## ASSESSMENT 2. CONTENT KNOWLEDGE: ELED 513 Designing and Assessing Teaching and Learning

### DESCRIPTION

This core program course relates instructional design and systematic planning for assessing student learning to the needs and interests of students.  Candidates will understand theory and strategies for designing curriculum and assessing student learning.  Candidates will consider the factors that affect teaching and learning such as the nature of content, ways of knowing, diverse learning needs, culture, politics, class, gender, ethnicity.  Course readings and requirements enable candidates to apply a "backwards design approach" to develop a teaching and learning portfolio. Candidates design and implement a self chosen unit plan that conforms to the criteria set forth in the attached checklist.   The minimum passing score for this assessment is 80/100 points.

Unit Plan Prompts:

1. Use a backwards planning approach to develop a unit plan relevant to a specific school context and grade level.
2. Describe what theoretical frame (or your own beliefs) about curriculum and instruction informed your constructing of this unit.
3. Pilot part or all of the unit plan in your teaching practice this semester.
4. Using student work, formative assessments, or critical incidents collected during unit plan implementation, reflect upon and make improvements /changes to the lesson plan.
5. Serve as a critical friend and respondent to other students in the class as they make progress on their projects.

### EVALUATION RUBRIC

# 513 Unit Plan Checklist

| Section | Criteria | Points |
|---|---|---|
| **1.  Title Page** | • Is the title clear, and does it capture attention? <br> • Is there a visual aid (e.g. photo, drawing, other visual) that represents the unit? | 5 |
| **2.  Table of Contents** | • Complete <br> • Clear | 5 |
| **3.  Note to reader** | • Unit briefly summarized <br> • 3 Features of the school/classroom context described, with examples <br> • Author makes a connection between contextual features and their unit plan design.  In other words, why is this unit plan particularly appropriate for this context/these students? <br> • Author describes a broader curricular reform initiative (e.g. one of Kliebard's reform movements) and explains why this | 10 |

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| | unit is aligned with this perspective. One or two examples from the unit are used to illustrate. | |
| **4. Summary discussion** | • Key Unit Plan Goals are named<br>   ○ Goals are varied and include things like knowledge (fact), procedure, process (skills, ways of analyzing) and dispositions.<br>• Some goals are aligned with some state standards.<br>• Paragraph: How students will exhibit understanding through authentic performance tasks (e.g. Final Assessment)<br>• Paragraph: Other selected assessments of key goals (assessments should be varied forms, including self assessments). | 10 |
| **5. Scope and Sequence** | • Lesson topic, activity, goals, types of assessments planned. (1-2 lines per lesson) | 10 |
| **6. Selected lesson plans and supporting materials** | • Lesson plans (4) and supporting materials are included<br>• Lesson plans include goals, standards, assessments, activity plan, other items discussed in class/on template.<br>• Assessment and Activity are aligned with lesson plan goals<br>• Lesson plan is informed by Grasps | 20 |
| **7. Student Work** | • Samples of two students' work<br>• Discussion of why these two students' work were chosen (e.g. demonstrating individual progress over time, contrasting two different learners, examples of student work that changed your thinking about instruction, etc).<br>• Written commentaries of students' work, providing at least one example for each student about why you chose this student work/how it illustrates your point. | 20 |
| **8. Reflection** | • What did you learn about yourself/curriculum design in doing this project?<br>• Provide a case study/example of how you encountered an obstacle or changed your thinking about some design aspect. | 5 |

**In class participation:**
- Ongoing feedback to each other: 5
- Ongoing "tweaking" based on feedback: 10

## DATA

| ACADEMIC YEAR | N | COURSE GRADE |
|---|---|---|
| 2010/11 | 3 | A |
| 2009/10 | 2 | A |
| 2008/09 | 0 | Program voluntarily suspended |