

## Classroom Assessment Plan (CAP) Directions

### Purpose:

The goal of this project is to demonstrate your mastery of summative assessment techniques by developing an assessment plan for a specific curriculum unit and grade level and to demonstrate competence on selected Teacher Education objectives.

### Unit and Grade Level:

Elementary majors will select a social studies topic that is appropriate for a grade level between 3<sup>rd</sup> and 6<sup>th</sup> and reflects learning objectives addressed in the Michigan Curriculum Framework.

Secondary majors will select a topic that is appropriate for the subject that they will be teaching. All units must reflect learning objectives addressed in the Michigan Curriculum Framework. If the subject area is one that is not included in the framework, then standards from a professional organization in that subject area should be used.

### Required Components of the CAP:

The assessment plan will consist of four parts and be worth 45% of the final grade. The total projects grades for CAP AND **each** of your CAP 1, CAP 2, CAP 3, and CAP 4 **must be at least C (at least 73%)** to pass this class.

Each part is to be submitted on the due dates indicated on the syllabus. The four parts and their proportional values are as follows:

CAP 1. Description of the Assessment Plan (10 points)

CAP 2. Teacher-Made Test and Test Bank (15 points)

CAP 3. Authentic/Performance Assessment (15 points)

CAP 4. Reflection (5 points)

### General Requirements:

The specific requirements for each part are described on the attached pages. In addition, the plan must be prepared using a word processor, all graphs and tables must be created using a computer, and proper spelling and appropriate grammar must be used.

**You must receive a “C” or better on the overall plan, as well as on each of the four parts to pass the course.** A satisfactory performance on the CAP indicates successfully passing the seven Teacher Education Objectives addressed in EDPS 340. If you receive less than a “C” on any part of the plan, you must see your instructor for further instructions. ***It is your responsibility to take the initiative to schedule this appointment.***

A “C” translates to:

**CAP 1: 7.3 or above (including your 0.5 point for your draft)**

**CAP 2: 10.95 or above (including your 1 point for your question draft)**

**CAP 3: 10.95 or above**

**CAP 4: 3.65 or above**

**Process:**

Each CAP section will be turned in at different times throughout the semester. Below describes the process for CAP 1 and 2.

- CAP 1: An initial draft of the CAP 1 will be examined in class early in the semester as a guide for the CAP 2 and CAP 3 assignments. You will make some changes in class that will be needed for the final version of CAP 1. The initial draft is graded as a part of your CAP 1 with a 0.5 point for turning in an acceptable draft. My expectation is that your CAP 1 will undergo significant changes through the semester as you develop your unit in curriculum 304/305 and you create CAP 2 and CAP 3. A final draft of the CAP 1 will be graded with CAP 2. The initial draft must be attached to the final CAP 1 in order to be assigned a 0.5 point.
- CAP 2: Be forewarned, this portion of the CAP will require ***a significant amount of time*** and effort to complete. You will develop your own questions in seven different types and bring them to class when they are due. You will examine the quality of the questions based on the guidelines. You must develop and bring all of the required questions

**Revision Policy:**

I expect some revision of CAP 1, with a draft due at the beginning of the semester and the final draft at the end. However, CAP 2 and CAP 3 each take considerable time to correct and revisions will be limited to those who score ***below 73%***. If you've scored below 73%, you may revise your paper. You must immediately revise and resubmit (***due one week after they are turned back***). Your grade will be **the average of the two scores** and must be higher than 73%. CAP 4 may be revised if you've scored below 73%. However, it must be immediately revised (**within 48 hours**) to pass the course.

### CAP 1: Description of Unit Assessment Plan (10 points)

You **must** include the parts in bold letters. If you **miss** any of the part(s), you get a **D-(62% points)** or lower grade. Write a description of your unit assessment plan, including the following three sections:

1. **Cover Sheet:** Cover sheet should include:
  - a. Name
  - b. Date
  - c. Section
  - d. CAP I
  - e. Unit topic;
  - f. Grade level for which it is designed; and
  - g. Any prior knowledge, skills, and procedures assumed of the students.
  
