1. Research your state's standards for your content area. Choose one standard for your content area. In a chart or matrix, identify three to five learning objectives that would help students achieve the standard.
2. Using the same standard, do this for at least three grade levels, 7–9 or 10–12 (depending on the level you intend to teach).
3. Compare and contrast a norm-referenced and a criterion-referenced assessment instrument that aligns with the standard you have selected. These can be obtained from any source at your practicum placement or through online research. Attach a copy of the assessments to your matrix.
4. In 400–500 words, analyze your findings when you compared and contrasted norm-referenced and criterion-referenced assessments. Consider the validity and ethics of each type. Is one more valid than the other? Is one type more ethical than the other? Explain your answer.
5. While APA format is not required for this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the GCU APA Style Guide, located in the Student Success Center.

You did a great job with this assignment and the standard utilized was an excellent choice for 3 different grade levels. Your objectives were measurable, in addition, I can clearly see you raised the level of activities which require more attention to those Bloom’s verbs for each grade. Most importantly they do align to the standard.

Your description tells me you are well versed on both assessments with consideration of the validity and ethics of each type.

Cindy

Aligning Curriculum with Assessment

Sample Topic 5

Grand Canyon University: SED-444

September 13, 2015

**Pennsylvania Standard**

Standard 1.1.7.B.: Use word analysis skills, context clues, knowledge of root words, as well as a dictionary/thesaurus or glossary to decode or understand specialized vocabulary in content areas during reading (SAS, 2015, para. 21).

**Objectives**

|  |
| --- |
| **7th Grade** |
| Students will identify ten new vocabulary words using their assigned Literature reading to complete a worksheet with fewer than three errors. |
| Students will interpret ten vocabulary words from their reading using their textbook glossary and write the definitions with zero errors. |
| Students will compose ten original sentences with the ten vocabulary words, with the aid of a dictionary, with no more than two errors. |

|  |
| --- |
| **8th Grade** |
| Students will interpret vocabulary words using a dictionary to complete the vocabulary worksheet with fewer than two errors. Good job of increasing higher order thinking skills |
| Students will prepare a graphic organizer with their vocabulary words using a thesaurus to list at least four synonyms and two antonyms for each vocabulary word. From interpret to preparing a graphic organizer I’m not sure if you reached higher order thinking skills. But I could be convinced. |
| Students will formulate answers to vocabulary-based writing extension questions in sentence form using Word; spell check is permitted, and score a minimum of 70%. |

|  |
| --- |
| **9th Grade** |
| Students will apply context clues to define vocabulary words in written form, using only their assigned textbook reading, with fewer than three errors. |
| Students will analyze ten vocabulary words for root word and origin using a dictionary to complete assigned homework with fewer than three errors. |
| Students will construct an eight-sentence paragraph from a writing prompt, using at least three vocabulary words in proper context, a rubric, and score a minimum of 70%. You are on it girl, good job!! |

**Norm-Referenced Assessments**

Below are sample SAT vocabulary test questions, taken from SAT Prep on MajorTests.com that align with the standard.

*Questions 1-10 are Antonyms. Find the word most nearly OPPOSITE in meaning to the given word* (Word Focus, 2015, para. 2).

**1.** **Whet** is most nearly **opposite** in meaning to

A. Deaden
B. Engender
C. Default
D. Enhance
E. Desiccate

*Questions 11-20 are Synonyms. Find the word most SIMILAR in meaning to the given word* (Word Focus, 2015, para. 12).

**11.** **Unprepossessing** is most **similar** in meaning to

A. Ugly
B. Arrogant
C. Personable
D. Didactic
E. Sumptuous

*The following are sentence completions. Choose the answer, which contains the words that best fit the blanks, and complete the meaning of the given sentence.* (SAT sentence, 2015, para. 9).

**8.** If there is nothing to absorb the energy of sound waves, they travel on \_\_\_\_ , but their intensity \_\_\_\_ as they travel further from their source.

A. erratically - mitigates
B. eternally - alleviates
C. forever - increases
D. steadily - stabilizes
E. indefinitely - diminishes

The extract is taken from a book written sixty years ago by a British scientist in which he considers the relationship between science and society. (SAT reading, 2015, para. 1-3, 37-50, & 84).

