

“Assignment 4: Assessment and Evaluation Plan”

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Assignment 4: Assessment and Evaluation Plan

1. Rationale Report:

1) Audiences:

This assessment and evaluation plan of English class is for grade 10 to grade 12 students.

The target of the plan is to help students enhance their comprehensive writing and reading abilities; moreover, to ensure they can be more skillful and compatible in their future studies.

2) My Assessment Approach, Its Rationale:

The plan will go through three phases in 6 weeks. The first assessment will help teachers to find the direction that can lead them to the next step of their teaching plan by assessing their learning needs. During the plan, the second assessment will teach the student the metacognitive process to build their learning environment. Teachers will be more supportive and less dominating. In other words, we should give students the chance to rethink and adjust their learning and provide proper guidance. Eventually, we produce an assessment of learning to our learners. This assessment is designed to test the skills, content knowledge and learning outcomes of students. In my plan, this summative assessment is to produce a presentation based on the book report. The process above will help students crystalize their content knowledge and skills in the end.

The relationship between “assessment for learning”, “assessment as learning” and “assessment of learning” are related throughout my plan. These three kinds of assessment are both critical in fulfilling the goal of learning. Firstly, assessment for learning gives us direction for the next step of learning at the beginning, and it will keep functioning when we are at the other two phases. In other words, the assessment for learning helps us look back at

our teaching plans frequently and enhance the validity and reliability of assessments.

Secondly, when teachers prepare for each assessment, they have a better chance to get a improved learning outcomes. During this process, the assessment as learning plays an essential role in cultivating students' ability to participate in mastery learning, including thinking, reflection and making adjustments. Ultimately, teachers combine these three phases to achieve our learning outcomes. As educators, we have to look at the records and plan for the next lesson, which is another beginning of assessment for learning.

3) How I Ensure Validity and Reliability:

To ensure validity and reliability in different stages, teachers need to provide accurate and detailed feedback. At the same time, teachers should send this information to students' parents to show our support during the learning process. Furthermore, teachers have to continuously support the students in cultivating mastery learning habits. Teachers should also be accurate in testing the students' understanding of content knowledge and mastering of skills. When grading the students, teachers must give precise information and fairness marking. On the other hand, record-keeping, results-analyzing, and information-sharing are essential to learners and their parents.

4) How I Assigned my Assignment Values:

My assignments are designed to make students feel comfortable. They can have alternatives in choosing their books, way of presenting their ideas. I firmly believe a comfortable and secure learning environment can enhance the function of the assignments. As educators, we help students learn inside and outside the classroom. When they feel comfortable, they will discover that contents and materials are becoming more friendly, which is one of the key concepts in my plan.

5) How I chose my Assessment Reference Points during the module:

I will give 20 points to participation, which includes discussion and interaction in class.

During the lesson, 20 points for each formative assessment, and there will be 40 points for the summative assessment.

6) How I will prepare Students for each assessment:

- **Formative Assessment 1:**

I will give the students the materials and rubrics after the first class.

- **Formative Assessment 2:**

In class, I will explain the importance of critical thinking and how to write critiques.

The groups will get some content-based materials to help them clarify their responsibilities in peer review activities. They will see the rubrics on the peer review sheet.

- **Summative Assessment:**

- a. Announce the students to decide the target book for their book report in the first class, and help those students who might have difficulties in making the decision.
- b. Introduce students to various technologies that could help them present their ideas.
- c. Give students the rubrics and requirements at the beginning, so that they stay on the right track and keep improving themselves.

2. Assessment Plan:

Grade: 10-12

Subject: English

Core skill: English writing and reading skills

Goals of the Teacher:

1. Identify the students’ current level of writing skills and their learning needs.
2. Explain the elements in writing a report and the importance of critical thinking in reading.
3. The students will be able to produce their reports based on given articles, and they will be able to present their ideas in front of their classmates.

Course Schedule	Learning Objective	Methods of Assessment to be used to determine students understanding	Developmental Activity	Type of Assessment/Feedback
Week 1-Week 2	Identify the students' current level of writing skills and their learning needs.	<p>Every student will write about the authors' thoughts based on a short paragraph in class.</p> <p>They will write one page of self-introduction to show their expectations in this class and their learning needs.</p> <p>Students will use Google Docs to write their introduction.</p> <p>The participants should then upload their works on to the Padlet.</p>	<p>Give feedback to each student from their writing, and explain the components and skills we are going to learn in the following classes.</p> <p>Students should choose one of their favourite books for the book report (final assessment) after the first week.</p>	Formative

<p>Week 3-Week 4</p>	<p>Explain the importance of critical thinking about writing a report or critique for the reading material.</p> <p>Enhance the concept of critical thinking by peer-viewing.</p>	<p>It is a group activity in class.</p> <p>The teacher will provide each group with a short article or story. Students write one to two paragraphs about the content.</p> <p>There is an evaluation sheet for each group to complete the peer review. Teachers will give feedback to each group to ensure the learning environment is suitable for both self-evaluation and peer-evaluation.</p>	<p>Every group will specifically discuss the author's thoughts and background information based on the given materials.</p> <p>Each group should produce a short report about the material and share the idea with other groups, they need to give feedback to both their team members and other groups (peer-reviewing).</p> <p>Teachers will collect these reports and provide feedback to each group after.</p>	<p>Formative</p>
<p>Week 5-Week 6</p>	<p>Explain the instruction for building a book report which includes:</p> <ul style="list-style-type: none"> • Format of the book report. • The structure and content of the book report <p>Introduce the strategies and manners in giving a presentation which includes:</p> <ul style="list-style-type: none"> • Hand gestures • Speaking tunes • Emotion control 	<p>Students will present their book reports in front of others individually.</p> <p>Any technologies and visual arts are welcomed during the presentation.</p> <p>This assessment is to showcase the learning outcomes of the students.</p> <p>The teacher will read the book report and observe the presentation.</p>	<p>The teacher will support students in preparing their presentations and book reports.</p> <p>The teacher should be able to provide proper reading material for those students who can not find their book to start their writing (this will start from the first week).</p> <p>The teacher will provide the grade for the book report.</p>	<p>Summative</p>

3. Description of Assessment:

Formative assessment 1: Writing assignment.

