

# *Mastering the Art of Teaching*

## **Learning Project: Designing**

## **Standards-Based Unit/Assessment**

## **Cycle I**

**The following standards and indicators are pertinent to the assessment assignment.**

### **KENTUCKY TEACHER STANDARDS:**

#### **STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT**

**KNOWLEDGE**-The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

**1.1 Communicates concepts, processes, and knowledge.**

**1.2 Connects content to life experiences of student.**

**1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.**

**1.4 Guides students to understand content from various perspectives.**

**1.5 Identifies and addresses students' misconceptions of content.**

#### **STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

**2.1 Develops significant objectives aligned with standards..**

**2.2 Uses contextual data to design instruction relevant to students.**

**2.3 Plans assessments to guide instruction and measure learning objectives.**

**2.4 Plans instructional strategies and activities that address learning objectives for all students.**

**2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.**

#### **STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES**

**INSTRUCTION**-The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.**

**4.2 Implements instruction based on diverse student needs and assessment data.**

**4.5 Implements and manages instruction in ways that facilitate higher order thinking.**

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES**

**LEARNING RESULTS-**The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**5.1 Uses pre-assessments.**

**5.2 Uses formative assessments.**

**5.3 Uses summative assessments.**

**5.4 Describes, analyzes, and evaluates student performance data.**

**5.5 Communicates learning results to students and parents.**

**5.6 Allows opportunity for student self-assessment.**

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND**

**LEARNING-**The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

**7.1 Uses data to reflect on and evaluate student learning.**

**7.2 Uses data to reflect on and evaluate instructional practice.**

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS-**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**8.1 Identifies students whose learning could be enhanced by collaboration.**

**8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.**

**8.3 Implements planned activities that enhance student learning and engage all parties.**

**8.4 Analyzes data to evaluate the outcomes of collaborative efforts.**

**Objectives:**

Upon completion of this lesson the candidate will:

- Apply Bloom's taxonomy of cognitive objectives.
- Write learning objectives at appropriate DOK levels for a unit of study.
- Design a Table of Specifications for a unit of study.
- Create test items to measure specific objectives.
- Create relevant and fair multiple-choice items.
- Create open-response items with scoring guides.

- Create a performance assessment and rubric.
  - Apply learning by creating a rigorous classroom assessment.
  - Evaluate learning.
- 

### **Background:**

This assignment is intended to provide the candidate with the knowledge and skills to design a valid, reliable and rigorous assessment of a unit of study focused on Kentucky Teacher Standards I, II, IV, V, VII and VIII. This assignment requires the candidate to identify a unit of study and write objectives for the unit in terms of Bloom's Taxonomy of Cognitive Objectives. An introduction to Bloom's Taxonomy can be found at [website #1](#). A more in-depth look at Bloom's Taxonomy can be found at [website #2](#).

Information used as a foundation for the development of Kentucky's Education Reform Act included research-based ideas on the value of higher order thinking and questioning to improve student achievement. Clearly, the candidate will need to investigate Bloom's Taxonomy before writing measurable objectives and creating a valid classroom assessment to measure all objectives.

### **Overview:**

**Cycle I:** Carefully follow the **seven** step-by-step activities to create a valid, reliable, classroom assessment for a unit of study. Then self-assess the module with the rubric provided.

**Cycle II:** Administer pre-assessment items identified from Cycle I. Using the lesson plan template; develop lesson plans that address the unit objectives. Teach the lessons; administer formative assessments and the summative assessment. Analysis of the teaching and learning will conclude the module.

