Assessment System Planning Tool

Each OpenScied unit includes an assessment system that offers many opportunities for different types of assessments throughout the lessons, including **pre-assessment**, **formative assessment**, **summative assessment**, and **student self-assessment.**

There are two tables at the front of each teacher guide that concern the assessment system for each specific unit:

Overall Unit Assessment

- Identifies key assessments in the unit
- Includes rubrics and/or score guides for those key assessments.

Lesson-by-Lesson Assessment Opportunities

- Lesson Level Performance Expectations (LLPEs)
- Guidance for assessing every LLPE.

Part A: Jigsaw- *Look over the Overall Unit Assessments and Lesson-by-Lesson Assessment Opportunities. For your assigned lesson, mark when assessments occur and their assessment type in the table below:*

Lesson	Assessment Type(s)	When to check for understanding
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
Lesson 6		
Lesson 7		
Lesson 8		
Lesson 9		
Lesson 10		
Lesson 11		
Lesson 12		
Lesson 13		
Lesson 14		
Lesson 15		

Key: *Pre-assessment=P; Formative assessment=F; Summative Assessment=S; Student self-assessment=SS; Peer Assessment=E; Embedded Task=ET; Multiple assessments= _/_*

Analyzing an Assessment for Your Unit

Part B: Examine a key assessment (e.g. midpoint or final assessment) for your unit. Analyze the task for:

- **Criteria 1*:*** Tasks are driven by high-quality scenarios that are **grounded in phenomena or problems**.
    - Use stars to indicate where the task is grounding the work in a phenomenon or problem.

- **Criteria 2 :** Tasks require sense-making using the **three dimensions.**
    - Use 3 colors to mark up the student assessment for evidence of the 3 Dimensions.

Target Dimensions for the Ecosystems Lesson 9 Assessment:

Apply mathematical concepts and processes to explain how the loss of tall- and short-grass prairies to soybean oil production has caused a decline in the size of monarch butterfly populations.

Using Mathematics and Computation Thinking
- Use mathematical representations to describe and/or support scientific conclusions and design solutions.
- Apply mathematical concepts and/or processes (e.g., ratio, rate, percent, basic operations, simple algebra) to scientific and engineering questions and problems.

Analyzing and Interpreting Data
- Analyze and interpret data to provide evidence for phenomena.

LS2.A Interdependent Relationships in Ecosystems
- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with non-living factors. (MS-LS2-1).
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1).
- Growth of organisms and population increases are limited by access to resources. (MS-LS2-1).

Cause and Effect
- Cause and effect relationships may be used to predict phenomena in natural or designed systems.

Stability and Change
- Stability might be disturbed either by sudden events or gradual changes that accumulate over time.

Reflection Question:
In what ways are students using the dimensions together to make sense of a phenomenon or design a solution to a problem?