

# Guidelines for Assessment Plan

For this assignment, you will perform the role of a technology coach to help an educator assess technology-enhanced instruction. You may work with another teacher in your school, a teacher in a different school, or someone who is in charge of education in another organization.

You will coach the educator in the development of an assessment plan for a lesson or unit of instruction. The relevant lesson or unit must be “technology-enhanced” (e.g., learners are required to use technology to complete an assignment).

## Purpose

By completing this assignment you will be able to do the following:

- coach others to determine the effect of instruction on all students’ learning
- guide decisions about future instruction and plans to improve upon every student’s performance
- communicate performance results to others
- reflect on your performance as a coach

## Assignment Resources

You must follow an example of your choice from GeorgiaStandards.Org to coach someone to develop instruction and an assessment plan. For specific choices, view examples at <https://www.georgiastandards.org/standards/Pages/NETS-S-Performance-Tasks.aspx>

If you are coaching someone in secondary education, post-secondary education, or informal education, you may locate other possible examples but you must follow the format shown in the examples at GeorgiaStandards.Org. (The examples at GeorgiaStandards.Org are for elementary and middle grades.)

You may use a lesson or unit of instruction developed by you in another class such as MEDT 7461 or MEDT 7464 or instruction developed by the person you are coaching. Either way, for this assignment you must follow the format described above at GeorgiaStandards.Org.

**IMPORTANT NOTE:** Keep in mind the person you are coaching will implement the instruction and assessment later this semester. This assignment is the planning phase. Be sure to keep in mind your available target audience (e.g., students in a class, students in an after-school program, senior citizens visiting a community center, employees in a workplace, teachers in a professional development class, other).

## Components to Include

Although you are not required to insert information for every heading shown on the examples, you must insert information for the following headings:

- Performance Task Title
- Grade
- Designer (Your Name)
- Performance Task Annotation
- Subject(s)
- Approximate Duration of Performance Task
- Focus Standards
- National Standards (MUST include ISTE NETS Standards – e.g., NETS-S, NETS-T, NETS-A); include other national standards as deemed relevant)
- Description and Teacher Directions
- Rubric Title
- Rubric Description
- Rubric or Other Performance Evaluation Tool (INSERT THE ACTUAL RUBRIC)
- Example of Student Work with Teacher Commentary (Insert one example of what you would expect a student to submit.)
- Materials and Equipment
- What 21st Century Technology was used in this performance task?
- Differentiated Instruction (Readiness, Learning Profile, and Student Interests)
- Web Resources (if used in the instruction and/or assessment)

In addition to the components listed above, describe the following:

- Setting -- Describe the setting for the instruction and assessment (e.g., geographic location, physical features of classroom/media center/activity center).
- Learners -- Describe the characteristics of the students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.