### Element 3: Assessment Plan

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Assessment Methods</th>
<th>Standard of Performance/Expectation</th>
<th>Rationale</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will be able to identify parts of the computer with a minimum score of 50/60 on the virtual assessment and Computer Basics Post Test (Questions 4 and 10)</td>
<td><strong>Formative assessment:</strong> Observation and record of each student's score after doing an activity in which the students virtually labeled the parts of the computer. <strong>Summative assessment:</strong> Computer Basics Post Test</td>
<td>I expect each student to achieve a minimum score of 50/60 on the virtual computer labeling assessment to demonstrate he/she has met the objective and to correctly answer at least one out of the two questions on the post test.</td>
<td>I chose this assessment for this objective because it was an efficient way to observe student knowledge and to give insight on what still needed to be taught. I will administer, score, and interpret this assessment by having each student individually complete the virtual assessment on the computer, walk around the room and record the scores when they finish with the assessment, and observe scores to decide what still needs to be taught. The post test will also be administered and scored individually. The test will be given on Edmodo and will be scored electronically and by me.</td>
<td>I have one student in my classroom who is on an IEP for focus and attention. Some adaptations and modifications I made for her for this particular assessment were that she only needed to achieve a 40/60 on the virtual labeling assessment.</td>
</tr>
</tbody>
</table>
The learner will be able to determine if a device is an input, output, or storage device with 90% accuracy on advanced organizer and computer basics post-test. (Questions 5, 6, 9, 12, 13, 15, 16, 19)

| Formative assessment: Kagan’s “Numbered Heads Together” review game where students had to clarify if devices were input, output, or storage devices.  
| Formative assessment: Advanced organizer for hardware devices—internal/external and input/output.  
| Formative assessment: Respond to post in one or two sentences on Edmodo.  
| Summative assessment: Computer Basics Post Test.  |

I expect each student to equally participate in the review game and complete the advanced organizer and Edmodo post to demonstrate he/she has met the objective and to correctly answer at least six out of the eight questions on the post test.

I chose these assessments for this objective because they are efficient ways to engage 100% of students and to see each student’s knowledge on the material. I will administer, score, and interpret these assessments by grouping students in teams of 4 or 5 and assign each student in each group a color. When their color is called, they are the representative to speak for the group during that round of the review game. I will also have each student individually complete advanced organizer and go over it with the class, have students individually respond to the post in Edmodo, and observe what was said in the posts to determine what still needs to be taught. The post test will also be administered and scored individually. The test will be given on Edmodo and I have one student in my classroom who is on an IEP for focus and attention. Some adaptations and modifications I made for her for this particular assessment were having certain items already labeled for her on the advanced organizer, and only having to answer 5 out of the 8 questions correctly on the post test.
The learner will be able to determine if a device is an internal or external device with 100% accuracy on computer basics post-test. (Questions 7, 8, 14, & 18)

| Formative assessment: Kagan’s “Numbered Heads Together” review game where students had to clarify if devices were input, output, or storage devices. | I expect each student to equally participate in the review game and complete the advanced organizer and Edmodo post to demonstrate he/she has met the objective and to correctly answer at least three out of the four questions on the post test. | I chose these assessments for this objective because they are efficient ways to engage 100% of students and to see each student’s knowledge on the material. I will administer, score, and interpret these assessments by grouping students in teams of 4 or 5 and assign each student in each group a color. When their color is called, they are the representative to speak for the group during that round of the review game. I will also have each student individually complete advanced organizer and go over it with the class, have students individually respond to the post in Edmodo, and observe what was said in the posts to determine what still needs to be taught. The post test will also be administered and scored. | I have one student in my classroom who is on an IEP for focus and attention. Some adaptations and modifications I made for her for this particular assessment were having certain items already labeled for her on the advanced organizer, and only having to answer two out of the four questions on the post test correctly. |
| Formative assessment: Advanced organizer for hardware devices—internal/external and input/output. Formative assessment: Respond to post in one or two sentences on Edmodo. Summative assessment: Computer Basics | | | |
| The learner will exhibit a basic understanding of the desktop, and menus with 80% accuracy on computer basics post-test and in class discussion. (Questions 1, 2, 20) | **Formative assessment:** Kagan’s “Numbered Heads Together” review game.  
**Summative assessment:** Computer Basics Post Test | I expect each student to equally participate in the review game to demonstrate he/she has met the objective and to correctly answer at least two out of the three questions on the post test. | I chose this assessment for this objective because it is an efficient way to engage 100% of students and to see each student’s knowledge on the material. I will administer, score, and interpret this assessment by grouping students in teams of 4 or 5 and assign each student in each group a color. When their color is called, they are the representative to speak for the group during that round of the review game. The post test will also be administered and scored individually. The test will be given on Edmodo and will be scored electronically and by me. | I have one student in my classroom who is on an IEP for focus and attention. Some adaptations and modifications I made for her for this particular assessment were to only have to answer one out of the three questions on the post test correctly. |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>The learner will put gigabyte, megabyte,</td>
<td><strong>Formative assessment:</strong> Storage devices worksheet.</td>
<td>I expect each student to complete the storage devices worksheet and to demonstrate he/she has</td>
<td>I chose this assessment because I thought it would be helpful to students to see actual images so they</td>
<td>I have one student in my classroom who is on an IEP for focus and</td>
</tr>
</tbody>
</table>
and kilobyte in order of smallest to largest with 100% accuracy on worksheet and computer basics post-test. (Questions 3 and 17)

