Assessment Planner

Grade and Subject:

Teachers:

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[Step 1: Identifying Purpose](#_94qywdhkf1l3)

[Step 2: Authentic Scenarios](#_ili2x2cq6lwa)

[Step 3: Curriculum Objectives](#_u7idxqs5yk2e)

[Step 4: Task Specific Clarifications](#_hwifkg1dicmg)

[Step 5: Approaches to Learning](#_s0pfxruv4503)

[Step 6: Differentiation](#_98szg7ozbndn)

[Step 7: Learning Engagements and Formative Assessment](#_9w5pzq707qz)

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#### Step 1: Identifying Purpose

| **Purpose** | The purpose of this assessment is for students to demonstrate their understanding of:  [*MYP Statement of Inquiry/DP Essential Understanding/DP Syllabus Point]* | |
| --- | --- | --- |
| **Reflection Prompts** | Does this SOI make sense for students? |  |
| Does this SOI capture what we need to assess for this unit? |  |
| *If you can’t structure this assessment around your essential idea, it’s time to go back to the unit planner* | |

#### **Step 2:** Authentic Scenarios

| **Scenario** | Broadly, students will need to: [*1 or 2 sentences max. This is just an overview]* | |
| --- | --- | --- |
| **Voice and Choice** | Some possible options for student inquiry | |
| Some possible ways students might present their response: | |
| **Reflection Prompts** | Is this a problem or situation that students will find interesting? |  |
| Does this connect to a real-world issue or problem? (consider your global context for ideas) |  |
| Have you considered possible Roles, Audiences, Situations, Products? ([GRASPS](https://jaymctighe.com/downloads/GRASPS-Design-sheets.pdf) [RAFT](https://www.learnalberta.ca/content/ieptlibrary/documents/en/is/rafts_strategy.pdf)) |  |
| Is the assessment broad enough to allow student choice in their inquiry? |  |
| Is the assessment broad enough for multiple modes of presentation? |  |
| *These are not requirements, just considerations. Some of these suggestions may not be relevant to all DP courses.* | |

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#### Step 3: Curriculum Objectives

| **Objectives** | What steps will students need to follow to complete this assessment? *This is where you break the assessment into chunks.* | |
| --- | --- | --- |
| **Steps** | **Relevant Curriculum Objective  (paste from your subject guide/MB)** |
| 1. |  |
| 2. |  |
| 3. (add rows for additional steps). |  |
| *Refine your steps until they align with your curriculum objectives.* | |
| **Reflection Prompts** | Is it clear how each step of the assessment aligns with curriculum objectives? |  |
| Review any steps that don’t align: are they necessary? Do students truly need to do this step in order to demonstrate understanding of the SOI? Which steps can we “outsource”? |  |
| Review the command terms for each objective: Does the command term align with what you are asking students to do? (command term definitions are in your subject guide) |  |

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#### Step 4: Task Specific Clarifications

| **Level** | **MYP Descriptors**  **(Paste these from your guide. Do not share these with students)** | **Task Specific Clarifications**  **(What does this look like for this assessment)**  **Use first-person pronouns (I/my)** |
| --- | --- | --- |
| 0 |  |  |
| 1-2 |  |  |
| 3-4 |  |  |
| 5-6 |  |  |
| 7-8 |  |  |
| *For DP subjects, consider how you can unpack and explain specific “look-fors” when presenting DP assessment criteria to students. These are your TSCs in DP!* | | |

| **Some guidelines for TSC:**   * Only include the criteria strands that you have identified in your objectives (step 3). You do not need to assess every strand every time. * Start by defining the 5-6 band. What is your expectation for a “good job”? * TSC should *clarify,* not *modify.* Specify what students will need to do for this task, but do not change the core meaning of the strand. Do not add additional strands. * Quality over quantity. Avoid specifying a number. | | |
| --- | --- | --- |
| **Reflection Prompts:** | Review the task description:  Does the task allow students to demonstrate at a 1-2 and 7-8 level? |  |

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#### Step 5: Approaches to Learning

| **ATL** | Which ATL skills will students need to acquire to be successful in this assessment?  *ATL skills are* ***specific*** *skills. You can find them on MB.* | |
| --- | --- | --- |
|  | |
|  | |
|  | |
| *Identifying an ATL skill means a commitment to teaching that skill explicitly. Select ATL skills that are new or that require further development, not those that we can assume most students have already acquired. Avoid selecting more than 3.* | |
| **ATL Strategies** | For each skill, identify a [strategy / model / approach](https://docs.google.com/spreadsheets/u/0/d/1qG50C9p00MpLTNZsv7Jou-lk4BjdHkHJ/edit) students should use | |
|  | |
|  | |
|  | |
| **Reflection Prompts** | What activities (aside from the assessment) will help students to acquire this skill? |  |
| How will you provide feedback to students on their skill development? |  |

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#### Step 6: Differentiation

| **Identifying**  **needs:** | What challenges do you need to be aware of in your class?   * Language Levels: *[list here]* * Academic Support: * Social-Emotional-Behavioral: * Gifted and Talented: | | |
| --- | --- | --- | --- |
| **Identifying barriers:** | Review your task from the perspective of your students. What barriers might they face trying to complete this assessment? | | |
| **Step / TSC / ATL** | **Why might this be challenging?** | **What adaptations / accommodations are needed?** |
|  |  |  |
| 2. |  |  |
| 3. |  |  |
| **Reflection Prompts** | What adaptations to *process, product, content* can be made to allow all students to succeed in this task? | | |

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#### Step 7: Learning Engagements and Formative Assessment

| Review all the elements of your assessment task. Time to work backwards!  What learning engagements will you need to include in your lessons to ensure students can be successful in their assessment? | | |
| --- | --- | --- |
| **What will students do?**  **(step / TSC / ATL)** | **What evidence of learning will you collect?** | **How will you share feedback?** |
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