

## Part 1 – Assessment Framework and Assessment Tools

The edTPA handbook states, “Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend **OR** compose text **AND** related skills **throughout** the learning segment” (p. 12).

Name:

Grade:

Date to teach the lesson:

Lesson title:

Standards:

Lesson Objectives:

Essential Literacy Strategy:

Related Skills (if using in lesson):

Framework Table

Assessment Item	Assessment Type	Lesson Objective	Alignment to Standards	Assessment criteria

Items to address in the table above and include with your project.

- **Formal Assessment:** Develop a formal assessment **including the prompts and/or student directions**. This assessment should be designed so that you will have responses from students that allow you judge whether you have met your objectives/learning targets as well as you know how they did in understanding the essential literacy strategy and use of the related skills.
  - If using publisher (or internet) assessment instruments (e.g., workbook page, formative assessment prompts, extracted items from an end of chapter test, checklists, rubrics) include appropriate APA citation.
  - If creating your own assessments, checklist, and/or rubrics please indicate these are of your creation.
- **Informal Assessment:** You need one in your lesson. [see page 45 of the edTPA Handbook for examples under Assessment in the glossary]
- **Assessment Criteria:** Develop criteria for judging student performance (e.g., **answer key**, checklist, scoring rubrics, and/or observation checklist, rating scales)
- **Scoring:** Indicate how each form of assessment you have selected will be scored (e.g., 1-10 pts, + / -, A, B, C, pass/fail).
- **Determine what it means met the objective:** Is 70% of correct responses enough to say the objective was met? 80%? 50%?...you decide.

Note: Assessment Framework and Assessment Tools should be created in Word and attached as Word documents.

**Attach all informal and formal assessment tools and answer key.**

**Also Attach to Task Stream**

1. Planning Commentary (completed in EDN 462)
2. edTPA Practice Lesson Plan (please note the date you will teach this plan) (completed in EDN 462)

## Rubric for Part 1 Assessment Framework and Assessment Tools

	5	3	1/0
Table: Alignment of Assessment areas			
Relationship of objectives to the standards	Clearly articulates how the learning articulated in each objective is related to each of the standards.	Articulates how the learning articulated in each objective is related to each of the standards.	Does not clearly articulate how the learning articulated in each objective is related to each of the standards.
Formal Assessment	All learning standards are assessed through the formal assessment; all of assessment items match objectives in complexity; levels of mastery indicated. Clear relationship to the essential literacy strategy and related skills Passing scores indicated	Most of the learning goals are assessed through the formal assessment; most of assessment items match learning objectives in complexity; passing scores indicated	Few of learning goals are assessed through the formal assessment; few of assessment items match learning objectives in complexity; passing scores not indicated
Informal Assessment	Appropriate standard(s) assessed in informal assessment; all of assessment items match learning goals in complexity; levels of mastery indicated Passing scores indicated	Most of the learning goals are assessed in informal assessment; most of assessment items match learning goals in complexity; passing scores indicated	Few of learning goals are assessed in informal assessment; few of assessment items match learning goals in complexity; passing scores not indicated
Scoring Guide/ Checklists/ Rating scales/Rubrics			
Selection & Clarity of Criteria	All criteria on scoring guide/checklist/rating scale/rubric are clear, distinct, and derived from appropriate standards for product/task, subject area, essential literacy strategy and related skills	Criteria on scoring guide/checklist/rating scale/rubric being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task, subject area, essential literacy strategy and related skills	(a) Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task, subject area, essential literacy strategy and related skills, (b) Scoring Guide/Checklists/Rating scales/Rubrics needed but not created
Distinction between Criteria and Levels (for rubric developed) N/A	Each level is distinct and progresses in a clear and logical order	Some distinction between levels is clear, but may be too narrow or too big of a jump	(a) Little or no distinction can be made between levels of achievement, (b) Checklist needed but not created
Quality of Writing	Writing is understandable to all users of checklist, rating scale or rubric, including students; it has clear, specific language that helps different users reliably agree on a score	Writing is mostly understandable to all users of checklist, rating scale or rubric, including students; some language may cause confusion among different users	(a) Writing is not understandable to all users of checklist, rating scale or rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score, (b) Checklist needed but not created
Assessment Tools			
Prompts and Student Directions	Include clear, concise prompts/ student directions	Most of the directions provide clear, concise prompts/ student directions	Lacks clear, concise prompts/ student directions
Items	Items on formal assessment appropriately assess the objective, essential literacy strategy, related skills, and topic.	Most items on formal assessment appropriately assess the objective, essential literacy strategy, related skills, or topic.	(a) Few items on formal assessment appropriately assess the objective, essential literacy strategy, related skills, or topic.

