

## Curriculum Based Assessment Project Directions

CI 3400: Policies and Practices in Educational Assessment

Updated Spring 2020

<b>Role</b>	<p>For this project, your role is “classroom teacher” in the grade/subject where you think you might be teaching soon. Please choose within the parameters of your major or concentration.</p> <p>If you are working with a partner or group, you are also obligated to contribute to this project equally. Unless I am notified, I will assume equal work was completed by all group members.</p>
<b>Audience</b>	<p>Your audience for some of this project is your professor. When you create tests, quizzes, handouts or other material your audience might also be students, parents, and administrators.</p>
<b>Format</b>	<p>You will use the provided CBA Template for your work. The CBA template gives a consistent framework for this project so that you won’t miss components. Do not delete components from the CBA Template</p> <p><a href="#">Link to CBA Template</a></p> <ol style="list-style-type: none"><li>1. To use the CBA Template, make a copy for yourself (File &gt;Make a Copy)</li><li>2. Share your CBA Template with me and give me editing access (mcgeejr@appstate.edu)</li></ol>
<b>Topic/Overview</b>	<p>For this project you are going to create one summative assessment and one formative assessment that you think you will use in your future classroom. Your summative and formative assessment have to be aligned to your standards and objectives. Each major has different standards and objectives so projects will vary throughout the class.</p> <p>This project has 5 Parts. These parts are labelled to help you complete the project cohesively. Parts 1-3 will be submitted first and Parts 4 &amp; 5 will be submitted second.</p> <p>Only the final submission will be graded.</p>
<b>Course</b>	<p>Course Objective: Write clear learning targets.</p>

<b>Objectives/Learning Target Alignment</b>	<ol style="list-style-type: none"> <li>1) I can deconstruct curriculum standards to identify and analyze essential content.</li> <li>2) I can write clear learning targets.</li> </ol> <p>Course Objective: Design assessments aligned to clear learning targets for students that use an assessment method appropriate for the target type.</p> <ol style="list-style-type: none"> <li>3) I can identify assessments as diagnostic, formative, and/or summative.</li> <li>4) I can teach others about a specific assessment method using appropriate instructional strategies and methods.</li> <li>5) I can create an assessment blueprint.</li> <li>6) I can design assessments that are aligned to clear learning targets and that use appropriate assessment methods.</li> <li>7) I can analyze/design quality rubrics.</li> </ol> <p>Course Objective: Recognize how assessment can meet the needs of diverse student populations.</p> <ol style="list-style-type: none"> <li>8) I can design assessments that are responsive and respectful of diverse student populations.</li> <li>9) I can design assessments that incorporate the principles of <i>Mastery of Learning</i>.</li> </ol>
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**Specific Directions:**

**Be sure to complete each task listed below, with regard to quality guidelines in the text, for full credit.**

**Part 1: Curricular Standard and Objectives**

Complete the table by doing the following:

1. Choosing a standard from your grade level, course, and/or subject. Here is a link to the [NC Standard Course of Study](#).  
For Special Education majors only, follow this link to [Extended Content Standards](#).
2. In the first row, copy and paste or re-type your selected standard and all clarifying objectives into the first row.
3. In the second row, identify the subject, grade level, or course for these standards.
4. In the third row, classify both the standard and all objectives you've chosen as one of the following: *Knowledge, Reasoning, Skill, or Product* (use your book to help).

5. In the fourth row, provide a thoughtful rationale answering the following question:
  - a. Discuss the classification for each standard and objective and why you labelled the standard and objectives as you did (K, R, S, P)?

## **Part 2: Table of Specifications**

Remember [this article by Guskey](#)? This is what you're now creating for yourself.