2. **Blueprint:** The blueprint is an overview of your assessment plan, which you will present in a table similar to the one on the attached page. The blueprint will include the following:
  - a. **Numbered objectives** (must be **at least ten objectives**) that are appropriately written;
  - b. All of the strands, standards, and benchmarks assessed in your unit, including a list of standards from the MDE website or, where necessary, from the professional organizations in your subject area;
  - c. The **level of cognitive complexity** for each objective;
  - d. The **types of assessment** tool that will be used to measure the objective (e.g., multiple-choice question, short answer question, research paper)
  - e. The **total weight** that **each objective** will carry in the final grading of the unit;
  - f. The **total weight** that **each level of cognitive complexity** will carry within the unit; and
  - g. A footnote indicating the source of the standards.
  
3. **Justification of Blueprint Balance:** Justify 1) the distribution of **weight given to the objectives**, and 2) **why each objective is low, medium, or high level of cognitive complexity**, and 3) the distribution of **weight given to levels of cognitive complexity**. Explain **why** you have selected the balance on **both** and **why** you believe the balance is appropriate. Be careful NOT to confound the objectives with the assessments.

**Evaluation:** This portion of the CAP will be evaluated on the following:

1. Cover sheet identifies specific prior knowledge, skills and procedures needed;
2. Blueprint is technically accurate;
3. Objectives are matched to appropriate standards;
4. Assessment instruments are appropriate for the objectives being addressed;
5. The plan represents a balanced assessment; and

6. Follows the guidelines provided, is easy to follow, attractively presented and on time.

Standards and Benchmarks*			Cognitive Complexity			Total % by Objective	
			Low	Medium	High		
Strand	Standard	Benchmark	Objective				
II. Geographic Perspective	II. All students will describe, compare and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact and the interrelationship among them.	<b>Middle School IV.</b> Explain how humans modify the environment and describe some of the possible consequences of those modifications.	1. SWBAT identify and present causes of endangerment.	Fill in the blank/True False 5%	Presentation 15%	20%	
II. Geographic Perspective	V. All students will describe and explain the causes, consequences, and geographic context of major global issues and events.	<b>Later Elementary I.</b> Locate major world events and explain how they impact people and the environment.	2. SWBAT identify endangered species  3. SWBAT identify words from the endangered species vocabulary list.  4. SWBAT identify words from the list of conservation vocabulary words.	Multiple choice True/ False 5%  Multiple choice True/ False 5%		O2- 5%  O3-2.5%  O4- 2.5%	
V. Inquiry	II. All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.	<b>Later Elementary I – IV.</b> <b>I.</b> Pose a social science question about Michigan or the United States. <b>II.</b> Gather and analyze information using appropriate information technologies to answer the question posed. <b>III.</b> Construct and answer to the question posed and support their answer with evidence. <b>IV.</b> Report the results of their investigation including the procedures followed.	5. SWBAT describe an endangered species' physical and social characteristics.  6. SWBAT describe key features in the habitat of an endangered species.  7. SWBAT examine why an animal is endangered and its current status.		Report in poster form 20%	O5- 5%  O6- 5%  O7- 10%	
VI. Public Discourse and Decision Making	II. All students will engage their peers in constructive conversations about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.	<b>Later Elementary I.</b> Engage each other in conversation, which attempts to clarify and resolve issues pertaining to local, state and national policy.	8. SWBAT discuss ways to preserve endangered species.  9. SWBAT persuasively argue for or against the preservation of endangered species utilizing the key aspects of persuasion covered our class.		Class discussion 10%	O8- 10%  O9- 15%	
VI. Public Discourse and Decision Making	III. All students will compose coherent written essays that express a position on a public issue and justify that position with reasoned arguments.	<b>Later Elementary I.</b> Compose a short essay expressing a decision on a local, state or national policy issue.	10. SWBAT describe in detail reasons why you agree or disagree with the decision of a local state or national policy maker.		Reflective essay 15%	15%	
VII. Citizen Involvement	I. All students will consider the effects of an individual	<b>Later Elementary II.</b> Engage in activities intended to contribute to solving a local, state or national problem they have studied.	11. SWBAT implement a plan to contribute to the conservation of an endangered species.		Active participation in class project. 10%	10%	
<b>Total % by Cognitive Complexity.</b>				15%	40%	45%	100%

