



# Preparing to Plan Video Assessments



I. **Identify Knowledge:** determine necessary information for a unit.

Unit:	Essential Questions:	
<b>Declarative Knowledge</b>		<b>Procedural Knowledge</b>
<ul style="list-style-type: none"><li>• Describe</li><li>• Define</li><li>• Relate/ Tell</li><li>• Explain</li><li>• Explain</li><li>• Create a visual representation of...</li><li>• Compare (learning) with (another idea/ concept)</li><li>• Support or refute a statement about...</li><li>• Interpret an event using knowledge...</li><li>• Debate the (knowledge) from different perspectives..</li></ul>		<ul style="list-style-type: none"><li>• List the steps in ...</li><li>• Explain the procedure for...</li><li>• Perform the skill by completing the steps</li><li>• Explain how to apply the knowledge to a new situation</li><li>• Solve a new problem and explain how to do it</li><li>• Use the skill to complete a task in a new or more challenging situation.</li></ul>

2. **Brainstorm “hinge-point”** concepts for the unit.
3. **How good is good enough?** Decide what are acceptable criteria for the assignment.
4. **Determine core tasks** or assessments a teacher might use to measure a student’s progress/knowledge.

Hinge-Point Concepts for the Unit:	How <i>good</i> is “good enough”??
1. 2. 3. 4. 5.	
Example Core Tasks a Teacher Might Use	

5. **Learning Goals:** Identify various levels of learning within the unit. Determine how you the teacher will score how much a student understands.

Foundation Level	Target Level	Complex Level
SWBAT:	SWBAT:	SWBAT:

*Now move on to Video Assessment Template...*