Complete the table by doing the following

1. Read through the standard and objectives you selected in Part 1.
2. Find the “unpacking” document for your standard and objectives and read that.
3. Fill in the table with everything you need to teach your students for them to master this standard and objectives. For some of you, your unpacking document lists this overtly and you can copy and paste that content into Part 2. For others, you may have to interpret the standards or give them context by adding to them.
  - a. The unpacked content should include vocabulary, facts, relationships among facts and concepts, principles and generalizations related to the content, as well as skills you expect students to demonstrate and/or products you would expect them to create. You may also have an unpacking document connected to your standards that you should use for this.
  - b. You may have empty cells or columns.
  - c. You should focus on student learning that has to happen – not instructional activities or lesson plans.
  - d. For higher-level targets, you will need to unpack the underlying foundational content. For example, if you have a reasoning piece of content, you are required to also have a knowledge piece of content.

### **Part 3: Learning Targets**

Complete the table:

1. Read what you wrote in Part 2.
2. Using these pieces of learning, write clear learning targets for your standard and corresponding objectives. Chapter 3 details how to write learning targets. Here are my additional rules:
  - Learning Targets must begin with “I can” or a strong verb. Consider Bloom’s taxonomy verbs if you need inspiration: <https://tips.uark.edu/blooms-taxonomy-verb-chart/>
  - Using “knows” or “understands” in your Learning Targets is forbidden. These are not strong verbs.
  - Your Learning Targets must be in student language - consider the age of your future students.
3. You must have a minimum of 10 learning targets. If you can’t write that many at this point, choose an additional standard. You can add rows as needed.
4. In the last column, fill in the type of assessment method that would be the best match for your target, using the chart on page 94 to help you, there are 4 choices.

### **Part 4: Formative Assessment**

First, complete the table:

1. This is your Assessment Blueprint, which is first discussed in Chapter 5. Read Part 3 and choose a group of learning targets that you will assess for this project.
2. Then, decide what percentage of the formative assessment will represent each learning target. The Assessment Blueprint should help you determine rubric design and/or points if this is graded.
3. Write a brief description of your formative assessment, answering the following questions.

- a. What kind of formative assessment are you using for this group of learning targets?
  - b. How will this work within your classroom?
  - c. How long will it take to administer?
  - d. What do you want to get out of it?
  - e. How are you going to use this information?
4. Create your formative assessment and paste it into the template. You are allowed to be inspired by things you find online but you are not allowed to use anything you find. Please cite your sources using APA formatting.

#### **Part 5: Summative Assessment**

First, complete the table:

1. This is your Assessment Blueprint, which is first discussed in Chapter 5. Read Part 3 and choose a group of learning targets that you will assess for this project.
2. Then, decide what percentage of the summative assessment will represent each learning target. The Assessment Blueprint should help you determine rubric design and/or points.
3. Write a brief description of your summative assessment, answering the following questions.
  - a. Explain what kind of summative assessment you are using for this group of learning targets.
  - b. How will this work within your classroom?
  - c. How long will it take to administer?
  - d. What do you want to get out of it?
  - e. How are you going to use this information?
4. Create your summative assessment and paste it into the template. You are allowed to be inspired by things you find

online but you are not allowed to use anything you find. Please cite your sources using APA formatting. Use the table below to help you with required elements:

If you choose a paper/pencil assessment <b>you must have the following:</b>	If you create a performance assessment <b>you must have the following:</b>
<p><b>Questions:</b> you should consider: item quality, taxonomic level of items, formatting of the assessment for ease of readability by a potential student, organization of the items, using learning targets on the assessment to show clear alignment, and giving appropriate point values to items to denote item importance.</p>	<p><b>The Performance Task:</b> Clearly written directions for the performance task using one of the templates we discussed in class. Teacher directions and directions for the student along with any context that is needed.</p>
<p><b>A Scoring Key:</b> this consists of an answer key with number of points per question and/or rubrics for written response questions.</p>	<p><b>A Rubric:</b> Create a detailed rubric for your assessment. You can create a holistic or analytic-trait rubric depending on your standard.</p>

