

## Unit Assessment Design

<b>Pre-Assessment / Diagnostic Assessment</b>					
	<b>Describe the pre-assessment you will use- What is the format?</b>	<b>Explain the rationale for choosing this assessment.</b>	<b>Explain the specific adaptation(s) made for Students A and B OR why no adaptations are needed.</b>	<b>Which unit objectives does this assessment address? (each learning objective must be assessed)</b>	<b>Describe how specific student results impacted your unit plan. How do you plan to differentiate for all learners?</b>
<b>Formal</b>	The pre-assessment will be a written test. The test will include multiple choice, true/False, matching, fill-in-the-blank, short answer, and listening examples. The test will address all 5 objectives at both the HOTS and LOTS level.	This assessment allows me to check the students' prior knowledge in multiple different ways. With a total of 42 points possible, even vague knowledge or guessing will not get them a high score so that my data is accurate. Also note-worthy is how well they do on the HOTS vs LOTS level questions as to whether they have basic knowledge but no further depth.	Student A should have received adaptations of being taken out of class and having the test read to them, but I was not informed of this. Student B was moved around the room so that she will not be tempted to cheat and can prove her own cognitive abilities.	This assessment addresses all 5 of the unit objectives. The multiple choice covers objectives 2 and 3. True/False covers objectives 2 and 3. Matching covers objective 1. Fill in the blank covers objective 3. Short Answer covers objective 3 and 5. Listening covers objectives 1 and 5.	Based upon student results, there is a very small base-knowledge about the overall unit topics. This is good because it means that the students will be interested and not bored. The one thing that did concern me is that there were many students who were missing some fundamental general music knowledge that would then need to be addressed in order to develop a sound knowledge with objectives 4 and 5. The listening portion told me that students do watch the movies I was expecting them to and are aware of the music that is in it at least subconsciously because they were able to label these different pieces.
<p><b>Informal</b></p> <p>Throughout the first two weeks of the placement, the students were finishing up concepts with guitars. As I observed, I was able to see where they are cognitively and find out which students were ahead and behind with the class in that particular unit. Though my unit was not related to the guitar, this was a starting point to understand where the students were mentally. Also, the week before I began this unit, I taught a mini-unit on a capella music. I used this unit to find out where their interests lay and find out what ways they learned best. In that two class mini-unit I used reading skills, worksheets, PowerPoint lecture, and listening/discussion to find out how they best connected with music so far and what they were hearing and picking up on when they listened to music.</p>					

**Formative Assessment**

	Describe the assessment you will use-What is the Format?	Explain the rationale for choosing this assessment.	Explain the specific adaptation(s) made for Students A and B <i>OR</i> why no adaptations are needed.	Which unit objectives does this assessment address? <i>(each learning objective must be assessed)</i>	Describe how specific student results impacted your instruction.
<b>Formative 1</b>	Exit Ticket – Students are asked to write about two things they learned as well as list one question they still have.	This was the first class period that the students were learning about silent film. Since I had not worked with the students much, I wanted to see how much they were grasping from the lesson approach as well as see which direction their brains were headed based on the questions they had.	Student A – I was simply happy to get facts that he learned. I did not expect them to be thought-provoking or deep, but simply to have gleaned some information was enough to tell me he was learning. Student B – no adaptations required. With the opportunity to write any two facts and a question, she was not limited by the assignment.	This addresses unit objective 2 for sure, as well as possibly objective 1, depending on what facts they provide for me.	The students were able to get a lot of the information I was looking for. Student questions told me that I had not quite made the right point in regards to film music and how it was being incorporated into film itself as time developed. This was something I needed to go over. A lot of the student questions also lead to their interest in electronic sounds and modern soundtracks, which was good since this was where the unit would eventually be heading.

