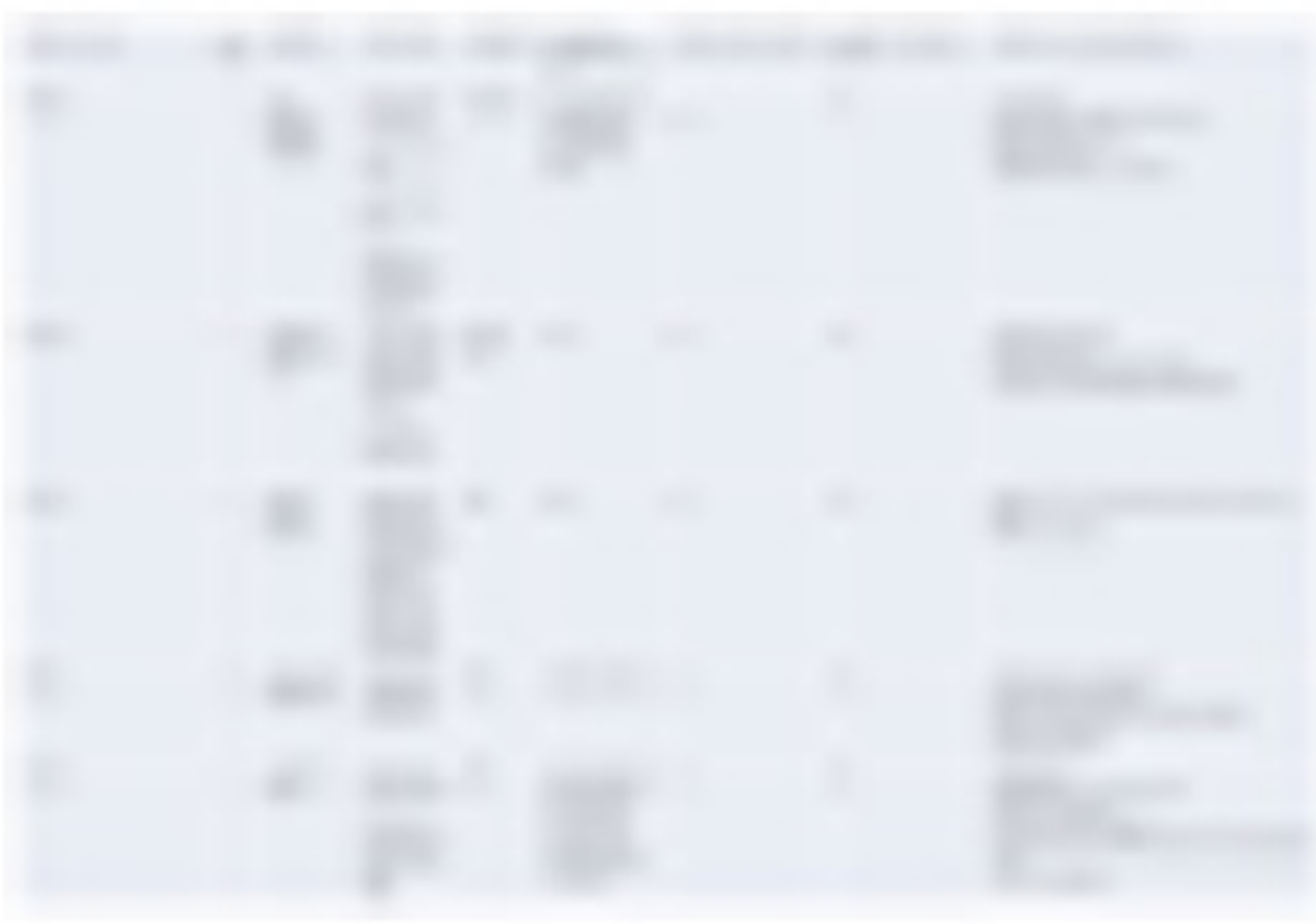
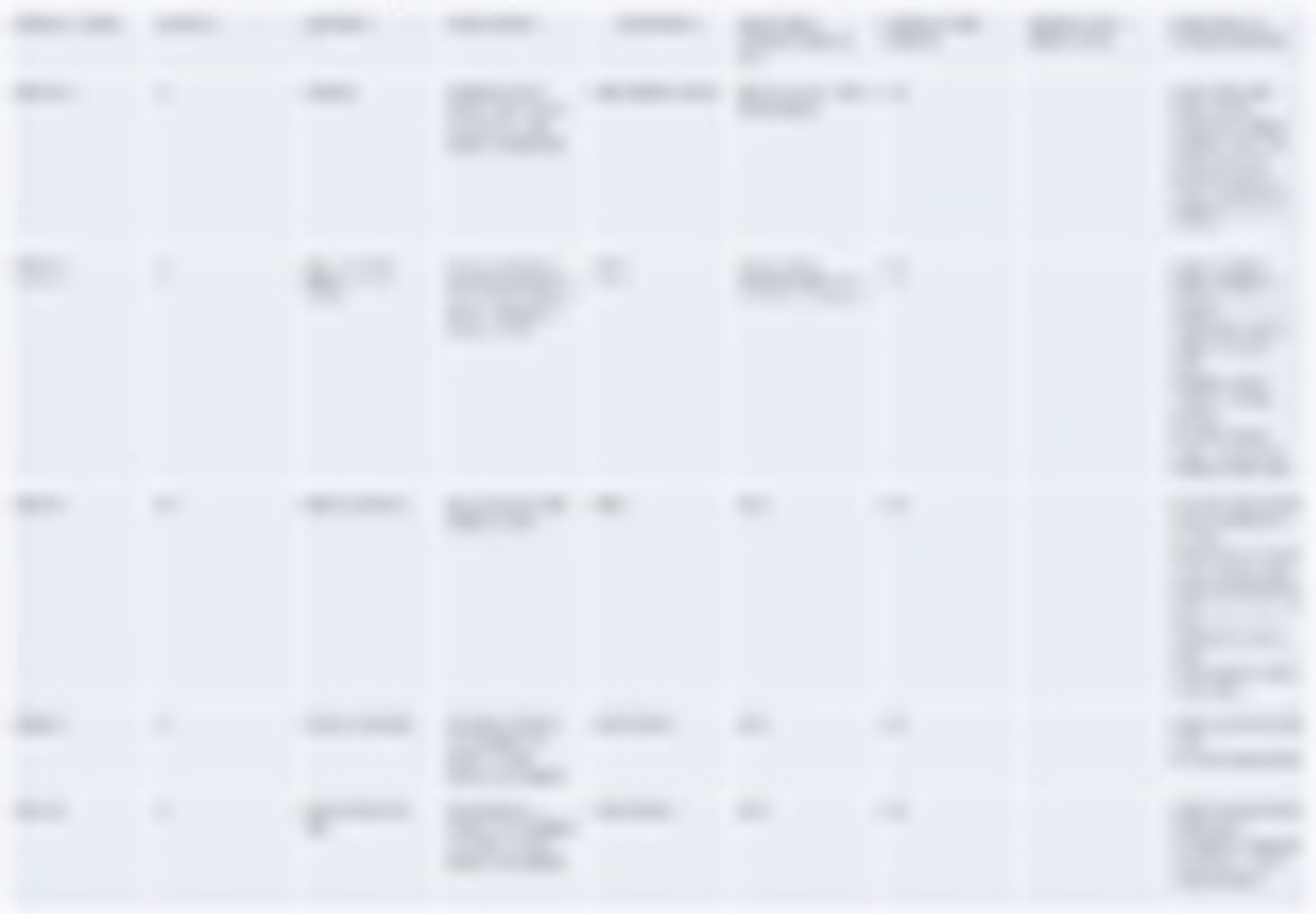