### **CYCLE I: SCHEDULE OF ACTIVITIES**

---

#### **Activity #1**

**Due Date(s): 1/31/2010 Steps 1-4 submitted; 2/14/2010 All Steps of Activity 1**

#### **Readings/Research:**

- [Bloom's Taxonomy of Educational Objectives](#)

- Thompson, Julia G., (2002). *First-Year Teacher's Survival Kit*, San Francisco, CA; Jossey-Bass
- [Combined Curriculum Document - based on Core Content version 4.1. \(Academic Expectations, Program of Studies, and Core Content for Assessment\)](#)
- DOK  
<http://education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/core+content+for+assessment/core+content+for+assessment+4.1/content+specific+core+content+for+assessment+dok+support+materials.htm>
- [http://www.lth3.k12.il.us/inquiryhouse/Essential\\_Questions.htm](http://www.lth3.k12.il.us/inquiryhouse/Essential_Questions.htm)

## Topics:

**1. Goals of Assessment:** the role of measurement and assessment in teaching; instructional goals and objectives; validity; reliability and other desired characteristics of classroom assessment.

**2. Tying assessment to instruction:** focus on academic concepts rather than learning processes; Bloom's cognitive domains of learning; selecting appropriate goals and instructional objectives.

**Complete steps 1-4 using the [Instructional Unit Design Template](#).**

### Step 1:

Identify, in consultation with your school mentor, the Big Idea for the instructional unit to be developed. It must be appropriate for the grade level and content area in which you are teaching.

List:

- Unit Title
- Grade level of students
- Duration (length) of instruction (e.g., 2 weeks)

### Step 2:

List the Big Idea, Academic Expectation, Program of Studies Understandings and Core Content (DOK) to be taught in the instructional unit. Think carefully about what you want your students to know and be able to do. **List only the Kentucky standards (Big Idea, AE, POS, CC) you plan to assess/target.**

### Step 3:

Write the **general goal statement(s)** showing what **you** want students to learn as a result of the unit. (Review standards from step 2) Develop high order **Essential Questions** that will guide students' thinking/inquiry throughout the unit.

#### Step 4:

Identify five concepts based on the identified standards (POS, CC) from step 2. See [Appendix I for examples](#). Submit Steps 1-4 to your instructor for approval.

*Steps 1-4 due 1/31/2010*

.....  
**After approval of Steps 1-4 by your instructor, continue using the Instructional Unit Design Template to complete Step 5**

#### Step 5:

Write at least one objective for each of the six levels of Bloom's Taxonomy of Cognitive Objectives. This requires that you distinguish the meaning of the six levels and understand that objectives require an action verb. They represent an observable behavior that you can evaluate. Use the verbs listed at the following website: [Applying Bloom's Taxonomy](#). You will use all six of Bloom's cognitive levels in writing your objectives (you will have 6-12 objectives). Each objective will address one of your five concepts measured at one of Bloom's cognitive levels. Objectives should be written at a DOK level corresponding to the standard. Code each objective with the corresponding Core Content and Concept numbers.

Check step 5--Did you?

- Include five concepts from your instructional unit.
- Use the appropriate "Bloom's verb" in the objective to indicate the cognitive level expected.
- Use only one action verb per objective.
- Use DOK levels appropriate to the standard.

#### Step 6:

Use the scoring rubric to ensure you score a 4. Submit Activity #1 with the self-scored rubric to your instructor for review by **2/14/2010** before proceeding with Activity #2.

---

#### Activity #2

**Due Date: 2/21/2010**

#### Readings/Research:

- [Create The Test Specifications](#)
- **Appendix #2 (Sample Test Blueprint)**

**Topics:** Assessments are used to determine students' prior knowledge (pre-test) and to determine whether or not students have met the unit objectives (summative).

