

Consider.....

Can you limit this topic to only 3-4 elements at each grade level/course for the simple and 3-4 elements for the complex. If you cannot, the topic may be too broad and you may need to create another (or several) smaller topics. An exception to this might be at the primary grade levels.

The simple elements should be directly related to the complex elements. That is, these elements should represent knowledge that students will need to be proficient in the complex elements.

Consider.....



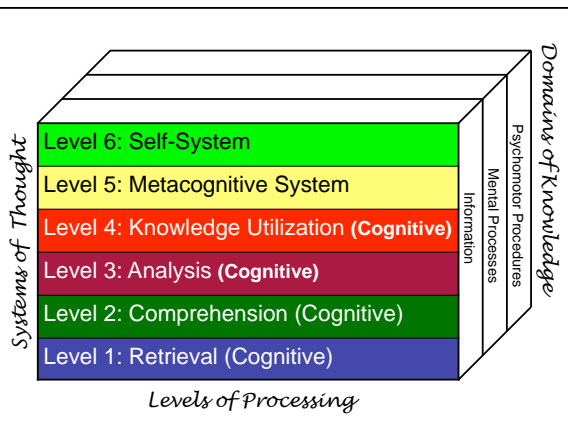
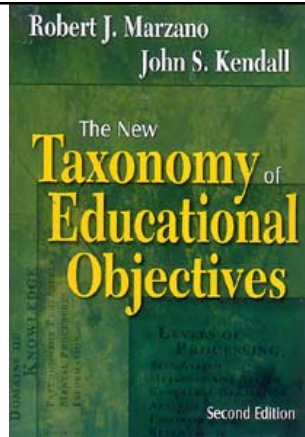
You may have the simple content identified as the complex and need to rethink this or you may need to consider whether the simple elements needs to be the declarative knowledge related to the skill they will be using that is more complex.

Question

How do you decide what is simple and what is complex? What guidelines would you use?

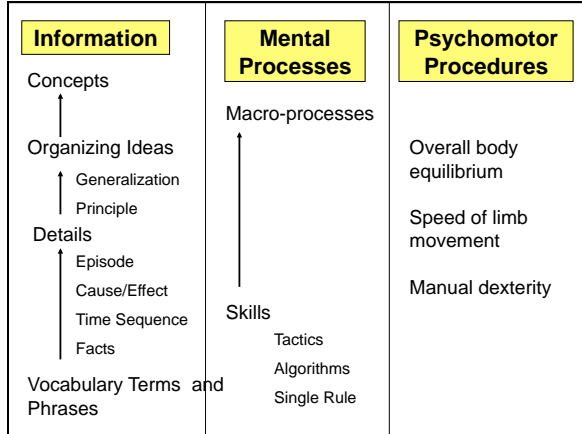
Blooms Taxonomy

Evaluation	Student must present and defend opinions and make judgments about the value of material and methods
Synthesis	Deals with putting together parts to form a new whole
Analysis	Student examines and breaks information down into parts and then uses these parts to interpret and understand its meaning
Application	Student uses an abstract idea, theory, or principal in a new, concrete situation to solve a problem
Comprehension	Requires students to demonstrate an understanding of information
Knowledge	Student recalls simple knowledge of dates, events, places, facts, terms, basic concepts, or answers



New Taxonomy

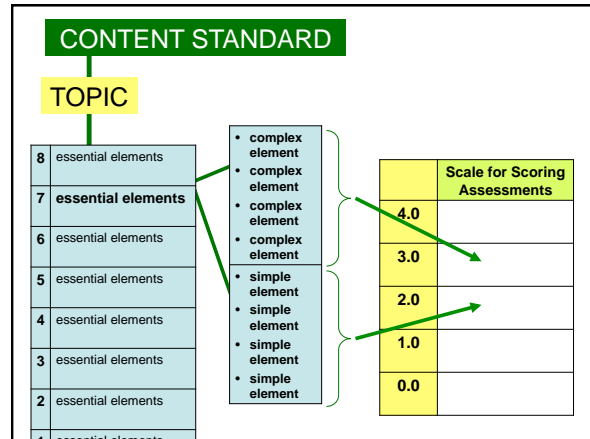
6	Self-System	Addresses attitudes, beliefs, and behaviors that control motivation
5	Metacognitive	Involves setting and monitoring goals
4	Knowledge Utilization	Involves using knowledge to accomplish a specific task
3	Analysis	Involves reasoned extensions of knowledge that require students to make inferences beyond what was directly taught
2	Comprehension	Involves identifying and symbolizing the critical features of knowledge
1	Retrieval	Involves the recognition, recall, and execution of basic information and procedures



