

## **Artifact Reflection**

**Title:** Assessments of Students with Disabilities

**Date Completed:** 2015-2016 & 2016-2017 School Year

**Description:** Multiple forms of assessment given over the last two years given to students with disabilities that are in pull out classes.

### **Alignment:**

#### ***Wisconsin Teacher Standard Alignment:***

Standard 8-Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

This artifact aligns to standard 8 by showing my ability to assess students using a variety of methods.

#### ***UW-Platteville School of Education Knowledge, Skill, and Disposition Statement Alignment:***

KSD1.f. ASSESSES STUDENT LEARNING-The candidate understands, is committed to, and can develop assessments that are clearly stated and congruent with instructional goals. The students are aware of how they are meeting the established standards and are involved in the goal setting process.

Through these artifacts, I show that I can develop assessments that align with students IEP goals. The students get immediate feedback on their assessments and the student is able to reflect on their new gained skills and what they still need to work on.

#### ***Secondary KSDs:***

KSD3.d. PROVIDES FEEDBACK TO STUDENTS-The candidate can provide timely, high quality feedback that is useful to the students in their learning.

KSD4.b. MAINTAINS ACCURATE RECORDS-The candidate values, understands, and can maintain accurate records and assessment data including a system for student completion of assignments, information concerning student progress, and a system for non-instructional activities with all record systems reflecting student contributions to their establishment and maintenance.

***Reflection:***

**What have I learned about teaching/learning?**

Formal and informal assessments should be used to drive instruction. Informal assessments give more frequent and give a better snapshot of what skills the student has or has yet to acquire because they are in normal comfortable and safe environment where it helps eliminate tests anxiety and stress. Formal assessments are better suited for making recommendations for placement, but still should align with the informal assessments.

**What have I learned about myself as an educator?**

I learned that assessing students shouldn't be time consuming and really should be a quick check for knowledge in order to plan instruction, unless a more time consuming formal assessment is needed.