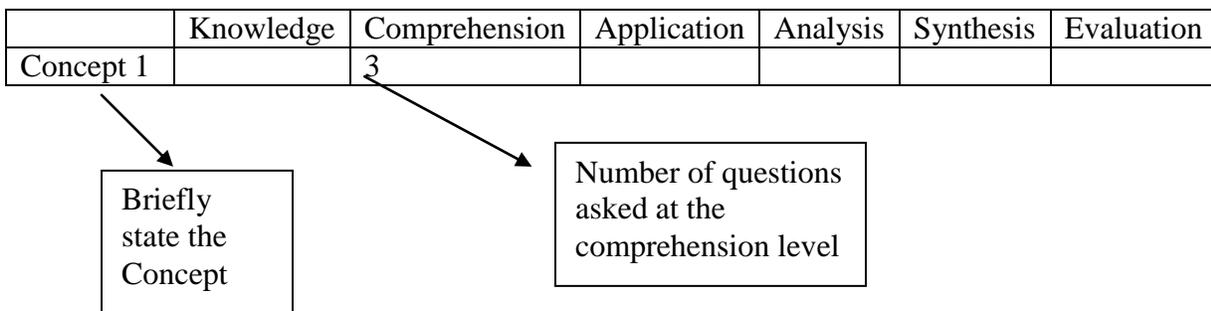
**The Table of specifications assures the content validity of your assessment.**

**Step 1:** Create a table of specifications (test blueprint) for your classroom assessment that will include questions assessing prior (pre) and acquired (summative) knowledge. Begin by placing the identified concepts from Activity 1 Step 4 down the left hand column and list Bloom’s cognitive levels across the top from lowest (knowledge) to highest (evaluation).

**Step 2:** Determine the number of questions to be asked for each concept and at what level of Bloom’s. Enter the number of questions in the table. Note: You *do not have to have a test item for every cell*. **The level chosen to measure a concept will be determined by your objectives.** If the objective states that the student will be able to analyze (or other Bloom’s verb that is at the level of analysis) Concept 1, then you must have a test item that measures Concept 1 at the analysis level. You must have at least one item in each of the cognitive categories. This makes sense because you wrote at least one objective in each of the six cognitive categories.

**Step 3:** The test blueprint will indicate 23 items: 19 multiple-choice and 1 interpretive multiple-choice (total 20 mc), 2 open-responses and 1 performance event.

*AT THIS POINT, your blueprint will only show Concepts and the projected number of items for each. **After** the items are written (in Activities 3, 4 and 5) you will return to the Table of Specifications and add, in parentheses, the test item numbers to confirm that your test items match your Table of Specifications. You will also identify at least 1 question for each Concept that will be used as a pre-assessment item with an asterisk.*



**Step 4:** Use the scoring rubric to ensure a score of 4. Submit Activity #2 with the self-scored rubric to your instructor for review/feedback **by 2/21/2010**

---

## Activity #3

**Due Date: 2/28/2010**

### Readings and Research:

- [Designing and Managing MCQ's \(Multiple Choice Questions\)](#)
- [Kentucky Department of Education \(KDE\)](#)
- [What Questions do you have regarding Assessment?](#)
- [Kentucky Department of Education \(KDE\)](#) Visit the KDE website and do a search for released items for Kentucky's Commonwealth Accountability Testing System.

### Topics:

**1. Multiple-choice items:** characteristics of multiple-choice items, advantages and limitations, evaluating stems of multiple-choice items, evaluating their alternative answers, avoiding and correcting defects in items.

**2. Interpretive exercises:** Use of interpretive exercises in measuring complex achievement, advantages and limitations of interpretive exercises, suggestions for constructing them.

**Interpretive exercises** are difficult to write but they extend the use of multiple-choice items (and the advantage of reliable scoring) to the measurement of higher order thinking skills. You will find interpretive exercises in many of the standardized tests that you have taken (e.g., PLAN, EXPLORE, ACT, GRE) and will take (Praxis II, specifically, the Principles of Learning and Teaching test that will contain questions on some of the content of this module.) This is an important type of test item with which you should become familiar.

### Step 1:

Create/construct 19 multiple-choice items to measure **your** identified objectives from Activity 1, Step 5. **Each item should be keyed to the Table of Specifications. Do not** use manufactured, text test items for your assessment. **Test items must be original.**

Note: The 19 multiple-choice questions **must** address the first 4 levels of Bloom's taxonomy.

### Step 2:

Write at least 1 multiple-choice interpretive exercise. Remember interpretive exercises are a means of assessing higher order cognitive skills. Be sure to include this item in the Table of Specifications. Note: This question **must** address one of the top 3 levels of Bloom's taxonomy.

