

Leading Reflection

The selected response assessment, extended response assessment and performance assessment demonstrates my understanding of the construction of assessments (INTASC 6). I created the assessments in my Education 337- Into to Assessments class. We had to write assessments which matched the learning targets and the standards. Throughout the assessment, I asked formatted questions differently to allow the students to demonstrate their knowledge and conceptual understanding of Algebra, for instance; project based questions or extended written responses. The assessments engaged the students in various situations and allowed them to reflect their understanding of Algebra. The students had choices on which to answer and that reflected their proficiency for each learning target. Thus, as the assessment progressed, the teacher understood exactly how the students is evaluated and thus this allowed the teacher to backward design their classroom. In conclusion of the assessment, the teacher matches their assessment with the learning targets from the various activities and notes. This will allow the teacher to decide what activities to do, and how to create other diagnostic and formative assessments before assessing the students on the summative assessment. Thus, the assessments will fairly assess the students understanding and challenge the students to monitor their growth of learning. The teacher could plan their unit with the learning targets in mind and give students decisions on what way they would want to be assessed in the classroom.

The unit plan for Quadratics allowed me to design for instruction for my unit, which demonstrates the Planning for Instruction standard (INTASC 7). First, we wrote the learning targets for the unit. The learning targets are the main concepts in which we would be measuring the student's proficiency. By keep the learning targets in mind, we were able to create a backward design for each lesson within the unit. This allowed us to break our lessons into each

learning target and as a combination of the two learning targets. We were able to construct and build our lessons for the learning targets. We matched the common core state standards for each lesson and learning target, which gave us ideals on how to plan our lessons. We wanted to engage every student, so we created differentiated instruction which allowed every student to participate in the lesson. This encouraged the students to become active learners and take responsibility for their learning. We wanted the learning from each learning target be measured effectively from each student in the content and the community context. We encouraged the students to form connections of how they can use and witness quadratics in real world situations and understand the importance of quadratics. Therefore, by planning the unit, this allowed me to understand the purpose of connecting each lesson with each other in order for students to see the big idea (main purpose) and to continually evaluate the students understanding throughout the unit.