

## Artifact Reflection

### Summative Assessment and Questioning

April 18 & 25, 2014

#### Artifact description:

These artifacts include multiple opportunity formal assessments and a list of questions from lessons throughout my 7<sup>th</sup> grade geography unit. These artifacts encompass many lessons and assessments.

#### Wisconsin Teaching Licensure Standard Alignment:

Standard 8-Assessment:

*The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

These artifacts best align with standard eight because they demonstrate my ability to plan a unit following backwards design philosophies. This allows me to prepare the summative assessment and preceding formative assessments in a smooth escalation of difficulty. I use informal assessments in pre-written questioning, group work, and individual conversations with students. These assessments ensure the continuous development of intellectual, social, and physical skills for students.

#### UW-Platteville Knowledge, Skill, Disposition Alignment:

KSD1.f. Assesses Student Learning

*The candidate understands, is committed to, and can develop assessments that are clearly stated and congruent with instructional goals. The students are aware of how they are meeting the established standards and are involved in the goal setting process.*

This artifact best aligns with KSD1.f because I use backwards design methods in developing my units, ensuring that my assessments are congruent with the instructional goals that are clearly stated in the first steps of unit design. Students are aware of how they are meeting standards because of frequent formative assessments and teacher feedback that is both verbal and written.

#### **KSD Secondary Alignments:**

KSD3.d. Provides Feedback to Students

KSD3.c. Engaging Students in Learning

Personal Reflection:

**What I learned about teaching/learning:**

I have learned that the best assessment of student learning seems to be a one-on-one conversation discussing skills and content knowledge because it provides the student with the most opportunities to show what they have learned, while also occurring in a pressure-free environment/situation. Unfortunately, this method isn't conducive to new teacher effectiveness measures or data-based student learning, but this method leads to more changes in my plans for a unit than most other formative assessments.

**What I learned about myself as a prospective educator:**

I have learned that backwards design is the best method of unit design for me as a prospective educator. Backwards design provides the best structure and vision for a unit to meet the standards and objectives set by the state and myself. At this stage in my career, backwards designed units are very difficult because it is almost impossible for me to get ahead to a comfortable degree, but I also understand that this goal is usually a process that takes multiple years for most new teachers. Also, I have learned that trust between myself and my students has continued to be increasingly important as it allows me to informally assess students without them feeling nervous or pressured.