- [Example \(Performance Assessment for Science Teachers\)](#)

**Step 3:**

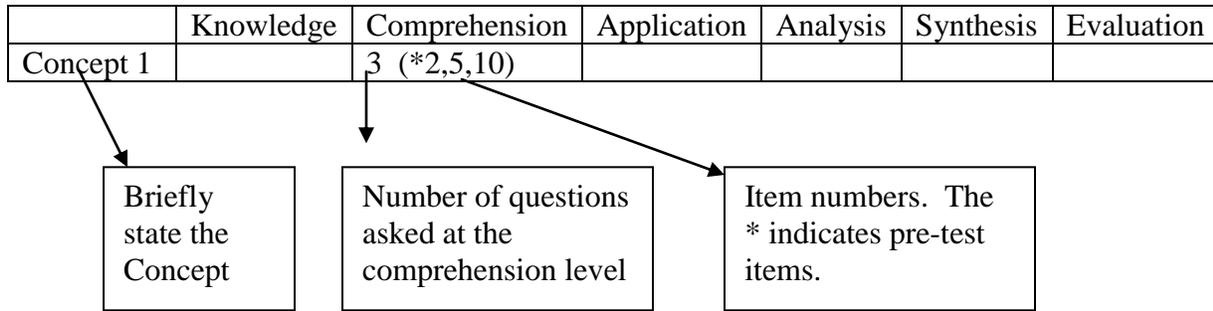
Provide clear directions for the multiple-choice portion of your assessment. In addition, prepare a scoring key for the 20 item multiple-choice test.

**Step 4:**

Return to the test blueprint and add item numbers in parentheses.

**Step 5:**

From the 19 multiple-choice questions, select at least one for each Concept to be used as a pre-assessment. Indicate each pre-assessment item with an asterisk.



Use the scoring rubric to ensure a score of 4. Submit Activity #3 with the self-scored rubric to your instructor for review/feedback by **2/28/2010**

---

**Activity #4**

**Due Date for both Activities 4 & 5: 3/14/2010**

- Thompson, Julia G., (2002). *First-Year Teacher's Survival Kit*, San Francisco, CA; Jossey-Bass (Section 8, p. 221-249)
- [Designing Open-response Questions](#)

**Topics:**

1. **Open-Response:** characteristics of 5 types of open-response questions, constructing higher level open response questions, developing scoring criteria, suggestions for scoring open-response questions.

**Step 1:** Using the same unit of study, create two (2) different types of open-response items. Identify and label each type of open-response question. [Designing Open-response Questions in the Classroom](#).

Use Bloom's Taxonomy to indicate the cognitive level expected. (These questions should measure "higher-order" thinking.)

**Step 2:** Design a scoring guide specific to each question using qualitative and quantitative descriptors.

**Step 3:** Return to the blueprint and indicate the item numbers for the open-response questions.

**Step 4:** Use the scoring rubric to ensure a score of 4. Submit to your instructor (along with Activity 5).

---

## Activity #5

**Due Date: 3/14/2010**

### Readings/Resources:

- Thompson, Julia G., (2002). *First-Year Teacher's Survival Kit*, San Francisco, CA; Jossey-Bass
- [The Definition of Performance Assessment](#)
- [Alternative/Performance-Based Assessment](#)
- [How to Develop A Standards Based Unit; Culminating Performance](#)

### Topics:

1. **Performance-based assessments:** characteristics of performance-based assessment tasks, constructing performance-based tasks, developing scoring criteria (rating scales and checklists), principles of effective rating.
  - **On-demand:** purpose, guidelines, evaluation criteria (The Analytical Scoring Guide, KDE)
  - **Other:** creating a product, design, Web Quest, write a song, creative performances
  - **Writing Portfolios:** purposes, strengths and weaknesses, guidelines for portfolio entries, evaluation criteria (The Analytical Scoring Guide, KDE), and portfolio construction.