\* [http://www.michigan.gov/documents/MichiganCurriculumFramework\\_8172\\_7.pdf](http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)

## CAP 1 Checklist

<b>Unit Summary</b>	
<i>Prior Knowledge</i>	Identifies specific prior knowledge (PK) in terms of content and skills
<b>Objectives and Standards</b>	
<i>Link</i>	Obvious link between standards/benchmarks (SB) and objectives
<i>Form</i>	Objectives written in observable form (i.e., one action per objective – doesn't contain "understand or "know") and written as objective (i.e., includes "students will be able to...")
<i>Clarity</i>	No confusion of activity, assessment and objectives (i.e., activity and assessment not included in the objective)
<b>Assessments</b>	
<i>Link</i>	Obvious link between objectives & assessment tools
<i>Balance</i>	Balanced assessment in terms of levels of complexity & weights per objective
<i>Calculations</i>	Calculations of weights are accurate
<b>Justification</b>	
<i>Clarity</i>	Justification is clearly written and explains the balance of assessments by objective and cognitive complexity and why low, medium, or high level.
<b>Overall</b>	
<i>Clarity</i>	Plan is clear, no interpretation needed
<b>Format and Directions</b>	
<i>Overall Quality</i>	Follows Directions Easy to follow

\*You **must** review both of the directions and checklist.

\*\***Work right (not just hard)!**

\*\*\***Be professional!**

## CAP 2: Teacher-made Test and Test Bank (15 points)

You **must** include the parts in bold letters. If you **miss** any of the part(s), you get a **D-(62% points)** or lower grade. Write a test bank and a teacher-made test that includes the following four sections:

1. **Cover Sheet:** Cover sheet should include:
  - a. Name
  - b. Date
  - c. Section
  - d. CAP II
  - e. Unit topic;
  - f. Grade level for which it is designed; and
  - g. A numbered list of the objectives from your blueprint that will be assessed by the test and their levels of complexity. These should correspond with numbers from CAP 1 (i.e., objective three on CAP 1 should be the same as objective three on CAP 2).

2. **Test Bank with Answers:** You will develop a test bank for your unit. Listed below are the items that **must be included in your test bank**. Each types of question **must have directions and point values. These point values on your test bank must be consistent with the percentages on your blueprint.**

- a. 6 multiple choice items, addressing at least two levels of cognitive complexity;
- b. 1 interpretation exercise with at least 3 questions;
- c. 5 binary choice;
- d. 1 matching item with from 4-8 parts;
- e. 5 fill-in-the-blank;
- f. 1 short answer; and
- g. 1 essay.

You **must include the number of the objective and the level of cognitive complexity for each item**. *Identify items by objective and cognitive complexity.* Each item must indicate the objective that is being assessed. You may do this by listing all questions for each objective under that specific objective or by using a coding system. For example, a question labeled 10H should refer to Objective #10, being assessed at a high level (H) of cognitive complexity.

*Answers.* Provide an answer key and/or scoring rubric for each item in the test bank. You can do this on the test bank itself by highlighting or underlying the correct response. All **essays and short answer questions must include a rubric.**

3. **Test with a Separate Answer Key:** The test (or series of quizzes) should be formatted exactly as presented to administer to real students. Again, the items included on your test should be a selection from your test bank. The test should be a subset of your test bank and include two versions:
  - a. **Student version of the test:** This should look just as you would present to students in your class (properly formatted, space for student name, possible total points, directions, point values, without answers, and without objectives identified.).
  - b. **Answer Key:** This must be a separate sheet with the answers or another copy of the student test with the answers indicated. All scoring rubrics for essays and short answer questions or other questions requiring a rubric must be included.
4. **Adaptation:** Ask your FETE or cooperating teacher to identify the kinds of special needs students you are likely to encounter in your own classroom. In this section, you will describe **one type of special need student**, without identifying a specific student. Then you will:

