

Assessment Plan

Throughout my unit on DNA, RNA and Protein Synthesis, I will be continuously assessing my students through the lesson by using various formative assessments. This will allow the students to be assessed fairly and to be assessed by the different learning styles. Thus, this allows every student be able to demonstrate their learning and understanding of the knowledge. At the start of the class period, we will review any questions from the homework assignment. This will give the students an opportunity to ask questions before starting the new lesson. Also, the students will work on a warm-up every day. The warm-up structure may vary each day, but will encourage the students to work together within their learning groups. During a discussion, the students will use a think pair share with their neighbors for them to discuss their options and give them an opportunity to share how they could solve the problem. During the class discussion, each pair of students will share their main ideas from their discussion, which gives them an opportunity to participate in the learning environment.

During my instructions, activities and notes, I plan to use a variety of formative assessments. I will have cups on each table which will be an aid for the students to signal understanding. This formative assessment is called colored cups. The students have a red, yellow and green cup on their tables. The green cups means the student(s) understand the concept (I'm good to go and encountering no problems.) the yellow signifies the student(s) have some questions because they cannot do some of the work. The red cup means the student(s) are lost and don't know how to proceed. This allows the students to signal to their teacher when they need more assistance or I when may need to go over the directions or the concept for the whole class. This gives me immediately feedback from the instruction. Also, I plan to ask a variety of

open ended questions during instruction and while working with students to check their understanding. The open ended questions allow the students to form their own connections and permit them to critically think and problem solve. Occasionally during notes, I will ask the students write a one minute journal jot in their journal to summarize a concept they were learning during notes. This allows the students to reflect on their learning and helps the student remember by writing in their own words. I will check their journals weekly to make sure the students understand the concepts.

During the closure of the lesson, I will ask students fill out an exit pass before they leave. The students to write down one thing that they understood and one thing which confused or they didn't understand from today's class lesson. This gives the teacher feedback on what he/she may need to explain in the next class period and/or how to improve his/her instruction.

Besides the usage of formative assessment, I will have a quiz on each learning target. This will allow the students to be assessed after each learning target and the students will know what concepts they will be assessed on. Thus, the assessment will match the learning in the classroom and unit. Lastly, the final assessment for the unit is a performance task assessment. The students will use their prior knowledge from biology along with the current knowledge from the unit as they analyse the DNA and proteins synthesis of a creature called Reebops. The students will have to replicate the DNA as well as transcribe and translate in order to make proteins. Also, the students will learn how there can be a tremendous variation of the species due expression of different genes and proteins. This allows the students see the genetic variation of genotypes and phenotypes for the reebops by analyzing their chromosomes. The students will build their own reebop and pick which phenotype they want it to express. The students will find

the genotypes and phenotypes of their offspring and observe how mutations in DNA replication, transcription and translation create variation in the species. The students will decode the parent and offspring's genotype and phenotype throughout the multiple generations. The students will write a two to three page lab report to analyze their experiment and reflect on the importance of variation of species due to DNA replication, transcription and translation. The lab report will have a rubric to fairly assess the students on their individual performance task assessment for the unit.