

Formative Assessment for A Television in My Room

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A Television in My Room Formative Assessment Checklist Instructions

Type of Assessment:

Constructed Response

Duration:

Daily throughout the unit

Standards Assessed:

LA.A.1.2.3.4.3, LA.A.2.2.6.4.1, LA.A.2.2.7.4.1, MA.B.4.2.1.4.1, MA.B.4.2.2.4.1, MA.D.2.2.1.4.1, MA.D.2.2.1.4.3, SC.C.1.2.1.4.1, SC.C.1.2.2.4.1, SC.C.2.2.2.4.1

Description of Assessment Activity:

Formative assessment activities, both oral and written, are integrated throughout each day's activities for this unit. As the formative assessments are administered, the Formative Assessment Checklist will be marked as described on the key.

Teacher Directions:

Duplicate the Formative Assessment Checklist for each student. Use the key at the top of the checklist to score student's formative assessments as described in the activities of the lesson plans. This checklist is then used for identifying students who need further teaching and practice on the various standards.

The purposes of the formative assessment are to track student achievement and identify student needs in order to adjust teaching strategies. Each student should be assessed as often as possible until continued mastery is noted.

Using this many forms (one for each student) can cause logistic problems. It is suggested that the packet of checklists be alphabetized, then clipped together (or stapled) while in use. Upon completion of the unit, individual Formative Assessment Checklists can be filed in the students' portfolios as a record of achievement.

Scoring Method and Criteria:

A scoring guide is provided at the top of the Formative Assessment Checklist.

Name _____

Formative Assessment Checklist

Key: Satisfactory Understanding + Needs Improvement –
 Formatively assess students many times for each standard to assure understanding.

	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day10
HE.B.1.2.1 Knows importance of assuming responsibility for personal health habits									
LA.A.1.2.3.4.3 Develops vocabulary by listening to, reading and discussing selections									
LA.A.2.2.6.4.1 Identifies examples of fact, fiction, or opinion in text									
LA.A.2.2.7.4.1 Understands textual organizations – cause and effect									
SC.C.1.2.1.4.1 Knows velocity describes a change of distance over time									
SC.C.1.2.2.4.1 Understands that waves behave differently in different media									
SC.C.2.2.1.4.1 Understands how simple machines are used to make a task possible									
SC.C.2.2.2.4.1 Uses tools to measure position, direction, and speed									
MA.B.4.2.1.4.1 Selects appropriate measurement unit for labeling the solution to real-world problems									
MA.B.4.2.2.4.1 Selects and uses the appropriate tool for measuring									
MA.D.2.2.1.4.1 Solves problems involving equations using symbolic expressions									
MA.D.2.2.1.4.3 Translates problem-solving situations into expressions and equations using a variable for the unknown									