	5	3	1/0
Items (may be N/A depending on the informal assessment strategy)	Items on informal assessment appropriately assess the objective, essential literacy strategy, related skills, and topic.	Most items on informal assessment appropriately assess the objective, essential literacy strategy, related skills, or topic.	Few items on informal assessment appropriately assess the objective, essential literacy strategy, related skills, or topic.  (b) Items missing.
Answer Keys		Clearly articulates range of acceptable response or qualities to be included to show the meets category.	Unclear about the range of acceptable response or qualities to be included or Not Applicable
<b>Assessment areas in Planning Commentary</b>			
Planning Commentary Assessment and Support Student Learning	Assessments provide evidence to monitor students' use of the essential strategy and skills during the lesson.	Assessments provide limited evidence to monitor student's use of the essential strategy or skills during the lesson.	Assessments only provide limited evidence to monitor student's use of the skills during the lesson.
<b>Assessment areas in the Lesson Plan</b>			
Formal and Informal Assessment		Clearly indicates use of informal and formal assessment	Unclear use of informal and formal assessment
Overall		Part 1 is presented professionally: (a) pages electronically numbered, (c) submitted as a word document, (d) proof read used accurate spelling, grammar, syntax and punctuation	Lacking in these ways:
		Followed guidelines for Part 1 development	Lacking in these ways:

Adapted from Teacher work sample assignment. (2011). Retrieved from  
[http://education.missouristate.edu/assets/ele/tws\\_assignment\\_guide\\_fall\\_11\\_rev.doc](http://education.missouristate.edu/assets/ele/tws_assignment_guide_fall_11_rev.doc)

## **Informal Assessment Strategies**

Retrieved from

[http://assist.educ.msu.edu/ASSIST/classroom/assesses\\_learning/Sec1\\_plan\\_teach/Str2\\_ongoing\\_assessment/tool\\_check\\_understanding.htm](http://assist.educ.msu.edu/ASSIST/classroom/assesses_learning/Sec1_plan_teach/Str2_ongoing_assessment/tool_check_understanding.htm)

### **Tool: Checking for Understanding**

How can I periodically determine whether my students understand a concept, principle or process?

#### **Technique #1: Summaries and questions**

Distribute index cards and ask students to write:

- [Front] Based on our study of (topic), list a big idea that you understand and a brief summary of it.
- [Back] Identify something about (topic) that you do not fully understand and word it as a question.

#### **Technique #2: Hand Signals**

Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle or process:

- I understand \_\_\_\_\_ and can explain it (thumbs up)
- I do not yet understand \_\_\_\_\_ (thumbs down)
- I'm not completely sure about \_\_\_\_\_ (wave hand)

OR

- Indicate by a show of fingers how well you understand \_\_\_\_\_. Five fingers means that you have a complex understanding of and can synthesize and analyze relevant concepts. One finger means that you are totally unfamiliar with the concept. Two through four represent varying degrees of understanding.

#### **Technique #3: Question Box or Board**

Establish a location where students may leave or post questions about concepts, principles or processes that they do not understand. This technique may benefit students who are uncomfortable saying aloud that they do not understand.

#### **Technique #4: Representations**

Ask students to create a visual representation (web, concept map, flow chart or timeline) to show elements or components of a topic or process. This strategy may be adapted to accommodate other intelligences. For instance, students may choose to represent their understanding artistically, musically or kinesthetically.