- a. Identify the special issues this student is faced with (e.g., visually impaired and unable to read text smaller than 20 point font) and explain how this would impact their performance on the assessment.
- b. Identify possible sources of measurement error you might encounter if you were to give your test (or quizzes) to a student with this special need;
- c. Explain how you would adapt your test to meet this special need **based on each of the Nine Adaptation Categories** posted on the E-reserve. Each of the nine adaptation categories **must have a detailed separate section**;
- d. Identify possible sources of measurement error within the adaptation; and
- e. Describe what you would do to help reduce the possibility of error within your adaptation.

**Evaluation:** This portion of the CAP will be evaluated on the following:

1. Technical accuracy of the components (test questions, test format, answer keys, and rubrics);
2. Appropriateness of the overall assessment and individual question type in terms of the objective being assessed;
3. Alignment of the questions to the blueprint;
4. Adaptations made for special needs students and discussion of appropriate measurement error;
5. Follows the guidelines provided, is easy to follow, and attractively presented.

## CAP 2 Checklist

<b>Test Bank</b>	
<i>Items and Complexity</i>	Items accurately identified by objective and complexity level
<i>Consistency between Blueprint &amp; CAP 2</i>	Point values on the CAP 2 are consistent with percentages on the blueprint
<i>Required 7 Types of Items</i>	All the required 7 types of items are developed correctly
<i>Age Appropriateness</i>	Items are age appropriate
<i>Item Balance</i>	Items measure all objectives and are identified by objective and cognitive complexity on the answer key
<i>Directions &amp; Point Values</i>	Each type of items has directions and each item has a point value
<i>Directions Appropriateness</i>	Directions appropriate and easy for students to follow
<i>Item Structure</i>	All items follow rules for good item writing
<i>Item Validity</i>	Items are valid in terms of objective being assessed
<i>Answer Key</i>	Answer key is correct. Rubric for essay follows guidelines and is valid in terms of objective(s)
<i>Expectations</i>	Items and rubrics reflect high yet realistic expectations for students
<b>Test and Answer Key</b>	
<i>Format-Layout</i>	Test is appropriately formatted for students
<i>Test Elements</i>	All required elements for a test are presented
<i>Format-Technical</i>	No grammatical, punctuation, or spelling errors within the test
<b>Adaptations</b>	
<i>Special Need</i>	Special need is identified and described clearly
<i>Measurement Error</i>	Possible sources of measurement error, both with and without the adaptation are addressed
<i>Adaptation Specificity</i>	Adaptation is clearly presented and appropriately addresses the specific special need
<b>Format and Directions</b>	
<i>Overall Quality</i>	Follows Directions Easy to follow

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\*\*\***Be professional!**

### CAP 3: Authentic/Performance Assessment Directions (15 points)

You **must** include the parts in bold letters. If you **miss** any of the part(s), you get a **D-(62% points)** or lower grade. In this part, you will create an authentic/performance assessment to measure **more than one of your unit objectives**. The assessment should be authentic (address a meaningful, real world problem or issue), allow for a variety of approaches to solutions, and require medium to high level(s) cognitive complexity to complete. You should include the following:

1. **Cover Sheet:** Cover sheet should include:
  - a. Name
  - b. Date
  - c. Section
  - d. CAP III
  - e. Unit topic
  - f. The grade level for which it is designed
  - g. The prior knowledge expected; and
  - h. The objective(s) from your blueprint that will be assessed and their levels of complexity. At least one of the objectives **must be at a high level of cognitive complexity**.
  