Using PBL to Teach Undergraduate Assessment Course in Teacher Education Program

Wei Gu, College of Education

Reviewing accreditation standards, reflecting on the results from re-accreditation, and PhD knowing criteria set forth by the State of Michigan, the teacher education faculty within the College of Education at Grand Valley State University revised the undergraduate assessment course, *Teachers as Decision Makers: Instruction and Assessment in Elementary Schools* in the undergraduate initial certification program into a Project Based Learning (PBL) course. Instead of giving traditional lectures and quizzes about elementary classroom assessment, this course teaches assessment by asking students to complete their own assessment plan using hypothetical student information.



ASSESSMENT PLAN	
Grade: Kindergarten	Subject: reading
Unit/Lesson: Dinahwood Man	
Standards:	Type of Standards:
1. <i>Knowledge/Understanding</i> With prompting and support, ask and answer questions about key details in a text.	1. Knowledge/Understanding
2. <i>Knowledge/Understanding</i> With prompting and support, read foundational texts, including key details.	2. Knowledge/Understanding
3. <i>Knowledge/Understanding</i> With prompting and support, identify characters, settings, and major events in a story.	3. Knowledge/Understanding
Learning Objectives:	<ul style="list-style-type: none"> Use oral and written questions after reading. Identify main details from the story. Use oral and written questions, settings, and major events.
Assessment Type:	Diagnostic Assessment
Assessment Method:	<ol style="list-style-type: none"> Create a class KWL chart, asking students to list what they know about details, characters, setting and plot. Read a short story to students, then call on a few students to ask any question about the story. At the end of reading, ask a question about the story and let students discuss it in small groups and report back to class. Divide a sheet of paper in 4 sections (one section for each of the 4 categories: characters, setting, plot, details). Ask students to write or draw in each section.
Adaptations for Individual Learners:	<ol style="list-style-type: none"> For students who have difficulty with fine motor skills, ask them to provide oral answers instead of writing with a pencil. For English learners, use visual cues, such as pictures to help them understand.

Adaptations for Individual Learners:	<ol style="list-style-type: none"> For students who have difficulty with fine motor skills, ask them to provide oral answers instead of writing with a pencil. For English learners, use visual cues, such as pictures to help them understand. For students who have difficulty focusing attention, pair them with students who have longer attention span for assessment #3 or allow them to choose only 2-3 sections to complete for assessment #4.
Use of Results to Inform Instruction: How your results can lead to change?	<ol style="list-style-type: none"> Result: Most students can explain what character and setting are, but they seem to have difficulty understanding details and plot. To inform instruction: spend more time talking about details. Read more stories in the lesson and students distinguish between details and plot. Result: Most students can explain what character and setting are, but they seem to have difficulty understanding details and plot. To inform instruction: spend more time talking about details. Read more stories in the lesson and students distinguish between details and plot. Result: Students seem to be few answering questions, however they don't seem to have many questions to ask. To inform instruction: Teacher models asking questions. If students cannot come up with enough questions, ask them to answer your questions. In this way you can help students to gradually develop the skill of asking questions.