Curriculum Development / Assessment Planning

19 July 2012

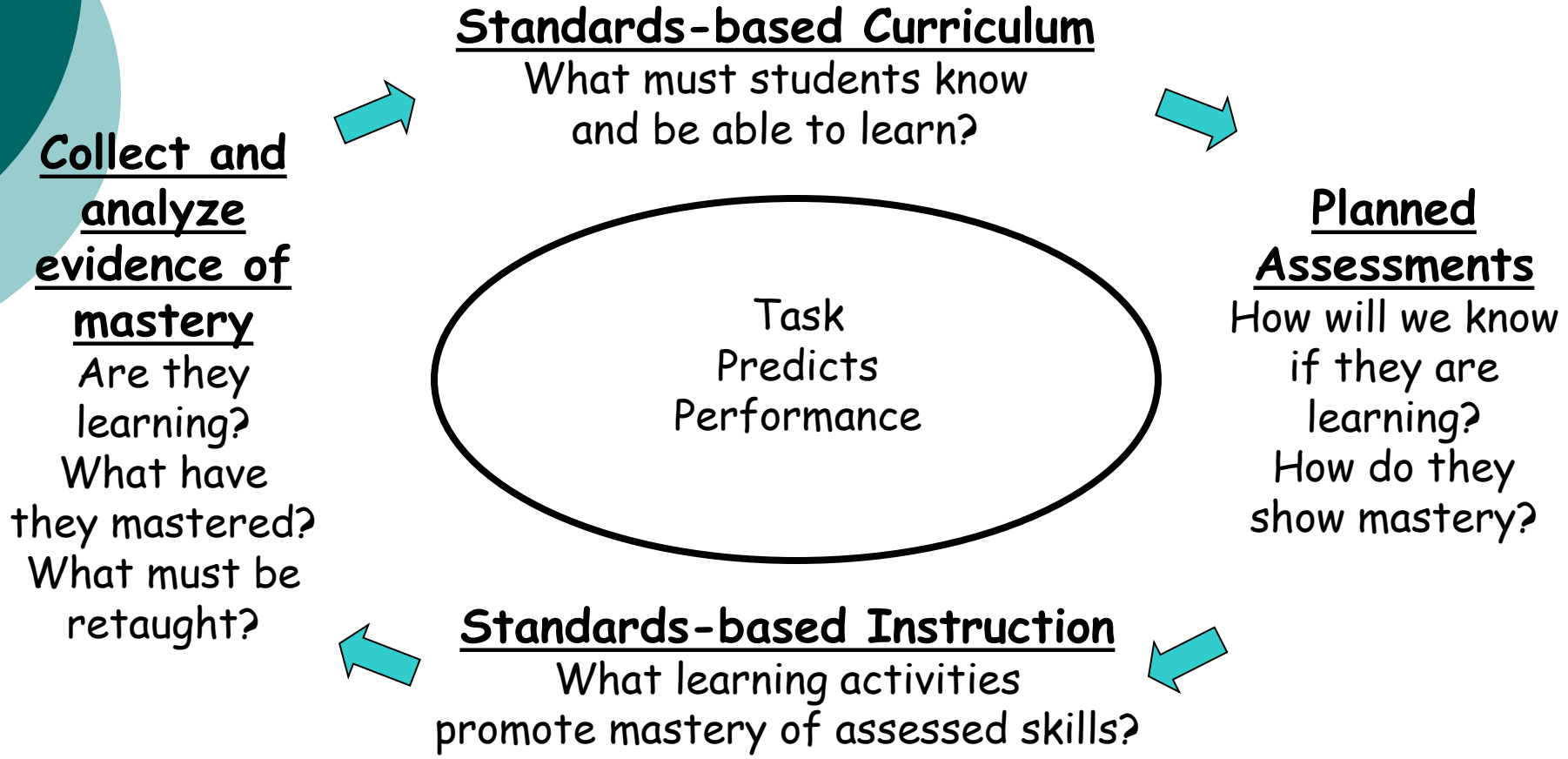
Skills-based Learning and Assessment Curriculum

