Project Objectives 2

See also:

3 Assessments

Objectives with AI

Objectives Examples

> The learner will [action verb] + [topic or materials] + [specific task or deliverable].

Grade Level: 8th grade	Class or Course: Algebra I	Topic or Unit: Systems of Equations & Inequalities	
Assessment Purpose	Learning Objective	Assessment Description	Why It Fits this Purpose
Assessment for Learning	The learner will calculate volume of cylinders using the Volume formula based on given dimensions throughout Module 5 Topic 4 Lesson 1	This is a formative assessment that will support the broader topic of solving Volume of rainwater .	The assessment is an introduction that provides for a strong foundation before discovering new information.
Assessment as Learning	The learner will explain the process that the volume formula uses to calculate the capacity of a cylinder by describing the relationship between radius, height, and volume on an Exit Ticket	This is a formative assessment that supports student thinking to demonstrate their understanding of how the formula describes volume (as the volume of several disks on top of one another to create a cylinder)	The assessment is for self-assessment. Students should understand that the volume formula calculates the volume of a disk and then stacks many disks on top of one another to create volume thus the height of a cylinder can be consider the number of disks are stacked inside of the curved 3-D shape.
Assessment of Learning	The learner will analyze the volume of rainfall during a major hurricane	This is a summative assessment that will be at the end of the lesson. The authentic	The assessment will assess for their learning based on their performance.

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	and design a rainfall harvesting system based on their analysis.	task is not a traditional one.	

Reflection

- How was it different from the assessments you usually use?
  - The requirement for the Assessment of Learning to focus on an "authentic task" is unfamiliar to me. I typically rely on traditional assessment methods, such as end-of-topic evaluations.
  - While I often consider how students will ultimately demonstrate proficiency in an Assessment of Learning, I do not formally integrate this into my planning. My usual thought process is, "How will this be assessed on the STAAR test?" Moreover, it is not a primary consideration in my current planning process, as the existing curriculum largely dictates lesson objectives, and any deviation is discouraged.
- How did it challenge your preconceptions of what an assessment should be?
  - I am genuinely intrigued by the concept of "authentic tasks" and how we might integrate them into the assessment of learning. I frequently conducTo help you reflect on the questions related to Project Objectives, let's break down each reflection question and explore some guiding questions that can lead you to your original thoughts.
- How difficult was it for you to create this balanced plan and why?
  - I found the balanced plan relatively easy to create. Utilizing Carnegie Learning, which offers substantial support for educators, coupled with two years of third-party assistance, has made me accustomed to this planning approach, even if I haven't formalized it to the extent described here.