2. **Assessment Instrument:** This section should include the following:
  - a. *Overall summary of the project:* Provide an overview of the project, including the purpose, timeline, and why you've chosen to evaluate students in the chosen manner. This should be written with me as the intended audience.
  - b. *Student Direction Sheet:* Create a direction sheet that is appropriate for the age group. These directions should be clear enough so that the students can carry out the assessment with few questions. Remember this **must be directed at your students**, not me. Make sure you include age appropriate language and include:
    - i. The **purpose**;
    - ii. A **detailed description of the final product**;
    - iii. **Procedures** to follow in creating the product;
    - iv. A **specific time frame**; and
    - v. A general statement of how the assessment will be **evaluated**.
  - c. *Rubric:* Create a scoring rubric that captures **the essential criteria that you will use to evaluate the objectives** and state how these criteria will be **weighted** and the assessment **scored**. Be sure to specify how **the points on the rubric relate to the points on the blueprint** by explicitly identifying where the rubric measures each objective. Make sure most of the **points on the rubric are for demonstrating competence in the objectives**. You must have some sorts of **individual evaluation even when you have a group project**.  
 You **must have criteria, a scale, a weight system, total possible points, and percentages of the project out of the whole unit**.  
**One of the criteria must be Creativity.**
  
3. **Adaptation:** In this section, **identify the prerequisite knowledge, skills, and procedures** that students will need to complete the assessment. **Explain precisely how you would adapt the assessment** if a student did not have these prerequisites, specifically describing **how your adaptation would help to ensure success for the students on this performance assessment without** compromising validity (*i.e., address measurement error in your paper*). Do **not** just say, "I will be there for them."

**Evaluation:** This part of the CAP will be evaluated on the following:

1. technical accuracy of the components (design of instrument, directions);
2. degree to which the assessment addressed an authentic problem requiring medium to high levels of cognitive complexity;
3. alignment of the assessment to objectives;
4. the degree to which the directions are age appropriate;
5. the degree to which scoring guidelines reflect high expectations for performance;
6. scoring procedures are appropriate and clearly explained;
7. adaptations made for prerequisites are appropriate; and
8. follows the guidelines provide, is easy to follow, and attractively presented.

### CAP 3 Checklist

<b>Choice of Problem or Task</b>	
<i>Measures Objectives</i>	Task directly addresses objectives on the blueprint
<i>Authenticity of Assessment</i>	Assessment addresses a meaningful problem or task
<i>Multiple Solutions</i>	Problem or task allows for a variety of correct solutions
<i>Task Plausibility</i>	Task is reasonable (in terms of age group, time constraints, resources needed)
<i>Individual Evaluation</i>	Task provides all individuals the opportunity to demonstrate their competence at all the objectives identified for this task even for a group project
<b>Directions</b>	
<i>Direction Content</i>	Direction sheet provides description of how the task will be evaluated and a clear indication of purpose, time frame, materials needed, and procedures to be followed
<i>Direction Clarity</i>	Directions are clear enough that anyone who has met the objectives will be able to perform the task with a high degree of success and anyone who has not met the objectives will be unable to succeed with the task
<i>Direction Mechanics</i>	No grammatical, punctuation, or spelling errors within the direction sheet for students
<b>Adaptations</b>	
<i>Prior Knowledge</i>	Adaptation is appropriate based on prior knowledge identified in introduction and is carefully planned (detailed explanation presented)
<i>Measurement Error</i>	Possible sources of measurement error identified within the adaptation and a reasonable plan for reducing error is provided
<b>Rubric</b>	
<i>Guidelines</i>	Rubric follows guidelines
<i>Measures Objectives</i>	Rubric assesses objectives so that the vast majority of points are given in relation to specified objectives
<i>Expectations</i>	Rubric reflects high, yet realistic, expectations for students
<b>Format and Directions</b>	
<i>Overall Quality</i>	Follows Directions Easy to follow

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\*\***Work right (not just hard)!**

\*\*\***Be professional!**

### CAP 4: Self-Reflection (5 points)

You **must** include the parts in bold letters. If you **miss** any of the part(s), you get a **D-(62% points)** or lower grade. The purpose of this portion of your plan is to document **higher levels of cognitive thinking** (analysis and evaluation of your learning) as well as your **affective reaction to the SLA and CAP**. For this part, you will reflect on your proficiency in 1) the TED objectives and 2) classroom assessment.

