

# **FORMATIVE ASSESSMENT DESIGN 3.0**

## **HOW ASSESSMENTS SUPPORT STUDENT LEARNING & INFORM INSTRUCTION**

After spending a great deal of time reading, learning, and thinking about assessments recently, my beliefs regarding the ways in which assessments can be designed and implemented has been undergoing a transformation of sorts. I think I always saw the importance of formative assessments and integrated them into my instruction, but I did not necessarily do so consciously; rather than thinking of some activities as “formative assessments,” I just thought of them as being part of the lesson or unit plans. That being said, although I included formative assessment activities into my instruction, I didn’t always take it to the next level by fully using it as opportunities for students to continue growing and learning through the use of effective feedback or multiple iterations of work. Ultimately, I believe that assessments should, for the most part, be learning activities and opportunities that give students multiple chances to improve and grow. In order for this to occur, assessments need to be ongoing and incorporate frequent, meaningful feedback. To begin, feedback can provide students with opportunities to identify their individual strengths and weaknesses and make the necessary improvements/changes; this gives students chances to improve their understanding of content, while also increasing their role as active participants in the learning process. In addition, formative assessments include feedback that can be beneficial to the teacher, thereby continuing to help the student, as well; for example, information gathered from formative assessments can inform future instruction by enabling teachers to recognize where they might need to adjust an activity, reteach various content, etc. In the end, formative assessments improve the learning experience by creating a two-way street in which both the teacher and student are able to provide feedback to one another and continue to adjust and improve their instruction/performance.

## **ASSESSMENT DESCRIPTION**

The final assessment being discussed here is titled “My Imaginary Favorite Place.” This assessment would be used in a Social Studies class, specifically while studying Geography and would be implemented at the end of the unit, after a series of formative lessons/activities and instruction regarding the basics of geography. Ultimately, this assessment would be used towards the beginning of the course while students are learning about basic geographic concepts and skills including the 5 Themes of Geography and map skills/parts of a map. In the end, the assessment requires students to create their own “Imaginary Favorite Place” and use their understanding and knowledge regarding the themes of geography and maps to create a representation of their place in Minecraft, as well as create an actual map of their place. Ultimately, this assessment is a larger project that includes multiple formative assessment activities. By the end of this project, I expect to see that students have gained knowledge and understanding of the concepts/content outlined in the section addressing curriculum standards. Through multiple lessons and activities, I expect students to produce the following:

- A representation of their place in Minecraft, with specific focus on some of the themes of geography
- A map that illustrates their Imaginary Favorite Place and shows their understanding of map skills including the use of a Map Key/Legend, Map Scale, etc.

The “My Imaginary Favorite Place” project, along with the activities, lessons, observations, feedback opportunities, etc. will enable me to identify whether or not I feel students truly understand the content.

## **ASSESSMENT / INSTRUCTION PLAN**

The following is an outline of the lesson sequence/activities that I plan to use in order to teach students about the basics of Geography and prepare them for the “My Imaginary Favorite Place” project, which will occur at the end of the unit. *(NOTE: Each the activities listed do not detail the entire lesson plan from start to finish...just the main tasks)*

### **LESSON #1: INTRODUCTION TO GEOGRAPHY**

- Students will watch a short video covering the basics of geography, including the 5 Themes of Geography and Map Skills
- Students will complete a “video viewing guide,” which will require them to answer various questions regarding the video’s content, as they watch the video...I will pause the video periodically and give students opportunities to discuss their answers with the people around them
- The following day will begin with a “Warm-Up” activity that will require students to revisit the content from the video by answering a couple of questions...we will discuss these questions/answers in small groups and as a class and students will be expected to make any changes/additions to their “video viewing guide,” as needed ⇒ based on the students’ answers/performance on this Warm-Up, I will be able to identify if there are any concepts that I need to go over in more depth (if there were topics that needed to be addressed further, I would do that prior to moving on to the next topic/lesson)

