



Using PBL to Teach Undergraduate Assessment Course in Teacher Education Program

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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.

Student Name / Gender	Age (in 12)	Language	Family Situation	Race/Ethnicity	Special Needs (Gifted, SPED, ELL, etc.)	Cumulative Folder Comments	Qualified For & Reduced Lunch	Observations on Learning Needs/Preferences
Quinn, M	5	Not English	Single Mom, Dad passed away, lives in trailer park, 1 older brother in high school	White (Irish, Italian)	Strid in one eye, wears special glasses	n/a	n/a	Likes to play with blocks and cars. Writing still is difficult. Wonders more events during circle time. Does not make eye contact with peers or teachers.
Martini, F	4	Speaks any kind of English	Parents emigrated from Mexico when she was 2, only Spanish spoken at home	Latina	Phonetic allergy, Strawberry allergy, Etc.	n/a	n/a	English is difficult. Needs reminders in Spanish. Using picture cards is helpful for certain tasks. Responds well to visuals in videos, pictures but able to hold a crayon, needs help with fine motor skills.
Sabrina, F	4.5	Not English	Mom and Dad, 3 older siblings, no pets	White	None	n/a	n/a	Can sit for long periods of time and focus on one task. Likes to listen to books and is starting to pick books up to read on her own. Has good fine motor skills. Creative play is a must in her world.
Morgan, F	4	Fluency and Proficiency	Two older siblings, two languages are spoken at home (Chinese and English)	Asian (Chinese)	None	n/a	n/a	Likes to tell funny what to do. Can sit for long periods.
Henry, M	4	Can and Understand Tiger	Two brothers of Morgan, two languages are spoken at home (Chinese and English)	Asian (Chinese)	None	n/a	n/a	Thinks to say whatever Morgan does. Has difficulty following instructions, can be easily distracted.

Student Name / Gender	Age (in 12)	Language	Family Situation	Special Needs (Gifted, SPED, ELL, etc.)	Cumulative Folder Comments	Qualified For & Reduced Lunch	Observations on Learning Needs/Preferences
Quinn, M	5	Not English	Mom and Dad, 2 older siblings, lives in trailer park, 1 older brother in high school	Strid in one eye, wears special glasses	n/a	n/a	Very energetic. Needs reminders sometimes to stay on task. Enjoys working with others. Strong math skills. Struggles with phonics awareness.
Quinn, F	4	Fluency and Proficiency	Parents emigrated from Mexico when she was 2, only Spanish spoken at home	Phonetic allergy, Strawberry allergy, Etc.	n/a	n/a	Writing letters is difficult. Needs strong visual. Needs letter identification more in maps. Enjoys math work with manipulatives.
Quinn, M	4	Fluency and Proficiency	Mom and Dad, 4 siblings, lives in trailer park, 1 older brother, 1 older sister	None	n/a	n/a	Addresses academic task, graphic organizer well done or in class by all classmates.
Morgan, F	4	Fluency and Proficiency	Two brothers of Morgan, two languages are spoken at home (Chinese and English)	None	n/a	n/a	Needs one more adult support in class. Needs to be reminded to stay on task. Responds well to prompts with other students. Actively participates.
Quinn, M	4	Fluency and Proficiency	Mom and Dad, 2 older siblings, lives in trailer park, 1 older brother, 1 older sister	None	n/a	n/a	Early learner. Enjoys working with other students. Needs to be reminded to stay on task. Responds well to prompts with other students. Actively participates.

ASSESSMENT PLAN	
Grade: Kindergarten	Subject: reading
Unit/Lesson: Gingerbread Man	
Standards:	Type of Standards:
<ol style="list-style-type: none"> 1. LANGUAGE/FLUENCY/PHONICS: With prompting and support, ask and answer questions about key details in a text. 2. LANGUAGE/FLUENCY/PHONICS: With prompting and support, read familiar stories, including key details. 3. LANGUAGE/FLUENCY/PHONICS: With prompting and support, identify characters, settings, and major events in a story. 	<ol style="list-style-type: none"> 1. Knowledge/Understanding 2. Knowledge/Understanding 3. Knowledge/Understanding
Learning Goals (Student Friendly Language)	<ol style="list-style-type: none"> 1. I can ask and answer questions after listening to stories. 2. I can retell details from the story. 3. I can tell the characters, setting, and what happens in a story.
Assessment Type	Diagnostic Assessment
Assessment Methods	<ol style="list-style-type: none"> 1. Create a class KWL chart, asking students to list what they know about details, characters, setting and plot. 2. Read a short story to students, then call on a few students to ask any question about the story. 3. At the end of reading, ask a question about the story and let students discuss it in small groups and report back to class. 4. 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"> 1. For students who have difficulty with fine motor skills, ask them to provide oral answers instead of writing with a pencil. 2. For English learners, use visual cues, such as pictures to help them understand.

Adaptations for Individual Learners	<ol style="list-style-type: none"> 1. For students who have difficulty with fine motor skills, ask them to provide oral answers instead of writing with a pencil. 2. For English learners, use visual cues, such as pictures to help them understand. 3. 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 your teaching	<ol style="list-style-type: none"> 1. -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. 2. -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. 3. -Result: Students seem to be fine 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.