

DIRECTIONS FOR STANDARDS-DRIVEN ASSESSMENT PROJECT
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EDUCATION 622
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Identify unit of instruction to be taught and tested in a summative assessment.

- Select a textbook for the grade that you teach. If you are currently teaching pre-kindergarten, child development, or kindergarten, please select a text for grade 3. Choose any content area which has published South Carolina Curriculum/Academic Standards. The Francis Marion University Teaching Materials Resource Center has many textbooks if you do not have access to the texts during this class.
- Select one unit of instruction from the text. Each text book generally contains 12-14 major sections, which may be called chapters or units. Pick something that is equal to about 1/12 of the book whatever its name may be. If it is too costly for you to copy the section, submit the textbook with the appropriate section flagged for my attention.
- Check to see whether there is a teacher's manual/edition that goes with the text. You can look through it for ideas for questions. You may use any questions that you find. **Be very careful because the questions are often unsuitable for this project and they may not target the learning objectives you have specified. The same is true if you are using any commercially-prepared supplementary materials to the text or any commercially-prepared test preparation materials.**
- You also need to access the appropriate State Department of Education resources at www.myschools.com for the Office of Assessment and the Office of Curriculum. Documents such as current SC Curriculum/Academic Standards, Test Blueprints, Bridge Document, PACT (Palmetto Achievement Challenge Test, HSAP, (High School Assessment Program), and EOCEP (End-of-Course Examination Program) Release Items, etc. should be used in the preparation of your standards-driven assessment. Some of the websites are listed in your syllabus.
- **State Department of Education Resource Notebook:** There are items that should be placed and organized in your notebook to be submitted along with your final project. The notebook will be checked and returned to you to use as a resource. A Table of Contents should be provided for your notebook. *At a minimum*, you should have the SC Curriculum/Academic Standards you will be using as the foundation for your unit of instruction, appropriate scoring rubrics for the content area, *Test Blueprints*, any appropriate reference tools, Release Items, and Revised Bloom's Taxonomy in your resource notebook that you submit.
- Think carefully about what you want your students to learn (the SC Curriculum/Academic Standards) because **constructing a test begins with identifying your learning outcomes/objectives.**

Project Components

- **General Instructions**-All components should be typed in at least a 12 point font. Staple each major section of the final assessment project together whenever you submit it to me. The entire project should be clipped together with a large metal binder clip. The State Department of Education Assessment Resource notebook should be submitted in a three-ring binder. This will be returned to you.

The "test" should be "print-ready" as though you are going to copy it and distribute it to your students to take. (All of the print and graphics must be legible so make sure you submit a good copy. Make sure your printer ink cartridge is good so points won't be deducted.)

- **Cover Sheet**-Print your name, course name, name of project (Standards-driven Assessment Project) and date. If two of you are doing the project together, both of you must sign your name on the cover sheet. This will indicate that both of you contributed equally to the project.
- **Introduction**-Include the following elements in a separate section from the test and answer key: (1) the topic taught, (2) the grade level, (3) how many lessons/days/periods will be spent to teach/cover the topic and the topic each lesson will cover (You can list these as separate days/periods of instruction.), and (4) the name, date, and publisher of the textbook from which the chapter was taken.

Introduction- Include a list of at least 6 six specific learning outcomes/objectives/standards that will be achieved during instruction. Each one must contain a subject, verb, and an object. Underline each verb.

- **Table of Specifications/Two-Way Chart**-The specific learning outcomes/objectives/standards must be listed in the appropriate column in the table. Also, use the coding system used in the SC Curriculum/Academic Standards. A table is attached for your use.

Make sure that you use the coding system and the complete wording on the SC Curriculum/Academic Standards so that we can cross-reference between the table and the list of learning outcomes/objectives/standards whenever your project is scored by a peer and by me.

You must also delineate the number of the actual test items under each column of the Revised Bloom's Taxonomy for each learning outcome/objective/curriculum standard being assessed. Be sure to complete the *Total* for each column.

- **Summative Test-You will develop a standards-driven assessment which includes the following:**
 - Complete directions and time information for the students for each **major** section of the test (multiple-choice, constructed-response, and extended-response (for English language arts)).
 - Page numbers on each page of the assessment (For example, Page 1 of 7.)
 - It is critical that you use the appropriate *Release Items* as a guide to use the same format when you develop your assessment. (For example, the answer choices should be placed vertically on the page and not horizontally.). Pay close attention to how the item stem is spaced before the answer choices are given.
 - 20 multiple-choice questions with 4 answer choices for each question. Some of the tests use A, B, C, D or A, B, C, D, and F, G, H, I as answer choices.
 - Mark the correct response to each multiple-choice question and the two constructed-response items on one copy of the test submitted.
 - Mark each question to indicate the code and specific learning outcomes/objectives/standards that are being assessed. Do this at the end of each item.
 - 2 constructed-response items and appropriate scoring rubrics for the items for all content areas. You must use the State Department of Education scoring rubrics that are specific to your content area. The rubrics provided in the answer key must have the specific answers related to the questions asked on the test. If you are doing a subject area other than the four (4) core academic areas, you will use the *PACT Grades 6-8 Constructed-Response 3-Point Scoring Rubric*.
 - 1 extended-response item and appropriate scoring rubric (Extended-Response Scoring Rubric for Grades 3-HSAP Independent) if you have chosen English/language arts as your content area. All appropriate *Time to Write* guidelines and writing response sheets must be included for the students to use.
 - A separate scoring key listing all the correct answers for the 20 multiple-choice items. This is just to help me see whether your answers fall into a pattern. At the end of this scoring key, please write how many times each answer choice (i.e., A, B, C, D) was chosen as the correct answer. Example: 5 As, 5 Bs, 5 Cs, and 5 Ds.

- **Photocopy of the chapter/unit of instruction**-This will be used to confirm that your summative assessment is testing the students on transferring their knowledge and skills to “new” material on the test. (i. e., You won’t be using the same problems that you did in your class or the same passages from a story that the students have already worked with in class. Passages for English language arts multiple-choice and constructed-response items must be “cold” (i.e., the students have not seen/read the passage before the summative assessment is administered) to the students.

- **Submit the following documents in the specified order.**
 1. Cover Sheet (If you are working with a partner, both of you must sign the cover sheet indicating that both of you contributed to the final project. Each of you must submit all the required documents and a separate resource notebook.)
 2. Introduction
 3. Table of Specifications/Two-Way Table (Items 1-3 should be stapled together.)
 4. Photocopy of the chapter/unit of instruction (Staple separately.)
 5. “Print-ready” copy of the summative assessment for the student to take (Staple separately.)
 6. Copy of summative assessment with correct answers marked and items coded with the SC Curriculum/Academic Standards written out to match the specific learning outcomes and the cognitive level at which the item was written. (Staple separately.)
 7. Answer key for twenty (20) multiple-choice items (Staple separately.)
 8. Specific scoring rubrics for constructed-response items with the specific answers for your items (Staple separately.)
 9. For English language arts only: Extended-Response Scoring Rubric for Grades 3- HSAP Independent with the *Time to Write* sheet and *Prewriting* and *Writing* pages. (Staple with Item 8 above.)
 10. Copy of your Standards-Driven Assessment Project Scoring Rubric that you completed for self-evaluation and the one done as part of the peer-review process. All of this will be on the same scoring rubric with a column for *Self-Evaluation*, *Peer*, and *Dr. Askins*.
 11. Separate three-ring binder for the SC Department of Education Resources