| Summative assessment: Computer Basics Post Test | met the objective and to correctly answer at least one out of the two questions on the post test. | could have a picture in their head when thinking of terms and devices. This will be administered during a Prezi presentation and students will be filling out the worksheet during the lecture and can then use the sheet as a review for the post test. The worksheet will be scored based on participation—they get credit if they did the work. The post test will also be given as an assessment to test student knowledge on the material and will be administered and scored individually (students will turn computer screens to ensure that eyes stay on their own screens). The test will be given on Edmodo and will be scored electronically and by me. | I chose this assessment because I feel that it is important for me to see and get a feel for how each student is progressing in focus and attention. Some adaptations and modifications I made for her for this particular assessment were giving her storage devices worksheet in color to grasp her attention. |
| The learner will be able to differentiate between hardware and software. | Formative assessment: Teacher observation. Summative | I expect each student to equally participate in class discussions and activities to demonstrate he/she has met the objective and to | I have one student in my classroom who is on an IEP for focus and attention. Some |
Software devices with 100% accuracy on Computer basics post-test. (Question 11)

**Assessment:** Computer Basics Post Test
correctly answer the question on the post test.

my classroom and the best way for me to do that is through my own observation of my students. This will be administered by me walking around the room and checking student work and will be “scored” by me keeping records of notes on student progress. The post test will also be administered and scored individually on Edmodo to evaluate student knowledge on the material.

adaptations and modifications I made for her for this particular assessment were to stand within close proximity of her when lecturing and teaching to help her stay focused and to check on her throughout individual work time.
Copy of student assessment—advanced organizer below.

Answer key for advanced organizer:

**TOPIC: Hardware**

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hard Drive</td>
<td>- Mouse</td>
</tr>
<tr>
<td>- CD ROM</td>
<td>- Keyboard</td>
</tr>
<tr>
<td>- RAM</td>
<td>- Speakers</td>
</tr>
<tr>
<td></td>
<td>- Printer</td>
</tr>
<tr>
<td></td>
<td>- Scanner</td>
</tr>
<tr>
<td></td>
<td>- Monitor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INPUT</th>
<th>OUTPUT</th>
<th>BOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mouse</td>
<td>- Speakers</td>
<td>- Printer/Scanner</td>
</tr>
<tr>
<td>- Keyboard</td>
<td>- Monitor</td>
<td></td>
</tr>
<tr>
<td>- Scanner</td>
<td>- Printer</td>
<td></td>
</tr>
</tbody>
</table>
CLUSTER WORD WEB write your topic and add details in the smaller circles
Label the images from the Prezi!
Label these data capacity measurements and give an example of each:

Kilobyte: ______  Example: _______________
Megabyte: ______  Example: _______________
Gigabyte: ______  Example: _______________

ANSWER KEY for Storage Devices worksheet:

Name: ______________________

Label the images from the Prezi!