- Instructional Focus
  - Core Subjects: College Readiness Skills
    - EPAS/ACT
  - Non-core Subjects: ILS
    - Goals 11 thru 28, plus SEL
  - Core Integration Planning: CCSS
    - Included in CBSL for SY12/13
    - Social Studies to become CCSS heavy

Skills-based Learning and Assessment Curriculum

- Critical Benchmark Skills List
  - Identify minimal skill levels (not target)
    - Absolutely essential take-aways
  - Include Meaning of Words and Interpretation of Data
    - Vertical progression of complexity and application within subject area
  - Ten Benchmark Skills per Quarter
    - Continue to limit CBSL to ensure deeper understanding of selected material

The Standards-based Instructional Cycle



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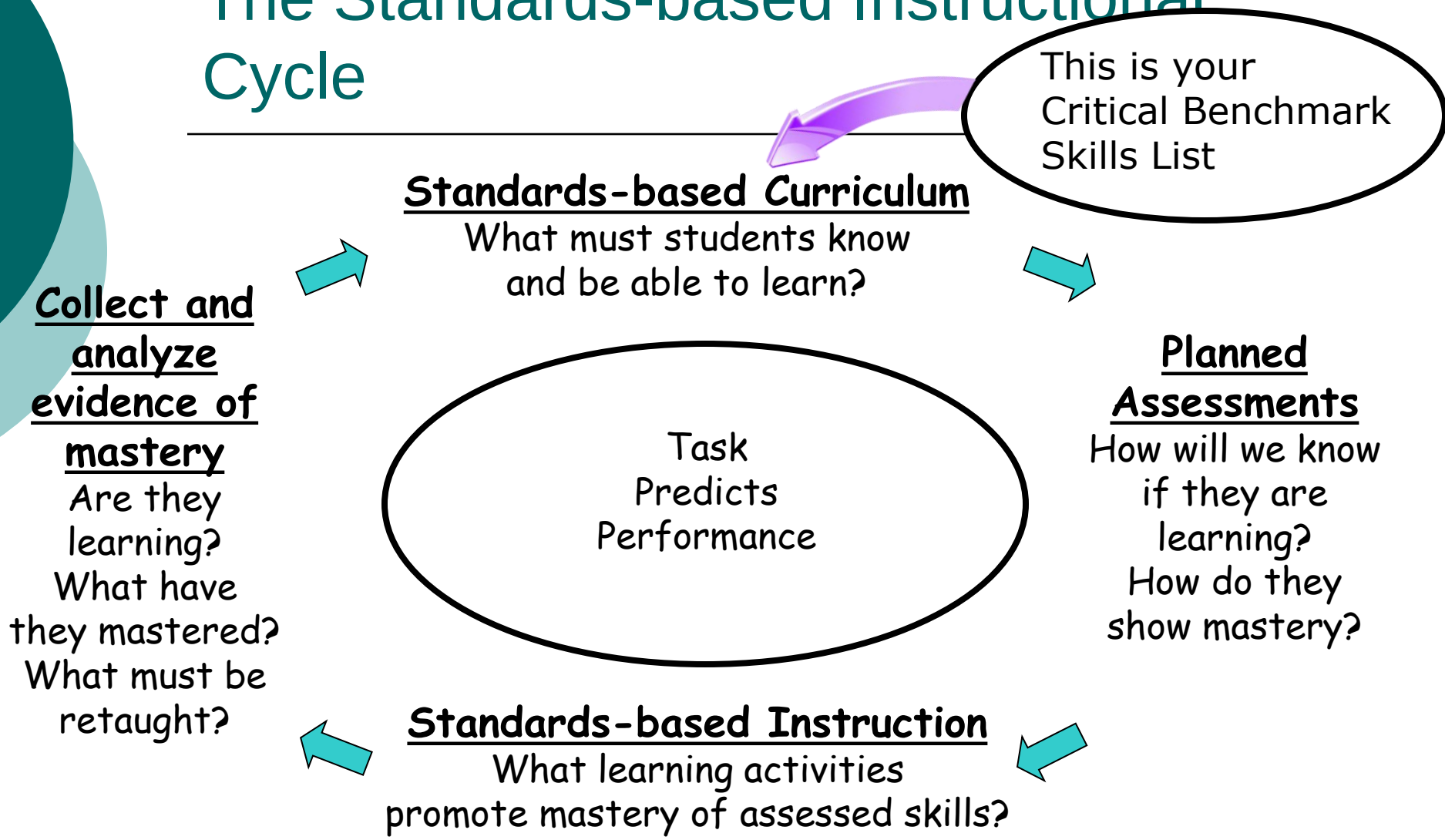