**Step 1:** Using the same unit of study, create one (1) performance assessment to measure learning. Include the knowledge and thinking skills (Bloom's cognitive level) that will be required for the student to complete the task. Develop and submit clear and concise **student directions** for completion of the performance task.

**Step 2:** Design a **rubric** for the performance. Both qualitative and quantitative descriptors should be included.

Note: Use the broad definition of performance-based assessment. Suggestions: music students may play a solo piece--what directions would you give and what scoring rubric would you use (design)? A physical education student might perform a set of tasks--what rubric would you use to evaluate the performance? Perhaps you want to design a paper and pencil performance task--again you develop the rubric. Perhaps you want to assign a "portfolio," if so, define pieces that you expect to see in the portfolio and design the rubric for scoring.

**Step 3:** Return to the blueprint and indicate the item number for the performance assessment.

**Step 4:** Use the scoring rubric to ensure a score of 4. Activity 5, Activity 4, and the self-scored rubric should be submitted to your instructor by **3/14/2010**

---

### **Activity 6:**

**Due Date: 3/21/2010**

Attach a Bibliography for this project: A list of books and other source materials used in completing the project should be included. This Bibliography should be in American Psychological Association (APA) style and should include at least six references.

Examples of APA style:

- [example #1](#)
- [example #2](#)

---

### **Activity 7:**

**Due Date: 3/21/2010**

Submit the **completed Cycle I Assessment Assignment** with the **self-scored rubric** to your University instructor.

---

## ***APPENDIX #1(Example 1)***

***Please do not limit yourself to the following list. These examples are intended to clarify how you might identify concepts based on KY Standards***

### **Social Studies**

1. Rights and responsibilities of American citizens
2. Rights and responsibilities of voting
3. Views of political parties
4. Political campaign procedures
5. Current American societal problems

### **Science**

1. Chemical reactions
2. Balanced chemical equations
3. Law of definite proportions
4. Catalysts in chemical reactions
5. A variety of graphs can be used for a variety of purposes

### **Business**

1. Spreadsheets require use of specific terminology
2. Spreadsheet applications utilize formulas.
3. Dynamic forms can be used for a variety of tasks.
4. Graph construction requires use of appropriate components.
5. A variety of graphs can be used for a variety of purposes.

### **Math**

1. Systems of linear equations.
2. Three possible solutions of systems of linear equations.
3. A variety of problems can be modeled using a system of linear equations.
4. Graphing to solve a system of linear equations.
5. Algebraic methods for solving a system of linear equations.

### **Arts and Humanities**

1. All performances contain key elements.
2. Different performances require different stages
3. Performances can take many forms.
4. Script construction based on knowledge of dramatic elements.
5. There are many different careers in the performing arts.

### **English**

1. Understanding the elements of poetry.
2. Literary devices are used in the development of poetry.
3. Poetry can mirror human experiences.
4. Poetry can be used as a model for creating new poetry.
5. Poetry has an effect on history.

## **APPENDIX #1(Example 2)**

*Please do not limit yourself to the following list. These examples are intended to clarify how you might identify concepts based on Kentucky Standards.*

### **Health and PE**

Muscular strength----Muscular endurance----Flexibility----Body composition----  
Health triangle

Goal setting----Coping strategies----Conflict prevention strategies----Interpersonal  
conflicts----Collaboration skills

### **Dance**

Space----Time----Rhythm----Force----Elevation----Landing

### **Spanish**

Numbers----Expressions----Greetings----Alphabet----Colors

Gender----Cognates----Formal pronouns----Informal pronouns----Hispanic culture  
in the United States

### **Social Studies**

Culture and daily life----Growth of science----European Exploration----Reasons  
for exploration----Impact of exploration

English Revolution----American Revolution----French Revolution----Industrial  
Revolution----Enlightenment----Influence on thought, government, people,  
science and economy

Different forms of government----Economic organizations----Foundation of  
American Government----U.S. Constitution----Articles of Confederation