### **LESSON #2: 5 THEMES OF GEOGRAPHY**

- Students will use Nearpod to go through a presentation regarding the 5 Themes of Geography
- Students will complete a couple of short assessments within Nearpod/throughout the presentation which will consist of some True/False and multiple choice questions, as well as a short answer question at the end of the presentation...these assessments are essentially quick check-ins and I will monitor the results to identify whether there are any topics that I need to address with the class further (if I do need to go over some topics further, I will go over those topics with those students prior to them moving onto the next activity)
- In addition to the presentation activities, students will complete two activities in which they will practice their latitude and longitude skills - one of these activities will be completed as a whole class, with me guiding them and the other will be completed individually

### LESSON #3: MAP SKILLS

- After going over the parts of a map as a class, students will be required to complete a map skills worksheet in which they will need to create and effectively use a map key/legend, map scale, and compass rose

### LESSON #4: BASICS OF GEOGRAPHY ASSESSMENT

- All of the previous lessons/activities will be assessed in a Haiku assessment, which will consist of some matching, multiple-choice, and fill-in-the-blank questions/tasks
- This assessment is meant to be a “check-in” that would allow students to see where they stand and for me to assess their current progress, prior to embarking on the final project (“My Imaginary Favorite Place”)
- As students complete the assessment, they will be able to answer each question multiple times (2); therefore, if they answer the question incorrectly, they can reflect on their answer and try again
- In addition, students will have the opportunity to take the entire assessment multiple times (2); thus, after completing the assessment once, they will have the opportunity to try again
- After taking the assessment once, students will be required to reflect on their performance by completing a self-assessment/reflection activity, after which they will have a conference with me; this activity will ask them to identify areas of strength and areas of concern, as well as determine what they need to do in order to review or complete for a remediation activity, prior to taking the assessment a second time
- Once students have completed the assessment and shown that they have mastered the content successfully (whether it be once or twice), they will be ready to move on to their “My Imaginary Favorite Place” project
- If students still need help after taking the assessment twice, there will be additional remediation prior to beginning the “My Imaginary Favorite Place” project

### LESSON #5: MY IMAGINARY FAVORITE PLACE PROJECT

- This is where students will complete the assessment in which they will create their own “place”
- As students create their place, they will focus on creating a map of their Imaginary Favorite Place - this will be done on paper and they will be expected to include all of the necessary components of a map (title, map key/legend, map scale, compass rose)...they are expected to use these parts of a map effectively/accurately
- In addition, students will have to complete an activity in Minecraft where they will describe/illustrate their place in regards to some of the themes of geography
- Students will use the GooseChase app to guide them through this entire process
- This project will be graded as more of a summative/final assessment, according to rubric provided to students at the beginning of the unit...that being said, after receiving their grade, students would have the opportunity to improve their project (in accordance to the class policy regarding retakes) thereby enabling this summative project to become formative

## **ASSESSMENT INSTRUCTIONS FOR LEARNERS**

*In regards to the assessment instructions, I am only providing the instructions for the actual “My Imaginary Favorite Place” project; that being said, there would obviously be instructions provided for each individual activity/assessment that students complete throughout the unit. As stated in FAD 2.0, students would receive a packet of instructions and all of the activities and tasks at the beginning of the unit/instruction; the following is just an outline of the instructions for the project. In addition to these instructions, we will go over everything as a class in detail including looking at examples of the completed project.*

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### **IF YOU COULD CREATE THE PERFECT COUNTRY, WHAT WOULD IT BE LIKE?**

- *Would you live in the mountains or near the water?*
- *Do you love warm or cold weather?*
- *Is your country rural or large and modern?*
- *How do people in your country work, live, and spend their free time?*
- *What do the people in your country value?*
- *How does the geography of your country influence the people who live there?*

***These questions should guide you as you create your “Imaginary Favorite Place.”***

***Before you do anything else, you need to create a GooseChase account...***

Username: \_\_\_\_\_

Password: \_\_\_\_\_

E-mail: \_\_\_\_\_

*Login and search “Mrs. Lafler’s IFP Project” - be sure to choose the project for YOUR PERIOD!*