Description: Please introduce yourself in paragraph 1, and write your thoughts about the reading materials in paragraph 2.

Instructions: Students will develop a written draft of their introduction. They will then record this and upload to Flipgrid. (The written draft also needs to be uploaded)

Target Audiences: Teacher

Guiding Questions:

- 1). What is your habit? Do you read often at home? What is your favorite book?
- 2). After reading the material, how do you feel? Do you agree with the author? Why or why not?

Rubrics:

Targets	Points: 20-17	Points: 17-14	Points: 14-10
Self-Introduction (10)	Students introduce themselves in words, and share their personal experience in para 1.	Students introduce themselves in words, and share their personal experience in para 1.	Students introduce themselves in words, and share their personal experience in para 1.
Opinions on the Reading Material (5)	Students express their thoughts well, and with strong logic.	Students express their thoughts with logic.	Students showed vague thoughts, and some logic.
Grammar (5)	Few or no errors in words spelling. Ideal usage of punctuations, and complete structures in writing sentences.	Most spellings are correct. Standard usage of punctuations, and complete sentence structures in writing.	Some spellings are incorrect. Misuse of punctuations at times, and somewhat complete sentence structures in writing.

Formative Assessment 2: Group Activity (write a short report based on the material, and complete peer-reviewing)

Description: Teacher will divide students into groups, and each group gets the same short article or story. Students will write a simple critique to demonstrate their thoughts, and they will start peer-reviewing, that provides feedback among groups.

Target Audience: Students and Teacher

Guiding Questions:

Through peer reviewing, the students need to know:

- 1). How to be a critical thinker while reading and writing?
- 2). What opinions do others have? And why?

Rubrics:

Targets	Points: 20-17	Points: 17-14	Points: 14-10
Peer-Reviewing (10)	The group is respectful when listening to others and gives valuable feedback.	The group is respectful when listening to others and gives feedback.	The group is distracting when listening to others and gives some feedback.
Opinions on the Reading Material (5)	Students express their thoughts well, and with strong logic. Have good supportive evidence.	Students express their thoughts with logic. Have some supportive evidence.	Students showed vague thoughts, and some logic. Have insufficient supportive evidence.
Grammar (5)	Few or no errors in words spelling. Ideal usage of punctuations, and complete structures in writing sentences.	Most spellings are correct. Standard usage of punctuations, and complete sentence structures in writing.	Some spellings are incorrect. Misuse of punctuations at times, and somewhat complete sentence structures in writing.

Summative Assessment: Book Report and Presentation.

Description: Students will write their reading reports based on their chosen book to assess the learning outcomes, and they will share their reading experiences by giving a presentation.

Procedures:

1). Choose your favourite book

Students choose one of their favourite books at the beginning, and they should finish reading it within 5 weeks. Students can choose to read a documentary book, a novel or science fiction.

2). Begin to design and write the book report

Format: Students should use 12-point Times New Roman font and double spaced.

- Try to produce your version of the book report, which includes the author's attitude, the summary of the story settings, and personal opinions.
- Students should be able to show the evidence of their improvements on critical thinking.
- A one page final reflection should be attached in the book report.

3). Prepare a short presentation

Students need to share their reading experience by giving a presentation in the last two weeks.

Visual arts and technologies which can support them are welcomed. Each student will have five to ten minutes to showcase their performance.

Guiding Questions:

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- 1). Why did the author write this book? What did the author want to express?

- 2). What are the main components in the story settings?

- 3). How do you feel after reading the book? Do you like it?

- 4). What is your opinion towards the author's statement?

- 5). Do you agree or disagree with the author?

- 6). Would you like to share the book with others?

3. Rubrics:

1). Criteria for the grade:

Students’ ability to thoroughly understand the reading materials.

Students’ ability to give a presentation that shares their experiences.

Targets	Points: 30-25	Points: 25-20	Points: 20-15
Book Report: Format (5)	The format reaches all requirements, and it has a very clear intext structure.	The format reaches most requirements, and it looks clear.	The format does not follow most of the requirements, but it is clear.
Book Report: Content (20)	The introduction has a very clear and strong statement. Students have solid evidence that supports the body part well, and they have perfect reflections and restatements in the conclusion part. Each part is well connected.	The introduction has a clear statement. Students have some evidence which supports the body part well, and they have reflections and restatements in the conclusion part. Each part is connected.	The introduction has a statement. Students have less evidence in supporting the body part, and they do not have a restatement in the conclusion part. Each part is somewhat connected.

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Presentation (10)	The presentation is concise and well connected to the reading materials. Students have done an excellent job of sharing their experiences.	The presentation is good and connected to the reading materials. Students tried to share their reading experience with others.	The presentation is somewhat connected to the reading material. Students only introduced the books, but do not share their reading experience.
Grammar (5)	Few or no errors in words spelling. Ideal usage of punctuations, and complete structures in writing sentences.	Most spellings are correct. Standard usage of punctuations, and complete sentence structures in writing.	Some spellings are incorrect. Misuse of punctuations at times, and somewhat complete sentence structures in writing.