Lesson Name: Assessment Tasks

CACREP STANDARD(s):

Aligned KPI:

Textbook Chapter: Pollock & Tolone Ch. 4

Type of Knowledge: Procedural / Declarative / **Both**

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| G – My GOAL for this lesson is… |
| Through this lesson students will be able to:   1. Explain importance of assessment 2. Describe at least 3 types of assessments 3. Analyze use of assessments in two case study examples |
| A – I will ACCESS PRIOR KNOWLEDGE by… |
| * Utilizing a video that explains different types of assessments in education (Link can be found here [What is Assessment? - YouTube)](https://www.youtube.com/watch?v=xb609JC3_QU&t=17s) * Ask about initial reactions to assessments with following prompts: * “ What does assessment mean to you now?” * “As a student what do you remember about how assessments were presented to you?’ * Discuss why assessments are important in education by discussing how assessments can help us evaluate our learning thus far, think about the material in a more applicable way, and begin asking the class to consider how they may feel assessments may be beneficial to them as well. |
| N – I will present NEW INFORMATION through… |
| * PowerPoint slides with knowledge about value of assessment and types assessment and teaching and testing on thinking skills. * Share about different types of assessments and provide examples * Formative (Occurs as students are forming their learning) and Summative (assesses the sum of what has been learned) * Examples of Summative: comprehensive exams, standardized tests, final thesis paper * Examples of Formative: Student Self Assessment, Goal Sheets, Standard Checks & Frequent Quizzes * Use concepts of neurosciences from chapter 3 to help students gain an understanding as to why genuine knowledge is important for assessment * Describing four types of thinking skills * Examples of high-yield strategies to help teachers apply in lessons to help facilitate new ideas and higher thinking to be formed from the declarative knowledge |
| A – My students will APPLY new knowledge and/or skills by… |
| * Understanding new thinking skills concepts in a therapeutic setting and a classroom setting * Going over the given lesson plan to discuss the assessments previously discussed in cases in pair shares to then create a class discussion based on their answers (therapeutic example and classroom example via lesson plan are listed below). |
| G – We will review our GOALS by… |
| * Use Case studies (listed below) to apply the knowledge * the goals set at the beginning of class by going through how they were accomplished * Use Kahoots to quiz the students on what they learned * Have anonymous electronic survey to evaluate the presentation |

Assessments needed:

Kahoots Quiz 8 question, multiple choice: <https://create.kahoot.it/details/6e92668d-3449-47e6-873a-f62ab1c67c75>

Case Study 1: Mrs. Clark excitedly unveiled the class's newest tool: a digital assessment platform. Rather than traditional paper-and-pencil tests, students would receive instant feedback, allowing them to revisit questions they got wrong immediately.

Jamie, who always fretted about waiting days for her results, felt a weight lift off her shoulders. She loved the chance to rectify her mistakes immediately and understand her errors.   
Mrs. Clark noticed that not only did grades improve, but students' confidence in their abilities flourished as they felt more in control of their learning journey.

* How did the introduction of the digital assessment platform alter students' perspectives on evaluations?
* What immediate advantages did Jamie perceive in the new assessment system?
* What are potential challenges teachers might face when implementing digital feedback systems in their classrooms?

Case Study 2: Mr. Adams believed that one's learning isn't solely defined by one's performance on a single day but is an accumulation of efforts over time. He introduced portfolio-based assessments.

Throughout the term, students collected samples of their work, from essays to projects, reflecting their best efforts and improvements. At the term's end, Leah presented her portfolio, showcasing her progression and highlighting areas she felt proud of. Mr. Adams, having the chance to see Leah's journey, could provide more comprehensive feedback, helping her recognize her growth and areas for continued development.

* How does a portfolio-based assessment differ from traditional examination-based assessments in evaluating a student's capabilities?
* How does collecting and reflecting on a term-long portfolio help students like Leah in their academic journey?
* What are the potential benefits to educators when assessing students using portfolios?

Therapeutic example of thinking skills:

Using association, synthesis, analysis, and taking action from a counselor lens. This is important for us to understand from a counselor lens because of how we can connect these new concepts with a familiar one that we already identify with. This may help students understand the new concepts from a different perspective. Slides 27 and 28 cover this material.

Classroom example of thinking skills:

Using association, synthesis, analysis, and taking action from a teaching lens.

This includes activities we can utilize as teachers to help promote thinking skills, which in return help us understand how we can use different types of assessment for thinking skills in a classroom and when we provide formal assessments. Slide 29 covers this material.