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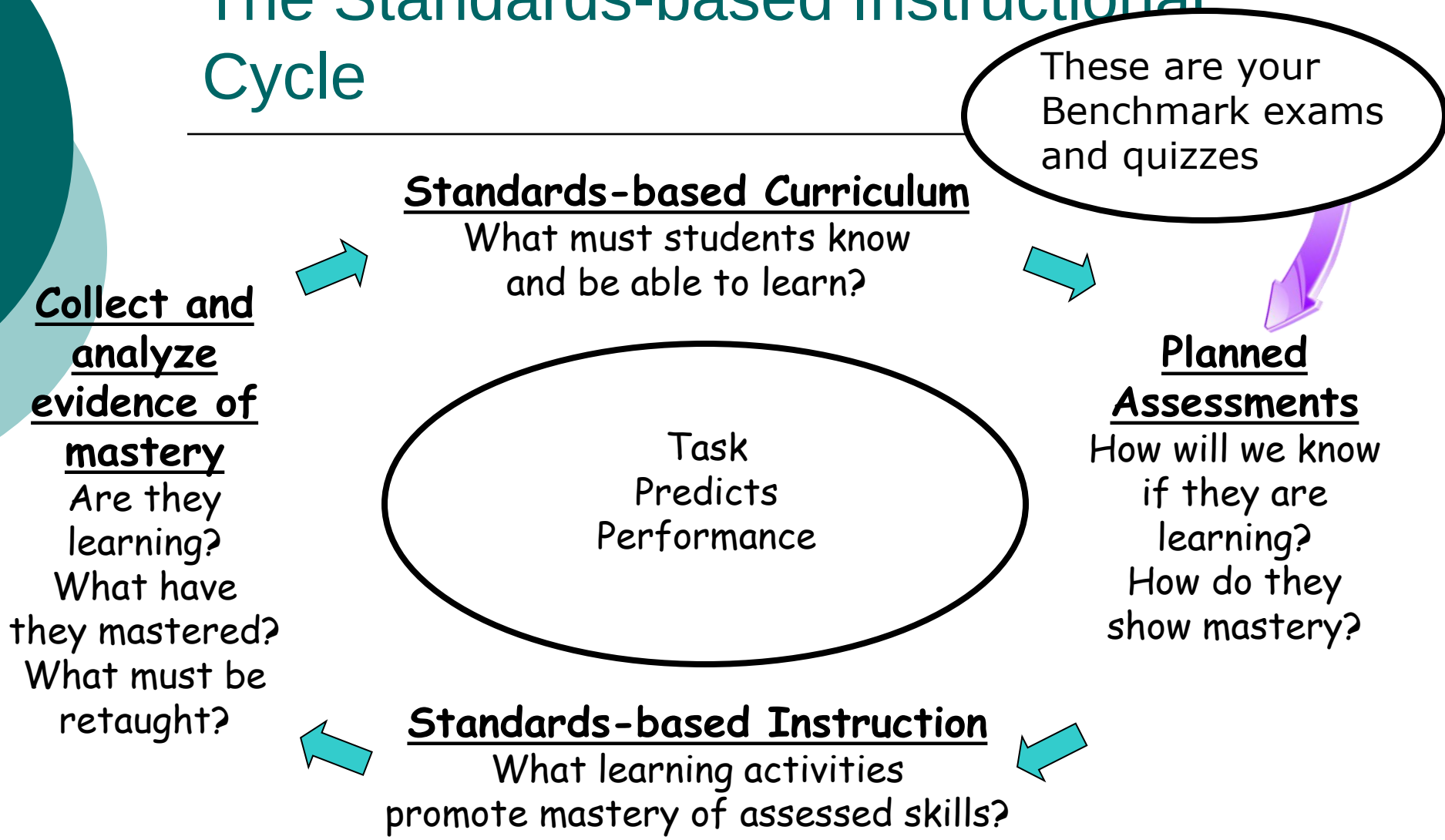


