

# Documenting the Entire Assessment Cycle

## Stage 1: Setting Objectives for Learning

At the beginning of this assessment cycle, you wrote three objectives for three different purposes: assessment for learning, assessment as learning, and assessment of learning.

By now, those three objectives have changed considerably to adjust to the actual assessments you planned, as well as revisions you were asked to complete to hone them appropriately.

For this part in the assessment cycle, you will submit your three revised assessments for all three purposes: only three objectives. If you had several for each, you will need to pick the one that most closely aligns to your assessment's main learning purpose.

## Stage 2: Planning Summative Assessments

In this stage, you planned a PBL authentic assessment to implement with your students. This assessment had to conform to the components of project, performance, or problem based learning.

This assessment probably underwent some revisions, as well. However, these revisions may not have occurred until after you implemented your originally planned summative assessment. Therefore, depending on the timing of your revision, you will submit the following:

1. The revised assessment
2. The implemented assessment (if it is different from the revised one)

It is very important to include the assessment you implemented because data gathered will have to match it. It is also important to include the revised assessment to indicate you learned how to adjust your planning for a PBL, even if it was not implemented in its revised form.

## Stage 3: Plan & Implement Instruction

This was the formative assessment stage, which is connected to planning and implementing instruction because formative assessments tend to be embedded in the middle of lessons or units, and don't occur at the end.

These two assessments, like the summative one, may have also undergone revision. Therefore, you submit them in the same manner as the summative one:

1. both formative assessments as they were revised
2. both formative assessments as they were implemented

It is very important to include the assessments you implemented because data gathered will have to match them. It is also important to include the revised formative assessments to indicate you learned how to adjust your formative planning to better fit the two formative purposes, even if they were not implemented in its revised form.

#### Stages 4 & 5: Assessment Data Collection & Analysis

These two stages can be submitted together because they include data you gathered and analyzed from all three assessments you planned:

1. assessment of learning
2. assessment for learning
3. assessment as learning

You will document each assessment's collection and analysis of data as it happened using the Excel spreadsheets you originally used. If revisions were requested for the analysis, you will include your **revised analysis only**, not your original analysis.

#### Stage 6: Making Instructional Decisions

This is the only stage in which you have not submitted anything official to conclude this cycle of assessment. Therefore, this is the only stage that will have new content submitted.

In stage 6, you will include two written portions that indicate changes to instruction:

1. Explanations of how these assessments made you change the way you were teaching in this same lesson or unit.
2. Explain how as a reflective practitioner, you will make adjustments to future teaching based on what you learned from this entire experience.