*Enter the password - IFPperiod# (ex: IFP1)*

***You’ll see a list of missions that need to be completed - these are all different parts of the steps listed below...make sure you complete the steps in order and read all of the directions!***

### **STEP 1: NAME YOUR IMAGINARY FAVORITE PLACE (IFP)**

- You need to come up with a name for your IFP...when you do, record the name on your project planning guide

### **STEP 2: IDENTIFY THE PHYSICAL/NATURAL GEOGRAPHIC FEATURES OF YOUR IFP**

- First, you need to decide where your IFP is located...this includes (1) The *absolute location* of your IFP and (2) The *hemispheres* your IFP is a part of - *remember, location influences other things such as physical features, climate, vegetation, and more...*
- Next, you need to focus on the physical geography of your IFP - this includes...
  - *Type of land - island, landlocked or on the coast?*
  - *Landforms*
  - *Bodies of water*
  - *Climate/Weather*

- *Vegetation*
- *Natural resources*
- Make sure you record all of this information on your project planning guide

### **STEP 3: IDENTIFY THE HUMAN/ARTIFICIAL GEOGRAPHIC FEATURES OF YOUR IFP**

- Now you need to make decisions regarding the people of your IFP...remember, this involves the way society is set up, the culture, and ways people have changed the environment - must include the following...
  - *Population distribution - population (#) and where people live*
  - *Human-made features*
  - *Modifications to the environment*
  - *Extras (whatever fun things you want to share about your IFP!)*
- Make sure you record all of this information on your project planning guide

### **STEP 4: GET TO WORK**

- Now, it is time to begin working on the two main tasks - your map and Minecraft activity
- First, you will be completing a map of your IFP - this must include...a Title, your IFP's absolute location, a map key/legend, a map scale, a compass rose, and creativity in the design/details
- Secondly, you will be creating a depiction of your IFP in Minecraft - once your log in to Minecraft, you will read the instructions provided and complete the four sections, illustrating your IFP according to some of the themes of geography

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## **GOOSECHASE MISSIONS**

The following is an outline of the GooseChase missions/directions for the assessment.

- STEP 1 - Name your IFP: Come up with a name for your IFP...once you do, record this on your project planning guide and take a picture of it!
- STEP 2 - Physical/Natural Geographic Features - 1st Task: Decide where your IFP is located including the absolute location of your IFP and which hemispheres your IFP is located in...record this information in the appropriate boxes on your project planning guide. Once you've done so, take a picture of the completed "details" box for the "location" category.
- STEP 2 - Physical/Natural Geographic Features - 2nd Task: Decide what type of land your IFP will be...is it an island? Or is it landlocked? Or is it on the coast/coastal? Record this information in the appropriate boxes on your project planning guide. Once you've done so, take a picture of the completed "details" box for the "type of land" category.
- STEP 2 - Physical/Natural Geographic Features - 3rd Task: Decide which landforms will make up your IFP...remember, you should have more than one type of landform! Record this information in the appropriate boxes on your project planning guide. Once you've done so, take a picture of the completed "details" box for the "landform" category.
- ***THIS WILL CONTINUE FOR EACH PHYSICAL/NATURAL GEOGRAPHIC FEATURE...THEN IT WILL MOVE ON TO "STEP 3 - HUMAN/ARTIFICIAL GEOGRAPHIC FEATURES" AND WILL FOLLOW THE SAME PROCEDURE***

- ***FROM THERE, IT WILL GUIDE STUDENTS THROUGH THE MAP ACTIVITY BY ASKING THEM TO CREATE EACH PART OF THE MAP AND TAKE A PICTURE OF IT***
    - For example..."Map Task - Compass Rose - Complete: After you've completed the compass rose on your IFP map, take a picture of it!"... "Map Task - Map Key/Legend - Complete: After you've completed the map key on your IFP map, take a picture of it!"
  - ***AFTERWARDS, IT WILL GUIDE THEM THROUGH SIGNING ON TO MINECRAFT AND STARTING THAT ACTIVITY***
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### **FEEDBACK PLAN**

