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CEP 813

Formative Assessment Design 3.0

a) **The assessment/instruction plan**

When looking at this particular assessment, I see how some might think it is a summative assessment. However, in my eyes, it is not. The reason behind that thinking is that it does not end the unit. It is not the last assessment I will be having my students do before they move on to another unit. When you look at what the students will be doing in this assessment, there needs to be a series of lessons that allows them to understand what they are doing. Because I know what is on the assessment and what exactly students will be doing, I can design my instruction prior to that to help the students develop the skills necessary. Students will learn about the major components of a map. They will also learn why certain cities are located exactly where they are when people settle in a new country.

After this particular assessment, I will see if there are any areas where students were still having trouble. Whatever areas it may be, that is where instruction will go. Then I will go on to latitude and longitude. I want to spend a little time on this topic and give an assessment on it because it is something that is difficult for my sixth graders to understand. Then, students will then learn about map projections and map distortions. The reason that it is in this particular order is that students need to understand the basics of maps and the things of that nature before they learn about how there are different projections and distortions. By having the base knowledge which they show they know on this assessment, it allows me to move on to the next part of the unit, which would be how different maps have different projections and why, and how to see where maps can de distorted and the reason behind it.

b) **The assessment instructions for learners.**

Multi-Media Map Project

There are two parts to the Multi-Media Map Project. The first part is where you will be creating a map of your own country. The second part will be a report explaining the choices you made on your map. There is no set length for the report. It just needs to be long enough to make sure that you complete all parts and do so with enough details to allow me to see your line of thinking when you were creating your map. You will be typing your report on Google Docs and will have access to a chromebook for the entire time you are working on this project.

Part 1: Map

A: You will be creating a country of your choice. You can choose what it looks like, the name of the country, and where it would be located in the world.

B: On your map you need to include the 4 components of a map (Look at maps posted around the room to refresh your memory if needed), at least 3 physical features, as well as major cities.

C: When placing the cities on your map, make sure there is a reason you put them where you do because you will have to explain this.

D: Use color on your map. I expect you to take your time and make your map look as neat as you can.

Part 2: Report

A: Your report describes where in the world your country is located

B: Discusses where the people are living in relation to the physical features

C: Explains why the people live near or far from certain physical features

D: Talks about if there are any patterns to where people live

c) **Feedback plan**

For the feedback being given to my students on this assessment I am going to aim my feedback on the tasks they have. I want them to know how they are doing on the different tasks that are part of the assessment. The reason behind that is that the "highest effect sizes involved students receiving information feedback about a task and how to do it more effectively. Lower effect sizes were related to praise, rewards, and punishment" (Hattie & Timperley, 2007, p. 84).

There are a few ways that feedback will take place for this particular assessment. The first type will be verbal, in class feedback. As students are working, I like to walk around my classroom and the see the progress they are making. As I do so, I will talk to students individually about what they are doing. When I do this, I ask questions about their work and why they are doing what they are. It can help students think about the work and decisions they are making. The next type of feedback will be on the report the students write using Google Docs. The feedback on here will be specific to the paper and I will be able to comment directly on what the students write. It is a great way for students to see my thinking and I am able to use a digital tool.

When I am giving the feedback to students on their project, I have a specific way I want to do it. I'm going to do more than just tell them if they did something right or wrong. The reason is that when "students receive feedback on a classroom assessment that simply tells them whether their answers are correct or incorrect, learning is negatively influenced" (Marzano, 2009, p. 5). This is why the feedback students will receive on their assessment will be about the tasks they have to complete, how they can improve and do them more effectively and also giving details on why they did something right or wrong rather than just marking them that way.

d) **Technology integration**

The first digital tool that will be used for this assessment will be Google Docs. As mentioned above, students will use this to write their paper portion of the assessment. There are different ways students could write their report, like Microsoft Word, but Google Docs has a few features that I think are important. The first is that students can access it from anywhere. All they have to do is log in to their account and open it up. Additionally, it saves automatically. Students sometimes lose papers, and using Google Docs makes sure that that does not happen. Another thing like I like about Google Docs is I can give feedback directly on the report and write on it. Students share the report with me so I have editing capabilities on their work. I can go in and give feedback and make suggestions to them as they are working as well.