Causes of the United States Civil War----Differences between the North and  
South----Role of minorities----Reconstruction----Lasting results of U.S. Civil War  
and Reconstruction

### **Science**

Graphing----mass----volume and length of matter----problem solving----Scientific  
Method----systems of measurement

Chemical properties and bonding----interaction of atoms----molecular structure----  
states of matter----chemical reactions

Acceleration----air resistance----circular motion----conservation of momentum

Types of waves----wave frequency----wave intensity----wave interference----wave velocity

Energy and disorder----stoichiometry----enthalpy----entropy----Gibb's Free Energy---Hess' Law

### **Math**

Linear equations----inequalities----functions----one-variable equations----two-variable linear equations----linear equations related to formulas, tables, graphs

Represent geometric figures and properties using coordinates----slope----distance----midpoint----reflections----translations----rotations----dilations----vectors

Statistics----curve fitting----statistical models----use and misuse of statistics----sampling techniques----standard deviation

### **Reading**

Formulating opinion----purposes of persuasion----persuasion techniques----propaganda techniques----appropriateness of an argument

Text features----format----cause and effect----repetition----comparison and contrast----sequence

### **Writing**

Paragraph forms----new story----descriptive----narrative----expository----persuasive

Narrowing a topic----establishing a purpose----identifying the audience----choosing a form----organizing ideas

### **Business**

Team skills----diverse workplace----conventional workplace----group dynamics----facilitation skills

Time management----work priorities----scheduling----assisting others----fulfilling responsibilities

Goods and services----price----competition----productivity----supply and demand--economic systems

**APPENDIX #2**  
**Classroom Assessment Project**  
**Table of Specifications**

Concept	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Spreadsheets require use of specific terminology.	3 (Items 1*, 5*, 15*)					
Spreadsheet applications utilize formulas.		3 (Items 2*, 13, 18*)	3 (Items 6*, 7, 10)			
Dynamic forms can be used for a variety of tasks.		1 (Item 12*)		3 (Items 14, 20, 22-OR)	1 (Item 23-PE)	
Graph construction requires use of appropriate components.	2 (Items 3*, 8*)			4 (Items 11, 16, 17-IMC, 19)		
A variety of graphs can be used for a variety of purposes.		2 (Items 4, 9*)				1 (Item 21-OR)