This project (and its activities) will take place primarily in class, so I will be able to monitor students as they work and engage in direct, immediate feedback frequently. In addition, the activities that students will complete throughout the instructional process will enable me to receive and provide feedback frequently; for example, students will complete "Warm-Up" activities upon getting to class each day, which I can use to track students' progress. Students will complete these Warm-Ups, as well as short reflections on what they learned during each lesson (at the end of the lesson) in a daily learning/reflection journal; this will ensure that they are keeping track of what they are learning and will enable me to review where they stand more definitively and provide more formal feedback, as well as provide additional help when necessary, as they work through each lesson. Students will also engage in whole-class discussions, various other check-ins and reflections, and additional activities that will allow dialogue. In addition, students will complete the Nearpod activities, along with the Haiku assessment, which will provide me with immediate data and students with immediate feedback. To elaborate on the Haiku assessment further, students will receive immediate feedback as they complete each question/task; then, at the end of the assessment, students will need to have a conference with me regarding their performance on the assessment, as well as their self-assessment/reflection activity, which will allow me to provide them with more formal, structured feedback. Additionally, GooseChase will allow me to track students' progress in real-time, so I will be able to consistently provide feedback as they work on the project. In general, a lot of this feedback will be provided throughout the instructional/learning process and will be more informal in nature. That being said, students will receive more formal, structured feedback after the Haiku assessment, as well as at the end of the "My Imaginary Favorite Place" project, where they will receive a grade based on the rubric provided to them at the beginning of the unit; however, students will also have opportunities to improve this grade and make the summative assessment a formative assessment.

### **TECHNOLOGY INTEGRATION**

Throughout this project, students will be able to engage with technology quite frequently, including their viewing of a video and ability to use the internet to help them research different places around the world. In addition, there are four technology resources that I will definitely be

using throughout instruction and the project: Nearpod, GooseChase, Haiku, and Minecraft. To begin, Nearpod will enable me to create a presentation that students can go through at their own pace, in addition to activities such as multiple-choice, True/False, and short answer quizzes that can check students' understandings as they progress through instruction. Secondly, students will use the GooseChase app, which is essentially an app for scavenger hunts, that allows students to work through the various tasks/parts of the project one-by-one and provide "evidence" when each task is completed; this will guide students through the completion of the "My Imaginary Favorite Place" project. To continue, Haiku will enable me to create an assessment consisting of multiple choice, matching, and fill-in-the-blank questions/tasks, which will gauge students' progress, prior to beginning the "My Imaginary Favorite Place" project. Lastly, students will be using Minecraft to depict their "Imaginary Favorite Place" in regards to some of the themes of geography. Ultimately, the use of Nearpod, GooseChase, and Haiku will increase student engagement in the learning process, as well as increase the students responsibility for their own learning, as these activities are largely student-led/driven. I really like using Haiku for the assessment as it enables students to receive immediate feedback and try again (both on individual questions and on the assessment overall); I believe that the features afforded by Haiku really allow students to reflect and self-assess, which puts me in a position to conference with them and provide more structured feedback prior to them beginning the project. In addition, I really like GooseChase because it not only allows students to keep track of their own progress, but it also enables me to track their progress in real-time and see their work (evidence), which allows me to ensure that students are progressing appropriately and provide feedback when necessary. Lastly, I strongly believe that Minecraft will increase students interest and engagement as it is a break from the norm and allows them to design and produce something of their own in a creative way. I believe that using Minecraft will truly allow me to see whether or not students have gained the knowledge and understanding of the themes of geography because it is asking them to show their understanding by creating some new.

### **DESIGN RATIONALE**

This project follows the backwards design principles outlined by Wiggins and McTighe. Prior to planning the actual activities, I first asked myself what I wanted students to understand by the end of the unit; this is where I reviewed the curriculum standards and learning goals/objectives. After deciding what my goals were for students, I then began to plan the actual assessment. Ultimately, by the end of this project, I expect to see that students have gained knowledge and understanding of the concepts/content detailed in the objectives/standards below. After identifying the goals and designing the final assessment, I then began to identify the specific areas of instruction that I needed to address and developed the lesson plans/activities with these ultimate goals in mind. By identifying the goals prior to developing the lesson, I believe that I have been able to come up with an assessment and corresponding activities that will truly enable me to reach those goals and identify whether or not students have achieved the levels of understandings that I hope for.