### Technique #5: Oral Questioning

Use the following questions and probes to regularly check for understanding.

- How is \_\_\_\_\_ similar to/different from \_\_\_\_\_?
- What are the characteristics/parts of \_\_\_\_\_?
- In what other way might we show/illustrate \_\_\_\_\_?
- What is the big idea/key concept in \_\_\_\_\_?
- How does \_\_\_\_\_ relate to \_\_\_\_\_?
- What ideas/details can you add to \_\_\_\_\_?
- Give an example of \_\_\_\_\_.
- What is wrong with \_\_\_\_\_?
- What might you infer from \_\_\_\_\_?
- What conclusions might be drawn from \_\_\_\_\_?
- What questions are we trying to answer? What problem are we trying to solve?
- What are you assuming about \_\_\_\_\_?
- What might happen if \_\_\_\_\_?
- What criteria might you use to judge/evaluate \_\_\_\_\_?
- What evidence supports \_\_\_\_\_?
- How might we prove/confirm \_\_\_\_\_?
- How might this be viewed from the perspective of \_\_\_\_\_?
- What alternatives should be considered?
- What approach/strategy could you use to \_\_\_\_\_?
- How else might you say \_\_\_\_\_?

<b>Follow-up probes:</b>	
Why?	What do you mean by _____?
How do you know?	Could you give me an example?
Do you agree?	Tell me more.
Explain.	Can you find that in the text?
Give me your reasons.	What data support your position?
But what about _____?	Say more....

### Technique #6: Misconception Check

Present students with common or predictable misconceptions about a designated concept, principle or process. Ask them whether they agree or disagree and explain why.

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Adapted from Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Upper Saddle River, NJ: Merrill Prentice Hall.

## Student Sample

### Part 1 Assessment Framework and Assessment Tools

Name: H. A. With permission

Grade: Fifth

Date to teach the lesson: February 4,

Lesson title: The French and Indian War

Standards:

CCSS.BLA-Literacy.RI. 5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research

Lesson Objectives:

Objective 1: Students will be able to analyze the major effects of the French and Indian War when they write 3 causes and effects on a graphic organizer.

Objective 2: Students will describe the beginning of the French and Indian War when writing in their journals, using 3 facts found in the informational text.

Essential Literacy Strategy: analysis of cause and effect relationships

Related Skill: identifying major events

Framework Table

Assessment Item	Assessment Type	Lesson Objective	Alignment to Standards	Assessment criteria
Cause and Effect Organizer	Informal	Students will be able to analyze the major effects of the French and Indian War when they write 3 causes and effect on a graphic organizer.	<u>CCSS.BLA-Literacy.RI. 5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Upon collection and evaluation of the 3 causes and effects written on the organizer, showing an accurate relationship with correct facts about the French and Indian War. (See Rubric)
Journal Entry	Formal	Objective 2: Students will	<u>CCSS.BLA-Literacy.RI. 5.3</u>	Description of the war is correct with the

Assessment Item	Assessment Type	Lesson Objective	Alignment to Standards	Assessment criteria
		<p>describe the beginning of the French and Indian War when writing in their journals, using 3 facts found in the informational text.</p>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u><a href="#">CCSS.ELA-Literacy.W.5.9</a></u>  Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>support of 3 accurate facts found within the text. The journal entry is descriptive and summarizes events that occurred with accuracy. (See Rubric)</p>

### Cause and Effect Organizer Assessment-Rubric (Informal Assessment)

Total Points: 9

3 pts	2 pts.	1/0 pts
1st Cause and Effect accurately represents an event that occurred in the French and Indian War.	1st Cause and Effect does not show clear relationship of an event that occurred during the French and Indian War	No Cause or Effect written/ material written has no relationship to the French and Indian war
2nd Cause and Effect accurately represents an event that occurred in the French and Indian War.	2nd Cause and Effect does not show clear relationship of an event that occurred during the French and Indian War	No Cause or Effect written/ material written has no relationship to the French and Indian war
3rd Cause and Effect accurately represents an event that occurred in the French and Indian War.	3rd Cause and Effect does not show clear relationship of an event that occurred during the French and Indian War	No Cause or Effect written/ material written has no relationship to the French and Indian war

