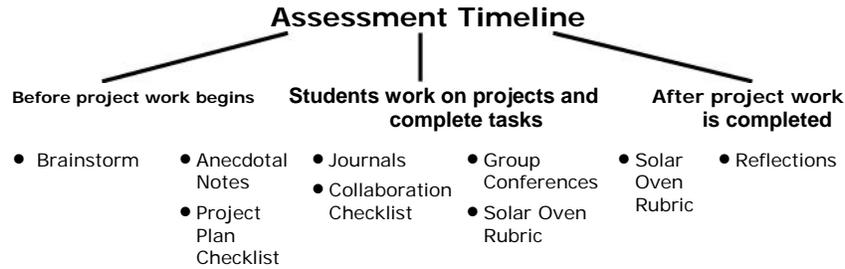


Maria's Assessment Plan



| Assessment | Process and Purpose of Assessment |
|-------------------------|--|
| Brainstorm | Students use brainstorming to access prior knowledge. Teacher uses it to gauge readiness for the unit. |
| Anecdotal Notes | I use anecdotal notes throughout the unit to capture observations about students as they work. The notes are used to monitor progress, provide feedback, and adjust instruction. |
| Project Plan Checklist, | Students use this checklist to self-assess their project plan and make adjustments. |
| Journals | Students answer prompts in their journals related to the unit. I use a critical thinking rubric to assess their thinking as well as their understanding of content knowledge |
| Collaboration Checklist | Students use the checklist to monitor their collaboration skills as they work together on their oven. I review the checklist with students during conferences and prompt students to refer to it during group work. |
| Group Conferences, | I have meetings with all groups to make sure they are learning what they need to, answer any questions students may have, and to assess individual progress at the time. Conferences provide students with the time to ask questions and clarify information. |
| Solar Oven Rubric | Students use the solar rubric to self-assess the project. I use the same rubric to assess final presentations |
| Reflections | Students reflect throughout the project or unit on what they are learning. At the end of the project they return to the Essential and Unit Questions. Students use their reflections to set new goals, and I use their reflections to assess my students' needs and their growth throughout the project or unit. |