### CBA Rubric for Parts 1-3

Criteria	Accomplished (100)	Proficient (85)	Developing (75)	Not Submitted
<b>Selection of Standard/ Objectives</b>  (5 points total)	The selected standard (and objectives if appropriate) is broad and also focuses on higher-level thinking.	A standard is selected that is broad enough for the student to be able to create a summative assessment and a formative assessment.	The teacher candidate selects a standard from their set of curriculum standards.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points
<b>Classification of Standard and Objectives</b>  (5 points total)	The standard and objectives are classified using the level of thinking required (Knowledge, Reasoning, Skill, or Product). A strong rationale is written to justify the classification of the Standard and Objectives.	The standard and objectives are classified using the level of thinking required (Knowledge, Reasoning, Skill, or Product). An adequate rationale is written to justify the classification of the Standard and Objectives.	A brief rationale for the classification of the standards and objectives is provided.	This component was not submitted
	5 points	4.25 points	3.5 points	0 points
<b>Table of Specifications</b>  (20 points total)	The Standard and Objectives are <u>fully</u> deconstructed into all of the essential content (aka. learning) that a student would need to master in order to meet the Standard and Objectives.  For example, if the Standard or Objectives are classified as Reasoning, content is in the Knowledge and Reasoning column. If the Standard or Objective is classified as a Skill, content is present in the Knowledge, Reasoning, and Skill columns.	The Standard and Objectives are <u>adequately</u> deconstructed into all of the essential content (aka. learning) that a student would need to master in order to meet the Standard and Objectives.	The Standard and Objectives are minimally deconstructed. Some extra work is needed to completely deconstruct the standard.	This component was not submitted.

	20 points	17 points	15 points	0 points
<b>Learning Targets</b>  (20 points total)	The content deconstructed in Part 2 forms the framework for the creation of student-friendly Learning Targets. A minimum of 7 student-friendly learning targets that are clearly aligned with the standard/objectives are written, classified, and an assessment method is chosen.	A minimum number of student-friendly Learning Targets are written that align with the standard and objectives selected.	Learning Targets are written that use elevated language and/or need to be simplified and focused.	This component was not submitted.
	20 points	17 points	15 points	0 points

**CBA Rubric for Part 4: Formative Assessment**

<b>Criteria</b>	<b>Accomplished (100)</b>	<b>Proficient (85)</b>	<b>Developing (75)</b>	<b>Not Submitted</b>
<b>Alignment</b>  (5 points total)	The formative assessment is extensive in covering the selected standard and objectives. Components of the formative assessment are clearly aligned to the learning targets and the appropriate type of assessment method is chosen.	The formative assessment is aligned to the standard, objectives, essential content, learning targets, and assessment method for those targets.	The formative assessment created minimally aligns to the foundational work in Parts 1-3.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points
<b>Formative Assessment Design &amp; Evaluation</b>  (15 points total)	The teacher candidate uses the learning targets and essential content to create their formative assessment. The design of the formative assessments will provide clear evidence about student learning related to the target. The formative assessment is carefully designed to elicit quality student	The teacher candidate somewhat uses the learning targets and essential content to create their formative assessment. The formative assessment is designed to assess student learning in relation to the learning targets.	The teacher candidate creates a formative assessment.	This component was not submitted.



	responses. There is a detailed plan for how student achievement will be evaluated on the formative assessment. Expected student outcomes for each formative assessment focus on the evidence that students will produce related to the learning target.			
	15 points	12.75 points	11.25 points	0 points

