

# Designing Effective Assessments

## Unit 3: Assessment - How do we know if students are learning?

Over the next few weeks, we will be learning to create assessments based on essential standards, clear learning targets, and variety which foster student investment.

### Learning Targets

**1. I can identify *Essential Standards* with my PLC team.**

This means that I can hand a parent or student a list of what students “*Need to Know*” in order to pass this class with a C or better. I have also shared this information on the Google Drive for others to see.

I haven't started yet.	I need some help.	I am working on it.	Yes. I have done that!
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**2. I can unpack an *Essential Standard* and broken it down to learning targets.**

This means that I have gone through the process of identifying the actions (verb) and material (noun) and broken the standard down to the “big idea”. I have also identified any key vocabulary that will be vital to student success. I have used a template to do this work.

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**3. I can create summative assessments based on learning targets**

This means that I have identified the learning targets that will generate the summative assessment at the end of the unit. I have also chosen an appropriate method for assessment and have also determined the weight and number of items for each learning goal (pp.43-52).

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**4. I can develop student documents which promote and foster student investment**

This means that I have created documents / activities which lead students to set goals for achievement and documents which allow students to track their own progress as the unit progresses (pp.68-71)

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**Vocabulary:**

Perfection Paralysis  
Summative Assessment  
Learning Targets

Common Formative Assessment  
Depth of Knowledge

Formative Assessment  
Essential Standards