USB Stick  CD-R  CD-RW
Label these data capacity measurements and give an example of each:

- Kilobyte: _KB  Example: Clip Art Image
- Megabyte: MB  Example: MP3 Song
- Gigabyte: GB  Example: Blockbuster DVD
Computer Basics Post Test

Question Prompt: 1
Total Points: 1

The desktop is...
☐ an open program
☐ the screen in front of you without any applications running
☐ where your computer is sitting
☐ everything on the screen

Question Prompt: 2
Total Points: 1

A right click on the mouse will...
☐ move text
☐ select text
☐ A&B
☐ open a menu

Question Prompt: 3
Total Points: 1

What has the greatest capacity?
☐ gigabyte (GB)
☐ megabyte (MB)
☐ kilobyte (KB)
Question Prompt: 4
Total Points: 1

**Pushing a button on the mouse is called...**
- clacking
- clicking
- mousing
- phishing

Question Prompt: 5
Total Points: 1

**Name one input device and tell why it is an input device.**

Question Prompt: 6
Total Points: 1

**Name one output device and tell why it is an output device.**

Question Prompt: 7
Total Points: 1

**Name one internal device and tell why it is an internal device.**

Question Prompt: 8
Total Points: 1

**Name one external device and tell why it is an external device.**

Question Prompt: 9
Total Points: 1

**Name one storage device and tell why it is a storage device.**
Question Prompt: 10

Total Points: 1

What is the front part of the monitor where information is displayed?

☐ scanner
☐ computer
☐ screen

Question Prompt: 11

Total Points: 1

Which of these is NOT an example of hardware?

☐ mouse
☐ Microsoft Word
☐ printer
☐ keyboard

Question Prompt: 12

Total Points: 1

Which of these is NOT an input device?

☐ Disk Drive
☐ Microphone
☐ mouse
☐ speaker

Question Prompt: 13

Total Points: 1
A disk drive is a device used to input, store, and retrieve information for a computer.

☐ True
☐ False

Question Prompt: 14
Total Points: 1

Writable (CD-R) and Re-writable (CD-RW) CD's, DVD's, and Flash Drives are all examples of INTERNAL storage devices.

☐ True
☐ False

Question Prompt: 15
Total Points: 1

A drive can be an input, output, and storage device.

☐ True
☐ False

Question Prompt: 16
Total Points: 1

A printer is ONLY a...

☐ input device
☐ storage device
☐ internal device
☐ output device

Question Prompt: 17
Total Points: 1
A kilobyte (KB) is larger than a megabyte (MB).

- True
- False

Question Prompt: 18
Total Points: 1

A computer's hard drive is an example of an internal storage device.

- True
- False

Question Prompt: 19
Total Points: 1

A scanner is only a...

- input device
- storage device
- internal device
- piece of software

Question Prompt: 20
Total Points: 1

When finished using a computer, you must always remember to...

- put it to sleep
- log off
- clean it
- unplug it
Answer key to Post Test:

Computer Basics Post Test

Question Prompt: 1
Total Points: 1

The desktop is...
- [ ] an open program
- [x] the screen in front of you without any applications running
- [ ] where your computer is sitting
- [ ] everything on the screen

Question Prompt: 2
Total Points: 1

A right click on the mouse will...
- [ ] move text
- [ ] select text
- [ ] A&B
- [x] open a menu

Question Prompt: 3
Total Points: 1

What has the greatest capacity?
- [x] gigabyte (GB)
- [ ] megabyte (MB)
Question Prompt: 4
Total Points: 1

Pushing a button on the mouse is called...

☐ clacking
☐ clicking
☐ mousing
☐ phishing

Question Prompt: 5
Total Points: 1

Name one input device and tell why it is an input device.

Example answer: A mouse is an input device because you use it to click and give information to the computer.

Question Prompt: 6
Total Points: 1

Name one output device and tell why it is an output device.

Example answer: A speaker is an output device because it gives out sound.

Question Prompt: 7
Total Points: 1

Name one internal device and tell why it is an internal device.

Example answer: A hard drive is an internal device because it is inside the computer and you can’t see it.

Question Prompt: 8
Total Points: 1
Name one external device and tell why it is an external device.

Example answer: A keyboard is an external device because it is outside of the computer and you can touch it and see it.

Question Prompt: 9
Total Points: 1

Name one storage device and tell why it is a storage device.

A USB stick is a storage device because you can save information from the computer on it.

Question Prompt: 10
Total Points: 1

What is the front part of the monitor where information is displayed?

- scanner
- computer
- screen

Question Prompt: 11
Total Points: 1

Which of these is NOT an example of hardware?

- mouse
- Microsoft Word
- printer
- keyboard

Question Prompt: 12
Total Points: 1

Which of these is NOT an input device?
A disk drive is a device used to input, store, and retrieve information for a computer.

True
False

Writable (CD-R) and Re-writable (CD-RW) CD's, DVD's, and Flash Drives are all examples of INTERNAL storage devices.

True
False

A drive can be an input, output, and storage device.