### **TEACHING CONTEXT & CURRICULUM STANDARDS / GOALS / OBJECTIVES**

Since I am not currently teaching and am not exactly sure what my future as an educator looks like, I decided to design an assessment that could be used in my previous 6th Grade Social Studies (*World History & Geography*) classes. The purposes of this assessment fit well with some of the Common Core/North Carolina Essential Standards including the following:

- 6.G.1.1: Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions
- 6.G.1.4: Explain how and why civilizations, societies and regions have used, modified, and adapted to their environments
- 6.G.2.2: Construct maps, charts and graphs to explain data about geographic phenomena

In addition to these curriculum standards, the assessment has also been designed to fulfill other learner objectives including things that “students should understand,” things “students should know,” and things “students will be able to do” ...

**STUDENTS SHOULD UNDERSTAND:**

- Physical features and human characteristics of a place influence the development of civilizations, societies and regions
- How and why civilizations, societies and regions have used, modified and adapted to their environments
- World regions have distinguishing characteristics

**STUDENTS WILL KNOW:**

- Geography is the study of the world’s people and places
- Geography uses many tools to study the main branches of geography - human and physical
- Geographers organize the study of geography into the 5 Themes of Geography (Location, Place, Movement, Human-Environmental Interaction, and Region)
- The theme of Location describes where something is
- The theme of Place refers to the area’s landscape
- The theme of Human-Environmental Interaction examines how people interact with their environment and how people and their physical environment affect each other
- The theme of Movement examines why and how people move
- The theme of Region divides the world into regions to help study places much more closely and make comparisons amongst regions
- Cartography is the science of map making
- Latitude is a map feature that measures the distance north or south of the equator
- Longitude is a map feature that measures the distance east or west of the prime meridian

**STUDENTS WILL BE ABLE TO:**

- Create their own maps, charts and/or graphs

**MY ASSESSMENT & RUBRIC 4.0**

This assessment meets the majority of the criteria on Rubric 4.0, thus ensuring that its design and implementation is connected not only to my teaching context, but also to the assessment theories we have studied in CEP 813. I will address each of the following criteria and how it relates to my assessment below...

	<b>COMPLETE UNDERSTANDING</b>	<b>PARTIAL UNDERSTANDING</b>	<b>NO UNDERSTANDING</b>
<b>#1: Real-World Connections</b>	<ul style="list-style-type: none"> <li>-Promotes development of real-world skills and understandings that will help students beyond the specific task and/or classroom</li> <li>-Tasks and/or resources are familiar to students and</li> <li>-Tasks and/or resources connect to the real-world</li> </ul>	<ul style="list-style-type: none"> <li>-Promotes development of skills and understandings that may help students in the specific class, but not in new situations beyond that classroom</li> <li>-Tasks and/or resources are familiar to students OR connect to the real world</li> </ul>	<ul style="list-style-type: none"> <li>-Does not facilitate or promote development of real-world skills and understandings</li> <li>-Tasks and/or resources are not familiar to students and do not connect to the real-world</li> </ul>
<b>#2: 21st Century Skills</b>	<ul style="list-style-type: none"> <li>-Assessments include activities that promote development of multiple (3+) 21st Century Skills (i.e. creativity, critical thinking, problem solving, communication, collaboration, etc.)</li> <li>-Assessment activities promote the development of skills and understandings that help students beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-Assessments include activities that promote the development of some (1-2) 21st Century Skills (i.e. creativity, critical thinking, problem solving, communication, collaboration, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment focuses solely on content knowledge, not on the development of 21st Century Skills</li> </ul>
<b>#3: Self-Assessment</b>	<ul style="list-style-type: none"> <li>-Opportunities for self-assessment / reflection</li> <li>-Requires students to be reflective: explain</li> </ul>	<ul style="list-style-type: none"> <li>-Opportunities for self-assessment / reflection</li> <li>-Requires students to explain what they did,</li> </ul>	<ul style="list-style-type: none"> <li>-No opportunities for self-assessment / reflection</li> </ul>