\* Indicates pre-test items

Total 23

RUBRIC FOR DESIGNING STANDARDS-BASED UNIT/ASSESSMENT PROJECT CYCLE 1

Content	Level 1 - 1 Point	Level 2 - 2 Points	Level 3 - 3 Points	Level 4 - 4 Points
<p><b>Activity #1</b></p> <p><b>Step #1 Unit Title, Duration and Purpose of Assessment</b></p> <p><b>Steps #2 &amp; #3</b></p> <p><b>Standards, Goals &amp; Essential Questions</b></p> <p><b>Steps #4 &amp; #5</b></p> <p><b>Concepts and Objectives</b></p>	<p>Incomplete unit. No elements or incorrect information.</p> <p>Standards listed may be incomplete. The goal statement(s) demonstrates unclear connection with standards or is missing. Essential questions are missing, unrelated or lower level.</p> <p>One to two concepts are linked to the identified KY standards. There are major errors in the link between Objectives and Concepts. Fewer than 6 or more than 12 objectives are present. Most or all of the Objectives may contain more than one action verb and show limited evidence of Bloom's cognitive levels. There is limited or no evidence of DOK levels.</p> <p>Activity is not completed in a timely manner.</p>	<p>Incomplete unit. One element present.</p> <p>Standards listed may be incomplete. The goal statement(s) shows a basic awareness of connection between the standard and the statement. Essential questions may have minor flaws (open ended or higher order) and demonstrate a basic connection to the goal statement and standards.</p> <p>Three to four concepts are linked to the identified KY standards. There are some gaps in the link between Objectives and Concepts. Six to 12 objectives are present. Some of the Objectives may contain more than one action verb and some verbs are appropriate to the cognitive level. One-Three of Bloom's cognitive levels are addressed in the objectives. The appropriate DOK level for the standard(s) are evident in some of the corresponding objective(s)</p> <p>Activity completed in a timely manner</p>	<p>Incomplete unit. Two elements are present.</p> <p>Standards listed include Academic Expectation, Program of Studies, Core Content with DOK and Big Idea. The goal statement(s) connects to the standards and adequately states what you want students to learn as a result of this unit. Essential questions are open ended, higher order and reflect the goal statement and standards.</p> <p>All five concepts are linked to the identified KY standards. Objectives are linked to a Concept. Six to 12 objectives are present. One action verb (Bloom's) is used for each objective and most verbs are appropriate to the cognitive level. Four to Five of Bloom's cognitive levels are addressed in the objectives. The appropriate DOK level for the standard(s) are evident in most of the corresponding objective(s).</p> <p>Activity completed in a timely manner</p>	<p>Complete unit title, age-grade/duration of unit (3 elements present).</p> <p>Standards listed include Academic Expectation, Program of Studies, Core Content with DOK and Big Idea. The goal statement(s) clearly connects to the standards and concisely states what you want students to learn as a result of this unit. Essential questions are open ended, higher order and thoroughly reflect the goal statement and standards.</p> <p>All five concepts are tightly linked to the identified KY standards. Each Objective is tightly linked to a Concept. Six to 12 objectives are present. One appropriate action verb (Bloom's) is used for each objective, and reaches the intended cognitive level. There is at least one precise objective for each of Bloom's six cognitive levels. The appropriate DOK level for the standard(s) are evident in all of the corresponding objective(s)</p> <p>Activity completed in a timely manner</p>

<p><b>Activity #2</b> Test Blueprint</p>	<p>The Table of Specifications contains five concepts from the content taught in the unit. Bloom's levels are listed across the top. At least five concepts from the content are listed but there is LITTLE or NO match between the objectives and the Table of Specifications. Few levels of Bloom's have one test item. Some concepts may not have a test item</p> <p>Activity is not completed in a timely manner.</p>	<p>The Table of Specifications contains five concepts from the content taught in the unit. Bloom's levels are listed across the top of the Table The Table of Specifications reflects some of the objectives. Some of the questions that measure each concept at each cognitive level are indicated. The total number of items is NOT indicated or is not accurate (23). Some levels of Bloom's have at least one test item.</p> <p>Activity completed in a timely manner</p>	<p>The Table of Specifications contains five concepts from the content taught in the unit. Bloom's levels are listed across the top of the Table The Table of Specifications reflects the objectives for most concepts. The number of questions that measure each concept at each cognitive level is indicated.. The total number of items is indicated. Most levels of Bloom's and most or all concepts have at least one test item.</p> <p>Activity completed in a timely manner</p>	<p>The Table of Specifications contains five concepts from the content taught in the unit. Bloom's levels are listed across the top of the Table. The Table accurately reflects the objectives identified for each Concept. The number of questions that measure each concept at each cognitive level is indicated. The total number of items (23) is indicated. There is at least one test item for each level of Bloom's and each Concept.</p> <p>Activity completed in a timely manner</p>
<p><b>Activity #3</b> Multiple-Choice Items (20)</p>	<p>The items are not well written. No answers are provided. There is no connection between the Table of Specifications and the test items or the unit objectives. The nineteen MC questions address the first two levels of Bloom's. The interpretive MC question is written at the knowledge or comprehension level of Bloom's. Pre-assessment items not indicated are indicated for less than 3Concepts.</p> <p>Activity is not completed in a timely manner.</p>	<p>Some of items are original, clear and concise; some items are tied to the unit objectives. Some errors in provided answers. Student directions are limited. The nineteen MC questions address the first two levels of Bloom's. The interpretive MC question is written at the application level of Bloom's. There is some connection between the Table of Specifications and the items. Pre-assessment items indicated but two Concepts are not assessed.</p> <p>Activity completed in a timely manner</p>	<p>Most of the items are original, clear and concise, tied to the unit objectives and answers are provided. Clear student directions are provided. Minor errors in verb usage. Nineteen MC questions address the first three levels of Bloom's. The interpretive MC is written at one of the top three levels of Bloom's. Most test items are reflected in the Table of Specifications. Pre-assessment items indicated for most Concepts.</p> <p>Activity completed in a timely manner</p>	<p>All of the items are original, clear and concise and tied to this unit's objectives; answers are provided. Clear student directions are included. Nineteen multiple-choice items are appropriately written at the first four levels of Bloom's. At least One interpretive multiple- choice item is included and is accurately written at one of the top three levels of Bloom's. All test items are precisely reflected in the Table of Specifications. Verb use is accurate. There is at least one pre-assessment item indicated for each concept- indicated with an asterisk</p> <p>Activity completed in a timely manner.</p>
<p><b>Activity #4</b> Open-Response Items (Restricted-Response Essay)</p>	<p>Two open-response items are attempted. Labels and/or types are inaccurate. Questions fail to measure Bloom's higher cognitive levels. The items do NOT match the Table of Specifications and/or objectives. Scoring guides are missing or minimal.</p>	<p>There are two open-response questions are written. Labels or types make contain some flaws. The items are basic. One question isn't written at a higher level of Bloom's. The items partially match the Table of Specifications and/or objectives. There are gaps in the scoring guides with some</p>	<p>There are two different types of open-response questions. Both types are accurately labeled. The items are adequately written and each measures one of Bloom's higher cognitive levels (reflected in the verb used). The items adequately match the Table of Specifications and objectives.</p>	<p>There are two different types of open-response questions. Both questions are accurately labeled. The items are clearly written and each measures one of Bloom's higher cognitive levels (reflected in the verb used). The items thoroughly match both the Table of Specifications and objectives.</p>