Overall 9-7 points pass 6-0 points no pass	If majority of students score 9-7 points, I will move on to the next lesson If a majority of students score 6-4 points I will reteach If a majority of students score 3-0 points I will use a diagnostic test to determine what the problem is such as lack of understanding cause and effect or how to use facts to analyze.
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### Journal Entry Assessment-Rubric (Formal Assessment)

Total Points: 9

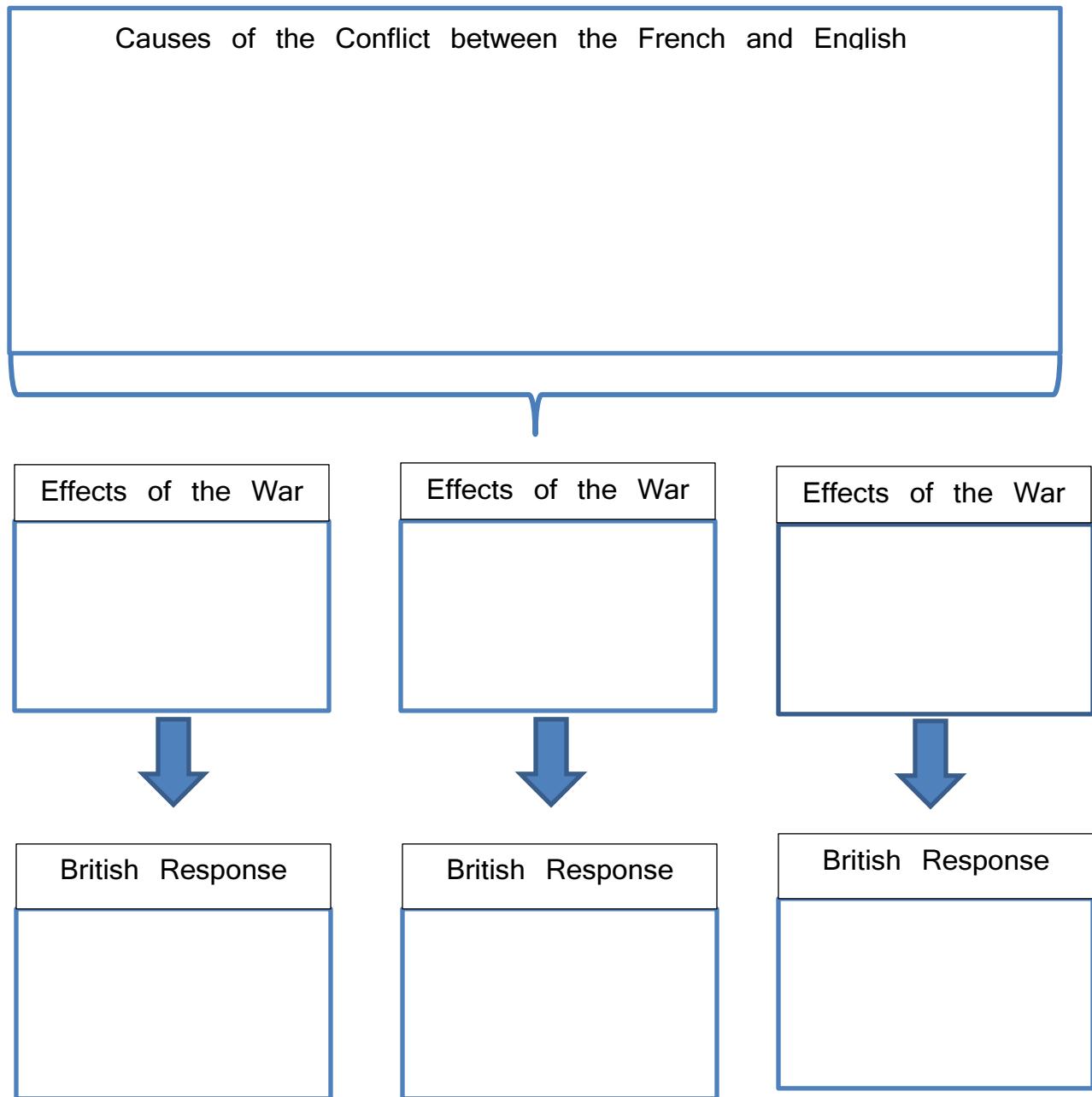
3 pts	2 pts	1/0 pts
Descriptive, accurate summary of the beginning of the war including details of people, places and dates	Summary of the beginning of the war includes partial accurate information, lacking details of people, places and dates.	Information in summary is not accurate, didn't occur during beginning of war, or no details of people, places and dates included
3 facts found within the informational text used within summary	1-2 facts found within the informational text used within summary	0 facts used from informational text.
Syntax, Grammar, and Spelling reflects no errors	1-3 syntax, grammar, or spelling errors	More than 3 syntax, grammar or spelling errors