Assessments

- Assessments (Quizzes/Tests/Exams)
  - Diagnostic Assessments
  - Formative Assessments
  - Interim Assessments
  - Summative Assessments
- Assessment Formats
  - Multiple Choice
  - Essay
  - Project-based (individual & cooperative)
- Evaluations

Assessments

- Must be active
  - Task-based
  - Employ problem-solving skills
- Must require conceptual understanding
  - Refrain from seek-and-find & look-it-up
  - Refrain from "regurgitation"
  - Go beyond concrete operational thinking
- Must span minimal (C) to exceptional (A)
  - You will never know who your deep thinkers are if all students are assessed on your minimal requirements

Assessment Analysis

- Is it purposefully useable?
  - Focused on specific benchmark or benchmarks
  - Does it reflect student skills?
- At what level?
  - Differentiation of skill application
- Is it thoughtful?
  - Active engagement of assessed skill(s)
  - Task-based vs knowledge-based

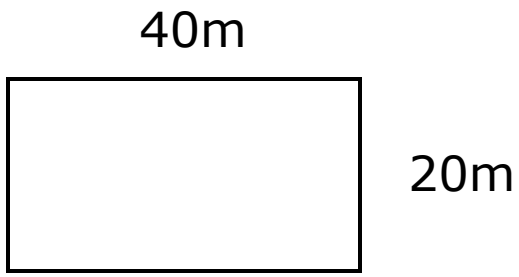
Assessment Data Analysis

- Is it purposefully useable?
  - What will I, the teacher, learn from the data?
- At what level are students learning?
  - Summatives must assess higher learning
- Is it complete?
  - Does the assessment give me a full picture of what students are able to do?

Same Skill/Level, Different Context

- Often, same standard and skill-level do not register with students within the same assessment due to context.
- To attain mastery of a skill, students must practice it in a variety of contexts, both within and outside of the content area.
- Inquire, Gather, Process, Apply & Assess
  - Students must use new skills to solve problems and to develop problem-solving strategies
  - Skills must be applied to a variety of contexts

Same Skill/Level, Different Context



What is the area of the rectangle above?

1. 120 square meters
2. 800 square meters
3. 1200 square meters
4. 400 square meters
5. 80 square meters

Same Skill/Level, Different Context

Old McDonald had a farm. On his farm he had horses, pigs and cows. The horse pasture measured 250m by 100m. The cow pasture measured 200m by 75m. The pig sty measured 25m by 50m. Which group of animals had the largest area?

1. Horses
2. Pigs
3. Cows
4. All three groups had the same area.

Same Skill/Level, Different Context

Old McDonald had a farm. On his farm he had 20 horses, 15 pigs and 30 cows. The horse pasture measured 250m by 100m. The cow pasture measured 200m by 75m. The pig sty measured 25m by 50m. Which group of animals had the most area per individual?

- Horses
- Pigs
- Cows
- All animals had the same amount of space.

Same Skill/Level, Different Context

Old McDonald had a farm. On his farm he had 20 horses, 15 pigs and 30 cows. The horse pasture measured 250m by 100m. The cow pasture measured 200m by 75m. The pig sty measured 25m by 50m. How much area did each pig have?

- 72 square meters
- 83 square meters
- 96 square meters
- 107 square meters

Look closely at your current data

- Am I teaching critical skills?
- Are there favorite wrong answers?
- Why?
- Are students reading the directions and answering the right question?
- Are we spending ample time on the critical skills & in multiple contexts?
- Are support skills sufficient?

Look Forward, Not Backward

- Convince yourself and your students that the basics are in the tool kit
- Require students to use the skills at the next level of complexity
- Challenge students' skill levels by classroom performance tasks using multiple skills at a variety of levels.