1. **Cover Sheet:** Cover sheet should include:
  - a. Name
  - b. Date
  - c. Section
  - d. CAP IV
  
2. **Proficiency in TED Objectives:** Consider the extent to which you satisfied the seven TED objectives evaluated by this project. Make sure to **include both your strengths and weaknesses** in terms of the seven objectives below. Each of the seven objectives **must have a detailed separate section**. The objectives are:
  - a. Demonstrates knowledge of state and national standards
  - b. Establishes high level learning goals
  - c. Uses traditional and alternative forms of assessment
  - d. Is able to set realistic, high expectations for students
  - e. Reflects on teaching, student success, and objectives
  - f. Adapts instruction and assessment for a diverse student population
  - g. Uses technology and is technologically literate (*you, not your students*)

#### 2. **Proficiency in Classroom Assessment:**

As you prepare this portion of your plan, consider what you have learned about classroom assessment. Reflect on the impact that the development of the SLA and CAP had upon your learning and your overall reaction to this assessment.

Provide an analysis of the value of the SLA and CAP, a discussion of the most important or beneficial things you learned or discovered as you created your assessment plan, and indicate the degree to which you believe the SLA and CAP truly measured your knowledge and skills as they relate to classroom assessment.

If you believe that there are aspects of the project that failed to document your knowledge and skills, had a negative impact on your learning, or failed to meet your needs in some other way, identify these components, analyze the reason(s) behind the failure or weakness. Make sure that this **must be self-reflecting**, not criticizing other people.

**Evaluation:** This portion of your CAP will be evaluated on the degree to which:

1. it focuses on the plan in its entirety;
2. it moves beyond description to critical analysis and evaluation;
3. conclusions are supported with specific examples;

4. negative aspects are presented in a thoughtful manner focusing on the causes of difficulty and possible solutions of the problem rather than emotional responses;
5. it demonstrates ability for self-evaluation;
6. clearly addresses SLA, CAP, and TED objectives; and
7. follows the guidelines provided, is easy to follow, and attractively presented.

## CAP 4 Checklist

1. Focuses on the plan in its entirety
2. Moves beyond description to critical analysis and evaluation
3. Conclusions are supported with specific examples
4. Negative aspects presented in a thoughtful manner focusing on the causes and possible solutions rather than emotional
5. Demonstrates ability for self-evaluation
6. Clearly addresses SLA, CAP, and TED objectives
7. Follows the guidelines provided, is easy to follow, and attractively presented

\*You **must** review both of the directions and checklist.

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**\*\*\*Be professional!**

### Proficiency in TED Objectives:

- a. \_\_\_\_\_ Demonstrates knowledge of state and national standards
- b. \_\_\_\_\_ Establishes high level learning goals
- c. \_\_\_\_\_ Uses traditional and alternative forms of assessment
- d. \_\_\_\_\_ Is able to set realistic, high expectations for students
- e. \_\_\_\_\_ Reflects on teaching, student success, and objectives
- f. \_\_\_\_\_ Adapts instruction and assessment for a diverse student population
- g. \_\_\_\_\_ Uses technology and is technologically literate

### Proficiency in CAP Objectives:

- a. \_\_\_\_\_ Discusses what was learned about classroom assessment
- b. \_\_\_\_\_ Describes reaction to the CAP
- c. \_\_\_\_\_ Describes value of the CAP
- d. \_\_\_\_\_ Evaluates whether CAP measures personal knowledge of assessment
- e. \_\_\_\_\_ Includes any perceived weaknesses in the CAP as an assessment
- f. \_\_\_\_\_ Describes any negative impact the CAP may have had on learning
- g. \_\_\_\_\_ Offers possible alterations to the CAP to meet perceived weaknesses