	<p>what they did and why they did it (reflect on progress and direction they're heading)</p> <p>-Provides opportunities for student improvement</p>	<p>but does not require students to reflect and explain why they did it / connect it to long-term goals</p>	
<b>#4: Feedback</b>	<p>-Teacher provides students with meaningful, descriptive feedback</p> <p>-Feedback is provided frequently</p> <p>-Students are given opportunities to improve based on feedback</p>	<p>-Teacher provides feedback, but the feedback isn't descriptive and/or isn't provided in a timely manner</p> <p>-Students are not given opportunities to improve based on feedback</p>	<p>-Teacher does not provide feedback</p>
<b>#5: Clear Criteria</b>	<p>-Rubric and/or explanation of criteria is provided</p> <p>-Rubric/Criteria includes fixed measurement scale (possible points)</p> <p>-Criteria is explained through multiple mediums and modeled</p>	<p>-Rubric and/or explanation of criteria is provided</p> <p>-Rubric/Criteria does not provide fixed measurement scale from the beginning</p> <p>-Criteria is explained through one medium</p> <p>-Expectations are not modeled</p>	<p>-Rubric and/or explanation of criteria is not provided</p>
<b>#6: Transfer of Knowledge</b>	<p>-Requires students to apply knowledge and understandings in different ways such as using it in a new situation, teaching other students or explaining it in their own words</p> <p>-Requires students to focus on the big ideas rather than solely memorize various facts</p> <p>-Includes more</p>	<p>-Includes some opportunities for students to apply knowledge or understandings in new or different situations, but focuses on specific facts</p> <p>-Includes more specific fact-based / standardized forms of tasks and/or questions (does not allow for as much</p>	<p>-Solely focuses on memorization of specific facts / knowledge</p>

	open-ended questions/tasks that allow students flexibility and creativity	flexibility or creativity)	
<b>#7: Data Informs Instruction</b>	<ul style="list-style-type: none"> <li>-Formative, interactive assessments are provided throughout the learning cycle</li> <li>-Teacher has a formal method in place for tracking assessment data and using it to adapt teaching</li> <li>-Data is used to inform and improve future instruction (differentiated instruction, re-teaching a concept, etc.)</li> <li>-Data is used to provide meaningful, frequent feedback to individual students</li> <li>-Feedback is used by students in self-assessments and/or in improving their work/learning</li> </ul>	<ul style="list-style-type: none"> <li>-Formative, interactive assessments are provided throughout the learning cycle</li> <li>-Teacher does not have formal method of tracking/using assessment data</li> <li>-Data may be used to provide meaningful feedback to groups of students (or the class) instead of individual students</li> <li>-Feedback is not used by students in self-assessments or students are not given the opportunity to improve work</li> </ul>	<ul style="list-style-type: none"> <li>-Formative assessment are not provided frequently in the learning cycle</li> <li>-Teacher does not have any method for tracking/using assessment data</li> <li>-Assessment data is not used to inform future instruction or to provide feedback</li> </ul>
<b>#8: Goal Oriented</b>	<ul style="list-style-type: none"> <li>-Includes specific learning goals including Essential Questions, Objectives, and/or Standards</li> <li>-Students are aware of learning goals</li> <li>-Learning goals are consistently referenced</li> <li>-Assessment provides accurate</li> </ul>	<ul style="list-style-type: none"> <li>-May include some learning goals, but learning goals are not specific or clearly explained</li> <li>-Students are not aware of learning goals or learning goals are not consistently referenced</li> <li>-Assessment provides general</li> </ul>	<ul style="list-style-type: none"> <li>-No specific learning goals/objectives</li> <li>-Students are not aware of learning goals and goals are not referenced</li> <li>-Assessment does not provide accurate snapshot of students' knowledge</li> </ul>

