent

necessary skills

- Ability to sequence numbers in order
- Ability to create visual and numeric representations of numbers (i.e., diagrams, number sentences, physical models). E.g., 8 may be represented by $4+4$, $5+3$, $2+2+2+2$, $10-2$, $11-3$, etc.
- Ability to break numbers greater than 9 into tens and ones; ability to determine the whole number from a group of tens and ones (numerically or visually). E.g., three groups of 10 and 4 equals 34, or $30+4$.
- Ability to solve numeric equations to find equivalency

Decide what **product** students will need to produce **to show they have the knowledge and skills**

product

A self-created problem situation that would lead to a number sentence involving either addition or subtraction