Overall 9-4 points pass 3-0 points no pass	9-8 points grade entered as an A 7-6 points grade entered as a B 5-4 points grade entered as a C 3-2 points grade entered as a D 1-0 points grade entered as an F
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All assessments and rubrics are of my creation

The French and Indian War  
Causes and Effects Graphic Organizer

This was a war between the French and most Native Americans against England, English Colonies and a few Native Americans.

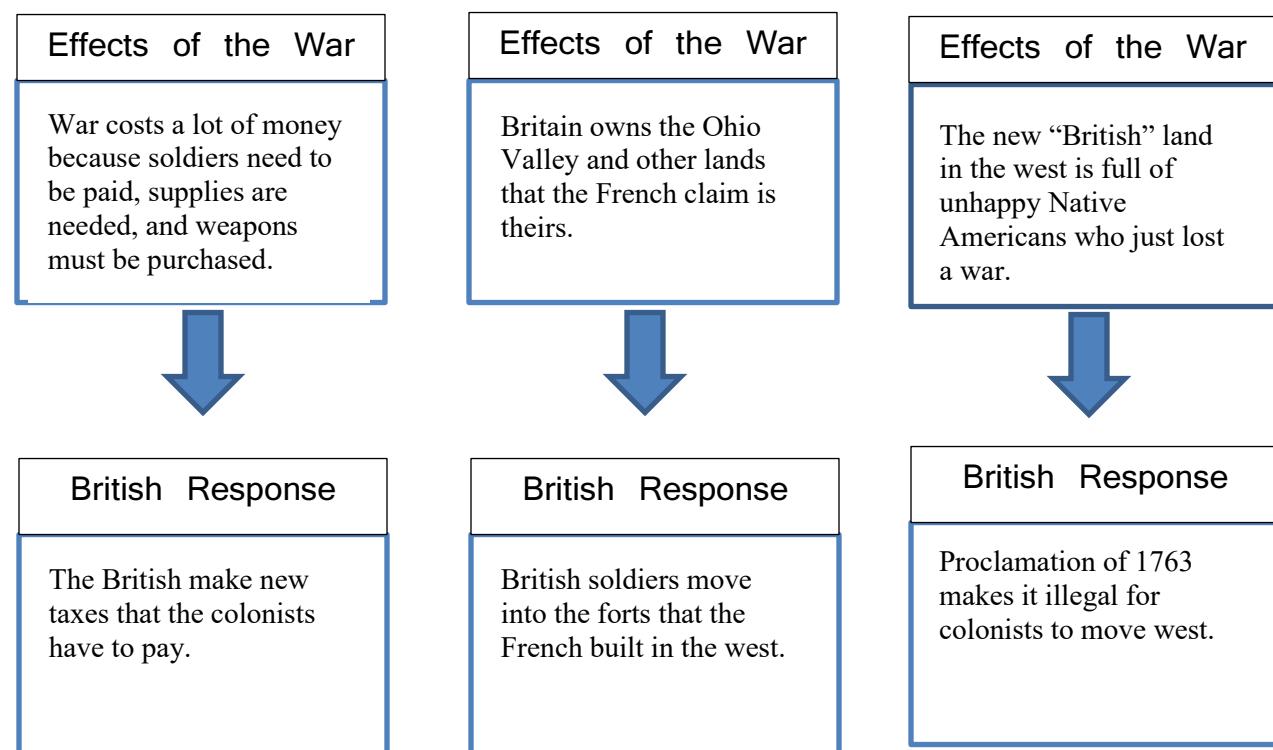
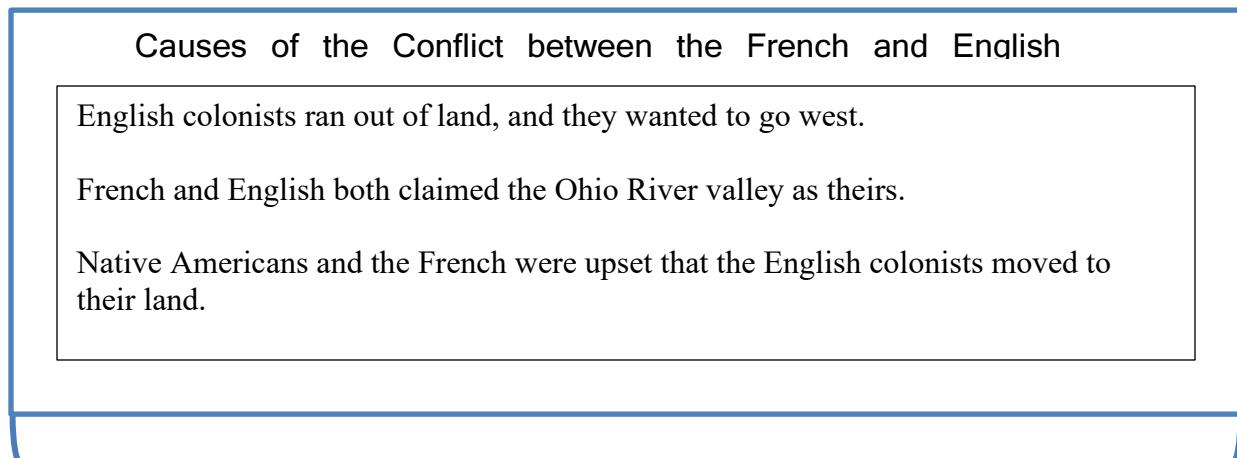


## Answer Key

### The French and Indian War

#### Causes and Effects Graphic Organizer

This was a war between the French and most Native Americans against England, English Colonies and a few Native Americans.





## Journal Entry and Answer Key



In your French and Indian War journal, using notes from today's class and the last two days as reference, select a person who went with George Washington into Ohio. Assume the identity of this person. Write a letter home describing your leader, George Washington, and why you feel he could provide the leadership needed during the war between the French and the British.

Students should include:

- Content or background information that sets the stage for the letter
- Specific events related to the causes and effects should be mentioned
- Leadership abilities and character traits of George Washington

Image citations:

George Washington <http://www.history.com/this-day-in-history/british-soldier-george-washington-experiences-combat-for-first-time>

Women at Fort Niagara

<http://www.robertharding.com/index.php?lang=en&page=search&s=french%2Bindian%2Bwar&smode=0&zoom=1&display=5&sortby=0&bgcolour=white>

Shawnee Warrior <https://www.pinterest.com/wildgarlic/seven-year-war-or-french-and-indian-war/>

Group of French Soldiers <http://www.buffalonews.com/city-region/niagara-county/history-comes-to-life-at-old-fort-niagara-french-and-indian-war-encampment-20140705>