Domains of Knowledge

Information	<ul style="list-style-type: none"> Declarative knowledge Hierarchical structure 	<ul style="list-style-type: none"> Organizing Ideas Details Vocabulary
Mental Processes	<ul style="list-style-type: none"> Procedural knowledge Contains information or declarative knowledge Hierarchical structure 	<ul style="list-style-type: none"> Macro-processes (controlled execution) Tactics Algorithms Single rule
Psychomotor Procedures	<ul style="list-style-type: none"> Composed of physical procedures Generally developed without formal instruction 	<ul style="list-style-type: none"> Overall body equilibrium Speed of limb movement Manual dexterity

- ### Reconstituting Standards
1. Unpack the standards and benchmarks.
 2. Identify measurement topics.
 3. Identify the elements for each grade level and/or course for each measurement topic.
 4. Using a scale format, create rubrics for each grade level and/or course for each measurement topic.



Scale for Scoring Assessments	
4.0	In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
3.0	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.
1.0	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

4.0	In addition to Score 3.0 performance, in-depth inferences and application that go beyond what was taught.
3.5	In addition to 3.0 performance, partial success at inferences and applications that go beyond what was taught.
3.0	No major errors or omissions regarding any of the information and/or processes (simple and complex) that were explicitly taught.
2.5	No major errors or omissions regarding the simpler details and processes and partial knowledge of the more complex ideas and processes.
2.0	No major errors or omissions regarding the simpler details and processes but major errors and omissions regarding the more complex ideas and processes.
1.5	Partial knowledge of the simpler details and processes but major errors and omissions regarding the more complex ideas and processes.
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Reconstituting Standards

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2. Identify measurement topics.
3. Identify the elements for each grade level and/or course for each measurement topic.
4. Using a scale format, create rubrics for each grade level and/or course for each measurement topic.
5. Use formative assessment as a means to collect evidence on student learning and to inform instructional practices.

Standard Topics	Ecosystems				Adaptation				Scientific Inquiry				Life Skill	
	1	2	3	4	6	7	8	9	10	11	12	13	Oct 1	Oct 8
Assignments and Assessments														
Students	5												Oct 27	
Ben	3.5	3.5	3.5	3.5	2.5	2.5	3.0	3.0	2.0	2.0	2.0		2.0	3.0
	3.5			3.5									2.0	2.0
Jamal	1.5	2.0	2.5	2.5	2.0	2.5	3.0	3.5	1.5	2.0	2.5		1.0	2.0
	3.0			3.0									2.0	2.0
Ashli	3.0	3.0	3.5	3.5	1.0	1.5	2.0	2.0	2.0	2.0	2.5		3.0	3.0
	3.5			3.5									4.0	4.0

Consider.....



Can you construct an assessment that will ask students to demonstrate their proficiency in levels 2-4? If not, you may need to revise your rubric or your topic or your elements.



Do the assessment items for levels 3 and 4 ask students to apply knowledge rather than just identify simple declarative and/or procedural knowledge?

Summary

- Topics should not be too specific or too general.
- There should not be more than 15-20 topics per content area.
- Topics should support the articulation of a guaranteed and viable curriculum.
- Topics typically span several grade levels or courses.
- Topics are defined by “elements” which create a scope and sequence for the topic showing what should be taught from one grade level or course to another.

Summary

- Topics should have no more than four elements for the simple level and no more than four elements for the complex level of the rubric. Elements should co-vary.
- Topics may be addressed several times throughout the year.
- Topics with elements can be translated into a rubric for scoring and reporting student achievement. The elements are reflected in the level 2 and level 3 or the rubric.
- Topics should provide a framework for developing and reporting out students’ progress using formative assessments.