True
False

A printer is ONLY a...
A kilobyte (KB) is LARGER than a megabyte (MB).

- True
- False

A computer's hard drive is an example of an internal storage device.

- True
- False

A scanner is ONLY a...

- input device
- storage device
- internal device
- piece of software
Question Prompt: 20
Total Points: 1

When finished using a computer, you must always remember to...

☐ put it to sleep
☒ log off
☐ clean it
☐ unplug it

REFLECTION:

My chosen assessments for this unit match the instructional strategies I will employ in teaching this unit because I plan on using a variety of instructional strategies, just as I will use a variety of assessments. I want to use a variety of assessments and instructional strategies because not all learners learn in the same way, and I know that it is so important to meet the needs of all students. By having a variety of instructional methods and assessments, students will be more engaged and not bored with the same boring thing every day. Students will be assessed on different criteria which will allow them more opportunities to succeed and show their knowledge of the material. Assessments will be related to instructional strategies to assure that students are being assessed on the material being taught.
## Pre/Post Data for Questions on 5th Grade Computer Basics Pre and Post Test in a Keyboarding One Class

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Gender</th>
<th>Accomm</th>
<th>Pre-Test</th>
<th>Total</th>
<th>Post-Test</th>
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<td>Q1</td>
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<td>61.90%</td>
<td>95.24%</td>
<td>42.86%</td>
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</table>
Graphs are included on the following four sheets at the bottom of this Excel workbook and narratives to analyze the graphs are included. As students move on to their next unit of content which is a unit on Microsoft Word, they will need continued improvement on these objectives, as well as the other measured objectives in the unit in order to keep moving on to further units and advanced topics with computers. This unit was the basic information and building blocks of all computer applications and software applications and will be very beneficial in helping students to be successful in those advanced topics.

***1's and 0's above:
1- question answered correctly
0- question answered incorrectly

All 21 students did meet this objective in my class. The objective was: Students will be able to identify parts of the computer. I believe students increased scores from the pre-test to post-test from activities we did in class to review the material such as graphic organizers, hand-outs and virtual representation activities of computer parts. Students really seemed to learn the material when they completed the independent virtual labeling of the computer parts activity, and I think that helped them to master this objective. The graph shows that students improved significantly from the pre-test to the post-test because scores varied among students on the pre-test with only 10 students answering all three questions right for this objective. Whereas on the post-test, the graph shows that every single student answered all three questions right for this objective.
Most of the students in the class met objective number two. Objective two was: Students will put gigabyte, megabyte, and kilobyte in order of largest to smallest. This was kind of a difficult topic for 5th graders to master and is understandable due to the heightened vocabulary, but students did do fairly well with mastering this objective. The graph shows that there were only two students who did not master this objective, but those two students did achieve 50% mastery of the objective because they answered at least one of the two questions correctly on the post-test for this objective. Instructional input used for this objective in class was a hand out with pictures and labels, and an acronym to help them remember—GMK (G-grandpa, M-mother, K-kid) goes in order from largest to smallest, similar to ages of family members.
This graph shows results from the pre-test and post-test for the males in the classroom in regards to objective one. Overall, I would say that a majority of the males in the classroom achieved this objective on both the pre and post-test. Of the 10 males in the classroom, 6 of them achieved 100% mastery for this objective on the pre-test, and all 10 of the males in the classroom achieved 100% mastery for this objective on the post-test. This shows that the instructional material provided during class time was beneficial to the males in the classroom because each male student either improved their score or stayed the same. This shows that these students learned the material, or at least learned it from the pre-test to the post-test and were successful in this objective.
This graph shows results from the pre-test and post-test for the males in the classroom in regards to objective two. Overall, I would say that a majority of the males in the classroom achieved this objective on the post-test. Of the 10 males in the classroom, 4 of them achieved 100% mastery for this objective on the pre-test, and 9 of the males in the classroom achieved 100% mastery for this objective on the post-test. The one male student who did not achieve 100% mastery for this objective received 50% mastery because he answered one of the two questions correctly for this objective. The graph also shows that all male students either stayed the same or improved their score from the pre-test to the post-test, except for the one student who achieved 50% mastery of this objective on the post-test. He had achieved 100% mastery for the objective on the pre-test, but not on the post-test. This could mean he possibly just made an error or mistake while taking his post-test, or got confused. However, for the most part, the graph shows that the instructional material provided during class time was beneficial to the males in the classroom because each male student either improved their score or stayed the same, with the exception of one student.