

Wk 7 Final Classroom Assessment Cycle & Portfolio Reflection

Overview

The purpose of this final project is to reflectively look at the entire classroom assessment cycle, as you enacted it in the classroom. This final project will be uploaded to your UTRGV M.Ed. in C & I Program E-portfolio. Depending on the stage in the program at which you are, you may have already started uploading artifacts to it, or this may be the first one you add. Here is the template you will use, if you have not already created it: [UTRGV M.Ed. in C & I Program E-portfolio](#). If this is the first time you see it, you will find that one of the links in the template is a “Getting Started Tutorial”, which outlines the steps for creating it.

Because your project is composed of several components based on work you have already submitted throughout the semester as separate files, you will now need to put them all together into one large document. This one large document will be subdivided using headings and subheadings so that each item you add will have its own section, and I can see clearly how you organized them in stages. What follows is a description of each main heading in your project, and what to include within each section.

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 objectives 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.

All objectives should also be clearly labeled with their purpose.

Stage 2: Planning Summative Assessment

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)

If you did revise your assessment before you implemented it, then you only need to submit one, as the revised and implemented assessment. Please make sure you indicate this in your final product.

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.

Because you may have two versions of the same assessment that you are including, you will need to use subheadings to distinguish between each of them.

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

Once again, the amount of assessment descriptions you include may vary depending on what was revised and what was 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.

This stage of the assessment cycle has several components, so you will also have to subdivide through subheadings to indicate the two types of formative assessments, and then further subdivide if you have two versions to submit. What matters is that your headings indicate clearly what information is found in each section.

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:

- assessment of learning
- assessment for learning
- 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.

For this section, you will create subheadings for each type of assessment, and then add the data in the order you were asked to analyze in the Excel spreadsheet. If you are using a Word document, you can copy paste each of the sheets in a file in the appropriate order and label them with a subheading.

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, each subdivided with its own subheading.

Implementing Change in Current Lesson or Unit

In this subsection, you will write 1-2 paragraphs, which explain how these assessments made you change the way you were teaching in this same lesson or unit. Consider small or large changes you made, and discuss why you made them, what you found in your students' performance during the assessments to indicate you needed to make that change.

Reflective Practitioner Change

In this subsection, you will write 1-2 paragraphs, which explain how you are thinking and as a reflective practitioner by discussing how this has affected the way your future teaching is enacted, based on what you learned from this entire experience. Make sure you provide examples or specific information from your experience to justify the change you plan to make, in any scale.

Portfolio Rationale

Once all the sections above have been added to one document, appropriately subdivided with headings and subheadings, then the next step is to upload it to your e-portfolio. Your e-portfolio has been divided into all the program standards. This project fits Standard 6 Knowledge of Assessment. You will be adding it to that section.

As part of the upload, you also need to add a rationale, which is included in the Standard 6 section of the e-portfolio, but which I have also included here:

- How does the artifact demonstrate your knowledge or understanding of assessment in the mathematics or science classroom including formative and summative assessment?
- Describe how you used knowledge of assessment in your setting.

A Note on Revisions

Please note that those of you who submit revisions in this final project, will also get scores for the previously submitted projects re-evaluated and updated. Therefore, this project allows you to also regain points you lost in your first submissions of each of the components of this cycle.

In this final project, reflections are not required to be included. However, if in your first submission of any of the projects that compose this final larger one, you did not submit a reflection, you should include it in this project, under the proper heading. For example, if you did not include a reflection in your Wk 4 Formative Assessment Plan, you can write one here, using the previously given prompt, under the section for Stage 3. Points that you lost on missing reflections for that project will then be added to your previous score, as measured by the rubric from the Wk 4 Formative Assessment Plan.

Grading Rubric

Criteria	Not Met 0-0	Developing 1-8	Accomplished 9-15	Exemplary 16-16
Stage 1	No project submitted or no objectives described.	Objectives may have been incomplete, missing components or still not adequately aligned to the purposes of	All objectives were mostly revised to demonstrate each purpose of assessment appropriately, and should include all the appropriate	All objectives were revised to demonstrate each purpose for assessment appropriately, and should include all the appropriate

Criteria	Not Met 0-0	Developing 1-8	Accomplished 9-15	Exemplary 16-16
		assessment. There may have been too many or they may not have been appropriately labeled with their purpose.	components: content, cognitive level/rigor, and the named assessment. Some may still have been unclear or missing. These components should also be mostly matched to the assessments and the data that were gathered.	components: content, cognitive level/rigor, and the named assessment. These components should also be clearly matched to the assessments and the data that were gathered.
Stage 2	No e-portfolio link with project submitted or no authentic summative assessment described.	The summative assessment still had many elements of traditional, worksheet assessments, so that PBL components were still mostly missing or real-world authenticity was superficial or inappropriate to the assessment or the objective. Data may not have clearly matched the data gathered or a missing or mismatched rubric may have been included.	The summative assessment was mostly appropriate to PBL components, including some elements of real-world authenticity. If the assessment needed revisions, both it and the implemented assessment were included and appropriately labeled. The implemented assessment included mostly matches the data gathered to the rubric included.	The summative assessment was appropriate to PBL components, including real-world authenticity. If the assessment needed revisions, both it and the implemented assessment were included and appropriately labeled. The implemented assessment included clearly and appropriately matches the data gathered to the rubric included.
Stage 3	No e-portfolio link with project submitted or no formative assessments described.	Formative assessments were incomplete or did not provide both the revised and the implemented versions. The record keeping tools included were inconsistent with the data that were gathered.	Both formative assessments were revised and mostly appropriate to their purposes. If either of the formative assessments needed revisions, both those and the implemented assessments were included and mostly well-labeled. Their	Both formative assessments were revised and appropriately fit their purposes. If either of the formative assessments needed revisions, both those and the implemented assessments were included and appropriately

Criteria	Not Met 0-0	Developing 1-8	Accomplished 9-15	Exemplary 16-16
			record keeping tools like observation protocols or rubrics or checklists mostly matched the data that were gathered.	labeled. Their record keeping tools like observation protocols or rubrics or checklists clearly and specifically matched the data that were gathered.
Stages 4 & 5	No e-portfolio link with project submitted or no data collection and analysis described.	Analysis of data was incomplete or did not appropriately label how data were analyzed for each type of assessment. Data may have been missing or confusing, or it may not have matched the corresponding assessments.	Analysis of all three types of assessments were included with their data and revised analysis, where appropriate. Data was presented in the steps it had to be setup in the Excel spreadsheet and added in the appropriate order, though some inconsistencies may have been evident. Most data were appropriately labeled and clearly distinguishable one from the other. Minor vagueness apparent.	Analysis of all three types of assessments were included with their data and revised analysis, where appropriate. Data was presented in the steps it had to be setup in the Excel spreadsheet and added in the appropriate order. All data were appropriately labeled and clearly distinguishable one from the other.
Stage 6 & E-portfolio Rationale	No e-portfolio link with project submitted.	Explanations may have been incomplete, too short and vague, or disconnected from the assessments. Rationale may have been missing or incomplete in the e-portfolio link, or it did not draw a clear and appropriate connection between the artifact and Standard 6.	Explanations for how instruction was adjusted for short and long term were mostly clearly and specifically described, with the rationale in the e-portfolio also mostly connected to the artifact and Standard 6.	Explanations for how instruction was adjusted for short and long term were clearly and specifically described, with the rationale in the e-portfolio also appropriately connected to the artifact and Standard 6.