**CBA Rubric for Part 5 *If you create a paper/pencil assessment***

<b>Criteria</b>	<b>Accomplished (100)</b>	<b>Proficient (85)</b>	<b>Developing (75)</b>	<b>Not Submitted</b>
<b>Alignment and Assessment Overview</b>  (5 points total)	<p>The Content Based Summative Assessment that is created is extensive in covering the selected standard and objectives. Components of the Content-Based Summative Assessment are clearly aligned to the learning targets and the appropriate type of assessment method is chosen.</p> <p>The overview contains thorough background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.</p>	<p>The Summative Content Based Assessment is aligned to the standard, objectives, essential content, learning targets, and assessment method for those targets.</p> <p>The overview contains adequate background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.</p>	<p>The assessment is minimally aligned to the foundational work in Parts 1-3.</p> <p>The assessment overview contains a brief description of the assessment and context.</p>	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points
<b>Assessment Blueprint</b>  (5 points total)	The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of	The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%.	The assessment blueprint minimally reflects the intent of the assessment.	This component was not submitted.

	100%. Consideration is given to the amount of content covered on the summative assessment with regard to the weights in the blueprint.			
	5 points	4.25 points	3.5 points	0 points
<b>Content Based Assessment</b> (20 points total)	Careful consideration has been given to covering both breadth and depth. Selected response and written response items are carefully constructed to align with the content. For each item, the format is selected based on the content. Criteria for scoring items are included (i.e. an Answer Key). Best practice is utilized when designing the summative assessment (see Chappuis text). The assessment is well designed, neat, and easy to understand.	Items are carefully constructed to align with the content. For each item, the format is selected based on the content. Criteria for scoring items are included (i.e. an Answer Key). An appropriate number of items are created.	Items are constructed to align with the content.	This component was not submitted.
	20 points	17 points	15 points	0 points

**CBA Rubric for Part 5 *If you create a performance assessment***

<b>Criteria</b>	<b>Accomplished (100)</b>	<b>Proficient (85)</b>	<b>Developing (75)</b>	<b>Not Submitted</b>
<b>Alignment and Assessment Overview</b>  (5 points total)	The Performance Summative Assessment that is created is extensive in covering the selected standard and objectives. Components of the Performance Summative Assessment are clearly aligned to the learning targets and the appropriate type of assessment method is chosen.  The overview contains thorough background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.	The Summative Content Based Assessment is aligned to the standard, objectives, essential content, learning targets, and assessment method for those targets.  The overview contains adequate background information about the assessment including what instruction would precede this assessment and what student outcomes are expected.	The assessment is minimally aligned to the foundational work in Parts 1-3.  The assessment overview contains a brief description of the assessment and context.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points
<b>Assessment Blueprint</b>  (5 points total)	The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%. Consideration is given to the amount of content covered on the summative assessment with regard to the weights in the blueprint..	The assessment blueprint includes the learning targets being assessed (from Part 3), the appropriate assessment method for each target, and the weight (percentage) for each target out of 100%.	The assessment blueprint minimally reflects the intent of the assessment.	This component was not submitted.
	5 points	4.25 points	3.5 points	0 points

<b>Performance Task</b>  (10 points total)	For the Performance Assessment, the <i>task</i> is carefully designed to engage the student in an authentic activity and attends to target alignment, authenticity, choice, and appropriate level of scaffolding. One of the models presented in class is used. Best practice is utilized when designing the summative assessment (see Chappuis text). Its is clear to the reader what the student will demonstrate and there is an example of what the teacher should expect (answer key) from each student.	For the Performance Assessment, the <i>task</i> attends to target alignment, authenticity, choice, and appropriate level of scaffolding. Its is clear to the reader what the student will demonstrate.	For the Performance Assessment, the <i>task</i> is designed to engage the student.	This component was not submitted.
	10 points	8.5 points	7.5 points	0 points
<b>Rubric</b>  (10 points total)	The <i>rubric</i> is comprehensive and contains clear and precise language that enables the evaluator to assess and distinguish various levels of performance. The rubric point values align to the assessment blueprint.	The <i>rubric</i> enables the evaluator to assess and distinguish various levels of performance.	A rubric is included.	This component was not submitted.
	10 points	8.5 points	7.5 points	0 points

