**Showcase Assignment Justification**

1. **Assignment Title**: Assessment Assignment Part 1 and Part 2
2. **TPE**: TPE 4, TPE 5
3. **TPE Elements**:
	1. TPE 4: 1
	2. TPE 5: 1, 2, 8
4. **Justification and Reflection**:

Completing the Assessment Assignment Part 1 and Part 2 gave me the opportunity to grow in TPE 4: Planning Instruction and Designing Learning Experiences for All Students, and TPE 5: Assessing Student Learning. For this assignment, I administered a group of 7 assessments or inventories to a third grade student at Bobier Elementary school. The student was given an interest inventory, the San Diego Quick Reading Assessment, the Yopp-Singer Phonemic Awareness Assessment, the IRI to assess fluency and comprehension, the Primary Spelling Inventory, and the student provided me with one of her writing samples (TPE 5: 1, 2). After analyzing the results of these assessments, I selected areas of growth needed, and was able to make corresponding goals for these areas based on the California Common Core State Standards (TPE 5:8). To complement these goals, I selected three methods or strategies per goal to help her reach these goals (TPE 4:1). Having never administered these types of assessments before, this assignment was very helpful in giving me experience administering the assessments, scoring the assessments and using the assessment data to plan for future instruction.

This assignment also impacted my ABC characteristics in relation to these TPE elements. Before giving these assessments, I thought they were daunting and cumbersome. However, after administering them and seeing how incredibly easy they were to analyze, I grew excited about how quickly these assessments were able to pinpoint where a student is at academically (affect). I even administered these assessments to one of my student’s siblings for extra practice after, and enjoyed the experience. This experience has changed the way I think about assessments, in that they can be quick, effortless and enjoyable for both the teacher and the student (cognition). Because of this, I will be using these assessments readily in my future classroom to collect meaningful data and immediately apply strategies and methods to help students meet their learning goals based on their data (behavior).

Lastly, this assignment touched on the Inspire Perspectives. Personally, I was inspired at how such simple assessments can yield such important data that can be turned into meaningful goals for each student. I am excited to use these assessments in the future to be able to help all students meet state standards and their personal goals. In conjunction with me being inspired, I want my students to be inspired by their results and the goals they create. This week, I also administered the Kindergarten Readiness Assessment to my preschool students. It was wonderful to see them excited to take the assessment, and excited about their results. Many of them wanted to go back and do the assessment later in the week to improve their score. I hope to create this joyful and motivational spirit towards assessments with my older students in the future.