The next digital tool will be http://www.3dgeography.co.uk/settlement-geography. This a site students will have used in the past when learning about why people settle in a new country where they do as well as why they might choose to live by certain physical features. This will be something that can be accessed while students are working on the assessment as they will have the use of a chromebook at all times for it. This is a very important website for the students because of the information they can learn from. While some textbooks may have some of the information that is on the site, they usually do not go into as much detail as students see here. Students can get a better understanding of the material because they will get more in depth knowledge from this website.

The last digital tool that will be used for this assessment will be UberConference. This is another tool that can help with feedback, but also students can use it to get help from home if they are working on it outside of school hours. I will set up a particular time when I can be reached on it and students can conference with me about any questions or problems they are having with the assessment. When students do create their maps, I want that to be done on a blank sheet of computer paper rather than a digital tool. The reason is that I feel that using

digital tools could take away from the amount of creativity that the students have and I do not want to limit them in any way.

e) **Design rationale.**

When I was designing this formative assessment, I had a few things in mind. The first was using Understanding by Design. I wanted to have an end goal in mind. I wanted to have an assessment that I felt was important and then I could start to think about the type of instruction I would need to have in order to get the students to be able to complete the assessment. Formative assessment goes right along with instruction. I know that if students do well on this assessment I can move on, or I can adjust my instruction and do some reteaching if there are areas students struggle with. This assessment also lends itself well to feedback. Students will be able to see where they did things well and not so well. Additionally, as I was creating this assessment, I thought a lot about my rubric on assessing assessments. There are ten criteria and I broke down each one and how they relate to this formative assessment.

The first criterion is consistent language. When you look at the instructions of the assessment, there are not a bunch of unnecessary words. I made sure to keep it to the point and not use a bunch of academic words that the students in my class do not use. The second criterion is awareness and self-monitoring. When looking at the awareness part, that goes back to my instructions for this assessment. When telling them what to include on their map, I did not specifically tell them what to put. I said they need the four components of a map, which we have talked about in the classroom. This is enough of a hint that the students should be able to figure it out from just looking at that. The third criterion is creating tasks that show understanding of learning not just a collection of information. This is where the report part of the project comes into play. In the past, I have had students create a map, but not do the report part of the

assessment. I have been fortunate to learn a lot about assessments and what needs to go into them to make them successful. Adding this report will help ensure the success of this particular assessment. This is something new that will help me see what level of understanding the students have in the material. While many students might be able to create a great map, it is the report that truly shows me what the students understand. By having them describe the decisions they made on their map and why, it will show me their true level of understanding. The fourth criterion on the rubric is making sure different assessment tools/types are being used. This will be the only map that students create as a type of assessment. It is something different than most assessments and can allow for students to show off their creativity. The fifth criterion is clearly stated goals or objectives. I think this assessment does a good job of this for a few reasons. First, it goes back to the consistent language aspect because students understand the wording on the directions of the assessment. Next, the directions for the report are essentially the goals. Being able to describe why cities are where they are and by which physical features, while also knowing how to create a map and what goes on it.

The sixth criterion is using prior knowledge. For this assessment students can use their prior knowledge of where things are located in the world, or places they may have traveled that they liked. Students could have visited places like the Appalachian Mountains and really enjoyed it. Because of this, they include more mountains in their country as part of the physical features necessary. The seventh criterion is use of learning progressions to shape assessment. This assessment will have full understanding of this criterion because of understanding by design. I know that the end game is this assessment, so leading up to it, all my lessons will be centered around what skills and knowledge are necessary. Not only will this help the students complete the assessment, but it will allow for them to do well on it. The eighth criterion is providing effective feedback. This assessment allows for a lot of different parts of feedback.

There is feedback on the map as well as the report. Both parts have different criteria they are

judged on and the feedback will be based on the standards discussed in the instructions. The

ninth criterion is a connection to the real world and use of critical thinking. The students have to

use critical thinking when deciding where to place things on the map. The connection to the real

world comes with students seeing how what they do on their map and where cities are located

in real countries have similar reasons. The tenth criterion is use of digital tools to support

assessment. The students will be using Google Docs to write their report and have the option to

use other digital tools as forms of feedback and to help them with material for the assessment.

References

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