		use of qualitative and quantitative descriptors.	Scoring guides are sufficient and use qualitative and quantitative descriptors.	Scoring guides are thorough and use a variety of qualitative and quantitative descriptors.
<b>Activity #5</b> Performance-Based Assessment	The expected performance is NOT well described. The cognitive level measured is inaccurate. Directions are unclear. The item is included in the Table of Specifications but does not match the cognitive level or identified Concept. The analytical rubric is missing or is minimal. Activity is not completed in a timely manner.	The expected performance is described in general terms. The verb chosen to measure the cognitive level is flawed. Student directions have some gaps. The item is included in the Table of Specifications but either does not match the cognitive level or identified Concept. The analytical rubric contains some errors. Activity completed in a timely manner	The expected performance is well described. The cognitive level measured is clear (reflected in the verb used). Student directions are clear. The item is included in the Table of Specifications and measures the identified Concept at the appropriate level. The analytical rubric is well developed. Activity completed in a timely manner	The expected performance is thoroughly described. The cognitive level measured is clear (reflected in the verb used). Student directions are clear and concise. The item is included in the Table of Specifications and measures the identified Concept at the appropriate level. The analytical rubric includes both qualitative and quantitative measures, is well designed and clearly written. Activity completed in a timely manner
<b>Miscellaneous Properties:</b> A. Internal Consistency Among Objectives, Blueprint, and Test Items B. Test Properties C. Bibliography	There match among objectives, Table of Specifications, and test items is inconsistent.  Inconsistent formatting of items..  Present but not in APA format and/or contains fewer than four references.	The match among the objectives, Table of Specifications, and test items show basic understanding. There are some errors.  Formatting contains minor flaws.  Present but not in APA format and/or contains four references.	The test items successfully match the objectives and the Table of Specifications. The construction is well developed.  Consistent formatting.  Present, in APA format, contains at least five references.	There is an obvious fit (reflected in verb usage) among the objectives, the Table of Specifications, and the test items. The construction is a thing of beauty!  Sophisticated formatting  Present, in APA format, contains at least six references.

Total Points: \_\_\_\_\_ 48 possible + 2 points for self-scored rubric)

Instructor Comments: