**Four Types of Assessment Plan**

There are a variety of different types of assessment plan. The four listed below are aligned to RCAS expectations.

Creating an assessment plan allows for easier implementation of the data cycle.

Option A:

Unit start 🡪CFA 🡪 Differentiation 🡪 CFA🡪 Differentiation 🡪 Common Summative Assessment (CSA)

Option B:

Unit start 🡪CFA 🡪 Differentiation 🡪 CFA🡪 Differentiation 🡪 Cumulative CFA\* 🡪 Differentiation 🡪 CSA

Option C:

Diagnostic\*\* 🡪 Unit start 🡪CFA 🡪 Differentiation 🡪 CFA🡪 Differentiation 🡪 CSA

Option D:

Diagnostic 🡪Unit start 🡪CFA 🡪Differentiation🡪CFA🡪Differentiation🡪Cumulative CFA\*🡪 Differentiation 🡪 CSA

\*A cumulative CFA will resemble a CSA in format, rigor, and length; students who achieve proficiency on the cumulative CFA wouldn’t need to take the CSA.

\*\*A diagnostic assessment can have a few different formats; it can resemble the CSA, or it can assess “2” level proficiency.

**Example – Assessment Plan and Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage 3 – Learning Plan: Calendar your Assessments and Learning Targets** | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 26  I know classroom procedures (reviewing the handbook) | 27  I know classroom procedures (building community) | 28  I know my responsibilities as a student in a variety of contexts. | 29  I can pick out an appropriate book (strategies) | 30  I can pick out an appropriate book  (library orientation) |
| 2 NO SCHOOL | 3  I can use a variety of strategies to generate and collect ideas, plan my writing, and create my best first drafts in my writer’s notebook.  (intro to the notebook) | 4  SRI | 5  I can use a variety of strategies to generate and collect ideas, plan my writing, and create my best first drafts in my writer’s notebook.  (intro to the notebook) | 6  I can use a variety of strategies to generate and collect ideas, plan my writing, and create my best first drafts in my writer’s notebook.  (intro to the notebook) |
| 9  I can use my reader’s notebook to collect my thinking while citing evidence from the text. (notebook setup) | 10  I can cite textual evidence that supports my analysis of a text. | 11 *Early release*  CFA: R.I.1 | 12  Reteaching (small groups as needed)  (Intro text for tomorrow for all students) | 13  I come to discussions prepared, having read or researched material under study. |
| 16  I can use a variety of strategies to generate and collect ideas, plan my writing, and create my best first drafts in my writer’s notebook.  (Writing Territories) | 17  I can cite textual evidence that supports my analysis of a text. | 18 *Early release*  CFA: R.L.1 | 19  Reteaching (small groups as needed) | 20  I consider my audience when I write. |
| 23  I consider my purpose for writing. | 24  I consider my audience and purpose when I write. (introduce graphic organizer) | 25 *Early release*  CFA: W.4 | 26  Reteaching (small groups as needed) | 27  I can pick out an appropriate book  (library) |
| 30  I can use a variety of strategies to generate and collect ideas, plan my writing, and create my best first drafts in my writer’s notebook.    And/or  I can cite textual evidence that supports my analysis of a text. | 1  Cumulative CFA (Pre-summative) | 2 *Early release*  I can use a variety of strategies to generate and collect ideas, plan my writing, and create my best first drafts in my writer’s notebook.    And/or  I can cite textual evidence that supports my analysis of a text. | 3  Reteaching (small groups as needed) | 4  Summative Assessment  (for students who didn’t score proficient on summative assessment) |

Sample 4th Grade Math Unit One Calendar

August 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|  | Pretest CFA  Begin Investigation 1 |  |  |  | Solve multiplicative compare problem in morning. |  |

September 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | Labor Day | Multi-step word problem in morning | Investigation 2 | Multi-step word problem in morning | Multiplicative compare story writing in morning |  |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|  | Multi-step word problem in morning | Investigation 3  Multiplicative compare story writing in morning | Multi-step word problem in morning | Multiplicative compare story writing in morning | Multi-step word problem in morning |  |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|  | Post Test CFA |  |  |  |  |  |

Template – Alternative Assessment Plan and Calendar

Unit:

Timeframe:

|  |  |  |
| --- | --- | --- |
| Week of | Learning Target(s) to be Taught | CFA (Y/N) |
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**Example – Assessment Plan and Calendar**

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