<b>Formative Assessment (continued)</b>					
	<b>Describe the assessment you will use-What is the Format?</b>	<b>Explain the rationale for choosing this assessment.</b>	<b>Explain the specific adaptation(s) made for Students A and B OR why no adaptations are needed.</b>	<b>Which unit objectives does this assessment address? (each learning objective must be assessed)</b>	<b>Describe how specific student results impacted your instruction.</b>
<b>Formative 2</b>	This formative assessment will be in the form of a written paragraph describing the music in a scene from a movie and how it impacted the scene. This assessment will be completed as homework so that the students can work on it on their own time. The paragraph will have specific broad expectations but the topic choice and overall answers are up to them.	I chose this assessment because it allowed me to test what level of application the students were at. By watching a movie and writing about the music, the students get the chance to tell me how much or little they were able to take from the movie. Based on their responses I was able to see whether they were thinking about the impact of the music at a LOTS level (basic description, scary, intense, sad) or a HOTS level (dynamic, instrumentation, other descriptions).	Students A and B are both capable of completing this assignment without any adaptations, so none were given. Student A did not complete the assignment by choice and Student B earned a 0 because I caught her copying someone else's assignment as they were to be turning them in.	This assessment addresses unit objectives 3 and 4.	Students were about 40/60 at the LOTS vs. HOTS level from those that turned in the homework assignment. About 25% of the students did not turn in the assignment, which told me that they are not used to the expectation of homework and see no value to this. In the future, I will try to work more into their current class time so as to make sure students are still getting the information.
<b>What is the minimum level of performance you expect all students to achieve on the formative assessment?</b>	The minimum level of performance expectation for students on a formative assessment is completion so that I can see where they are at. In order to move on from a topic then, the formative assessment needs to have about 75-80% accuracy. As we will be continuing the unit, if students can average close to an 80%, they will gain a deeper understanding and improve on that concept as we dive into other concepts. Without an 80% understanding, they will simply struggle to reach deeper levels of understanding as needed to complete later objectives well.				

**Summative Assessment**

	Describe the assessment you will use-What is the format?	Explain the rationale for choosing this assessment.	Explain the specific adaptation(s) made for Students A and B <i>OR</i> why no adaptations are needed.	Which unit objectives does this assessment address. <i>(each learning objective must be assessed)</i>	Describe how specific results will impact what you would teach next.
<b>Summative (Part 1)</b>	The students' final project will be a summative assessment in part. The students will be assessed on their creation of an original film score to a Disney movie clip that is assigned to their group. The assessment will be based on performance, variety, composition, and explanation.	I chose this assessment as a part of assessing student knowledge because it is authentic. Though having the students be able to describe how music affects a film, being able to put it into action requires a higher level of thinking and an understanding of the importance of it.	Student A needed strong group support – he was placed well in a group that had many leaders and quality students in it. I also was sure to ask him about his involvement in the project throughout workdays. Student B was not given any adaptations, but this was a project that allowed her to thrive in ownership and interest.	This assessed Objective 5 authentically.	The students had ideas in their heads but were not sure how to create them and ran too low on time to formulate all that I had hoped. This was due to poor unit planning on my part. In the future, I would do more mini-compositions that take part of a class period so that students are more used to that sort of assignment before making a large final project out of it.
<b>Summative (Part 2)</b>	This assessment was a post-test for the students. In many ways this test was alike or very similar to the assessment that they received as a pre-test. This meant the students were more familiar with the layout and should feel more confident. Again there was multiple choice, true false, matching, fill in the blank, a short paragraph, and some listening exercises.	I chose to do this assessment to check the students' knowledge in a variety of ways, just like the pre-test. It allowed students to answer formal questions as well as a chance to respond in a variety of fashions with their paragraph. I wanted to assess them in the same way as before so I could accurately compare the data to see improvement in them as opposed to improvement in the test.	Student A should have been taken out of the room for the test to have it read to him, but I again was not yet made aware of this need and how to get a para in the room for this. Student B was moved in the room so that she could work on her own and not be tempted to copy off of others.	This assessed unit objectives 1 through 5 in multiple ways (HOTS and LOTS level).	Student scores definitely improved from the first assessment to the second assessment. Given the amount of information presented to the students, it would have been better to have 1 or 2 more weeks on the unit. I would probably have added more time to this unit based on the formative assessments, but instead it was out of my control. I could continue to address the topics in another structured performance aspect, maybe not at the composition level.

**Summative Assessment (continued)**

**What is the minimum level of performance you expect all students to achieve on the summative assessment?**

If taught correctly, the average score on the summative assessment would be around an 85%. This would fit the cognitive levels of the class. Knowing that the students did not receive a long enough instruction time for this unit due to poor planning and snow days, I would expect students to average a 75% instead. This is still a major improvement from the pre-test scores of 10-40%. The assessment tests the students at a very high level, so high performance shows a very strong grasp of the concepts presented in only 8 class periods.

**What differences might you expect in the performance between the subgroups and the remainder of the class?**

In this class, I expect that scores will be lower from my ELL students because there are so many written assignments. I did my best to accommodate for this by understanding that while their sentence responses may not be complete or in correct grammatical order, they still understand the concept and therefore can receive a good score. With the 3 students who have learning disabilities, I also expect that their performance level will be lower. These students struggle in their regular classroom and therefore will probably struggle within the musical classroom as well.