	snapshot of students' knowledge	snapshot of students' knowledge	
<b>#9: Digital Component</b>	<ul style="list-style-type: none"> <li>-Assessment provides opportunities for students to use digital tools in its completion/in their performance AND</li> <li>-Digital tools are used during feedback process</li> <li>-Use of digital tools is appropriate considering situation and learning goals/tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment provides opportunities for students to use digital tools in its completion/in their performance OR</li> <li>digital tools are used during feedback process</li> <li>-Use of digital tools is appropriate considering situation or learning goals</li> </ul>	<ul style="list-style-type: none"> <li>-Digital tools are not used during completion of assessment or feedback or digital tools are not appropriate for situation and learning goals</li> </ul>
<b>#10: Accessible</b>	<ul style="list-style-type: none"> <li>-Multiple avenues to show understanding are provided...students are given multiple opportunities to display knowledge in creative ways</li> <li>-Learning process and assessments, including feedback, are differentiated in order to meet individual student's needs</li> </ul>	<ul style="list-style-type: none"> <li>-Students are only provided with 1 or 2 avenues to show understandings</li> <li>-Students are able to be creative, but the assessment does not provide much room for flexibility</li> <li>-Assessments and feedback are differentiated to meet the needs of subgroups of students, not individual students</li> </ul>	<ul style="list-style-type: none"> <li>-Students are only provided with one avenue to show understandings and are not given opportunities to do so in a creative way</li> <li>-Assessments and feedback are not differentiated to meet needs of various students</li> </ul>

1. **Real-World Connections:** This assessment/activities do connect to the real-world as it promotes the development of skills and understandings that will help them beyond the specific task; for example, it is asking students to take initiative and be active participants in their education. In addition, many of the technology resources would be familiar to students. These assignments are designed in a way that helps "ensure that students are able to reason critically, to solve complex problems, and to apply their knowledge in real-world contexts" (Shepard, L. 2000 pg. 8).
2. **21st Century Skills:** I believe that this assessment also fulfills this criteria as it can foster the development of 21st Century Skills such as creativity, critical thinking, and problem-solving. This assessment provides opportunities for students to be creative and

show their understandings in a variety of ways. It is also designed in a way that meets the Partnership for 21st Century Skills' (2016) "Framework for 21st Century Learning" as it has students engage with various things such as information, media, and technology skills and more.

3. **Self-Assessment:** This assessment definitely fulfills the criteria for self-assessment. To begin, students will be completing those Warm-Up activities and writing in their learning/reflection journal daily, which will be asking them to reflect on their progress. In addition, students will be completing an actual self-assessment/reflection activity after the Haiku assessment that requires them to reflect on their performance and what they can do to improve the next time. As Shepard (2000) explains, utilizing multiple formative assessment into the learning process provides students with more self-assessment opportunities and increases the usefulness of assessments in student learning.
4. **Feedback:** I believe that this assessment does fulfill this criteria, as I do plan on providing students with meaningful feedback frequently and students are given opportunities to improve based on their feedback. I think this is extremely important because it ties directly in with the importance of frequent assessments as it gives both students and teachers opportunities to improve their practice; this is summed up by Wormeli's statement regarding feedback and formative assessments: "Can kids learn without grades? Yeah. Can they learn without formative assessments and the feedback that comes from it? Not at all." (Wormeli, 2000) That all being said, I do think that I could focus on more formal, structure feedback a bit more and identify better ways to provide feedback.
5. **Clear Criteria:** I think this assessment fulfills this criteria for the most part as students would be provided with a rubric that includes points and the expectations would be modeled. In addition, students would be aware of these criteria/expectations from the beginning of the unit, which coincides with Wiggins and McTighe's (2005) statement that "clear and appropriate criteria specific what we should look at to determine the degree of understanding and serve us in making a judgment-based process consistent and fair." That being said, I think that I could possibly provide clearer criteria/expectations for the activities leading up to the final project.
6. **Transfer of Knowledge:** This assessment definitely fulfills this criteria as it literally asks students to use their knowledge of the basics of geography and create something new - a map and a Minecraft creation. In addition, this assessment is teaching students skills that they could apply in situations beyond this particular assignment or class. I believe that, out of all the criteria on Rubric 4.0, this one is possibly fulfilled the most. It is extremely important that students utilize this information they have learned in a new way and this assessment allows for, and promotes, the transfer of knowledge, thus ensuring that students are gaining a greater understanding of the content. As Wiggins and McTighe (2005) state, "transferability is not mere plugging in of previously learned knowledge and skill...understanding is about 'going beyond the information given'; we can create new knowledge and arrive at further understandings if we have learned with understanding some key ideas and strategies" (pg. 40).

7. **Data Informs Instruction:** I believe that this assessment does include data informing instruction, but I also think that I could do a better job of ensuring that this is done in a more formal, methodical way. I do plan on keeping track of student progress throughout each activity and identifying whether there are topics that need to be discussed further. In addition, I will have a conference with students after they complete the Haiku assessment; this is probably the most formal, planned feedback/way that data will inform instruction. That all being said, I do not know if I use data fully to inform the instruction and I would want to look at this further, as Shepard (2000) states the importance of it by explaining that “this type of interactive assessment, which allows teacher to provide assistance as part of assessment, does more than help teachers gain valuable insights about how understanding might be extended. It also creates perfectly targeted occasions to teach and provides the means to scaffold next steps” (pg. 10).
8. **Goal Oriented:** This assessment is definitely goal oriented as I did identify the overall goals/standards/objectives prior to designing the assessment. In addition, I always have the goals written on the board during any instructional unit, so students would be aware of the goals from the beginning of the unit and we would reference these goals frequently. I also believe that this assessment provides an accurate snapshot of the students’ knowledge.
9. **Digital Component:** This assessment clearly has digital components as it includes multiple technology resources, some of which are used during instruction and others are used by students to create something. This connects with the International Society for Technology in Education’s recommendation that educators “design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity (ISTE, 2016). In addition to students using the resources during the instructional process and to create something via Minecraft, it is also used in feedback during the Haiku assessment. Lastly, I believe that the digital tools being used are appropriate considering the situation and the learning goals/tasks.
10. **Accessible:** Students are provided with multiple opportunities to display their knowledge in creative ways including the map and the Minecraft activity, however I believe that the learning process and assessments, including feedback, could be differentiated better in order to meet individual student’s needs; I do think it is differentiated to meet the needs of subgroups, but could be done to meet individual needs more effectively.

Altogether, I believe that this assessment fulfills the vast majority of the criteria on my Rubric 4.0, as well as connects to many of the theories we have studied in CEP 813. Although there are some areas that I would still want to flesh out prior to implementing this assessment/activities in the classroom, I am extremely happy with the progress that I have made and I do believe that this would be an extremely effective assessment.

### **RESOURCES:**

International Society for Technology and Education (2016). ISTE Standards. Retrieved from <http://www.iste.org/standards/standards>

Partnership for 21st Century Skills (P21). (n.d.) Retrieved from  
<http://www.p21.org/our-work/p21-framework>

Rick Wormeli: Formative and Summative Assessment [Video File]. Retrieved from  
[https://www.youtube.com/watch?v=rJxFXjfB\\_B4#t=62](https://www.youtube.com/watch?v=rJxFXjfB_B4#t=62)

Shepard, L. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14. Retrieved from  
[https://d2l.msu.edu/content/US15/CEP/813/US15-CEP-813-734-97FDJS-EL-14-204/Shepard2000\\_TheRoleofAssessmentinaLearningCulture.pdf](https://d2l.msu.edu/content/US15/CEP/813/US15-CEP-813-734-97FDJS-EL-14-204/Shepard2000_TheRoleofAssessmentinaLearningCulture.pdf)

Wiggins, G.P. & McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from  
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