Those privileged members of the community who have been

through a secondary or public school
20 education may be expected to know something about the
elementary physics and chemistry of a hundred years ago, but they
probably know hardly more than any bright boy can pick up from
an interest in wireless or scientific hobbies out of school hours.
As to the learning of scientific method, the whole thing is palpably
25 a farce. Actually, for the convenience of teachers and the
requirements of the examination system, it is necessary that the
pupils not only do not learn scientific method but learn precisely
the reverse, that is, to believe exactly what they are told and to
reproduce it when asked, whether it seems nonsense to them or
30 not.

**3.** The word ‘palpably’ (line 24) most nearly means

A. empirically
B. obviously
C. tentatively
D. markedly
E. ridiculously

**This is an excellent example Heather and it gives you a great idea of what your 10th graders will be doing on their practice SAT test.**

**Criterion-Referenced Assessments**

Below are is a sample criterion-referenced assessment, taken from Vocabulary Word of the Day at Googlebooks.com and Context Clues at Grammarbank.com and that align with the standard.

**Example 1 –** (Vocabulary Word, n.d., p. 13).

Using a dictionary and thesaurus, students will complete the following vocabulary assessment**.**

|  |  |
| --- | --- |
| Vocabulary Word: Heed | Part of Speech: |
| Here is a sentence using the word:  |
| Synonyms (at least 2): | Antonyms (at least 2): |

**Example 2** (Context Clues, n.d., para. 6).

Choose the correct meaning of the underlined word, and identify the type of context clue used: **example, contrast, definition, or logic**

1. Our baseball team's pitcher has a few eccentric habits, such as throwing exactly thirteen warm-up pitches and never wearing socks.

A) normal
B) strange
C) messy

clue: 
2. Write your own sentence using the word eccentric:

**I love the idea of having the students do all the extra work on their vocabulary words.**

**Norm-Referenced vs. Criterion-Referenced Assessments**

Assessments provide valuable information to educators and students. It is imperative that teachers know the purpose and value of different types of assessments. Both norm-referenced and criterion-referenced assessments are utilized in schools. To get a better understanding of these assessment types, an explanation, the validity, and ethical value of each will be compared and contrasted.

 Norm-referenced tests (NRTs) measure one student’s performance to others’, usually in the same grade or age level, who has taken the same test, using a “bell curve.” The results of students’ NRTs are ranked using a percentile in comparison with other test takers called the “norming group.” Examples of NRTs include IQ tests, SATs, and developmental screening tests (Hidden Curriculum, 2014). Criterion-referenced tests (CRTs) measure a student’s performance against a specific learning standard or criteria. CRTs evaluate specific skills or knowledge that a student has acquired. When using CRTs, every student could potentially fail or get a perfect score on the exam. Examples of CRTs include chapter or unit tests given by classroom teachers and advanced placement exams (Hidden Curriculum, 2014).

 If conducted and measured properly, NRTs and CRTs can be valid, so long as it is kept in mind that they serve different purposes and are evaluated differently. To be valid, NRTs should cover material that is unbiased among ethnic, racial, and socioeconomic groups, as well as use current norm groups. Valid NRTs will show a wide distribution of scores (Norm-Referenced, n.d.). CRTs are valid if they connect the content of the test questions with the skills or knowledge they are meant to evaluate and the content of the test with the area of content they are intended to measure; this is called “content validity evidence” (Hambleton, 2009).

 CRTs are typically considered more ethical and preferable to NRTs. CRTs are ethical because they assess each student based on individual performance in accordance to learning standards and objectives; additionally, the results may be used to evaluate learning at a school, district, and state level. Furthermore, CRTs are favorable ethically because they can incorporate open-ended questions, which require higher-level cognitive skills, and they evaluate all students’ performance against the same set of predetermined criteria (Hidden Curriculum, 2014). NRTs do not compare all testers’ scores but rather a “norm group” sample of scores. Test makers, who are often not education specialists, design NRTs so that most students score in the middle range of the “bell curve.” Moreover, NRTs are usually multiple choice, which presents the problem of lacking diversity in testing methods and focusing on memorization, rather than application (Janesick, 2001).

 Both NRTs and CRTs have different purposes, pros, and cons. NRTs are designed to compare individual’s scores to a “norm group,” and CRTs measure how well students score in comparison to specific standards. Although no assessment is completely valid, for NRTs and CRTs to have validity, they must measure the learning they claim to measure. There is much debate over the ethics of NRTs due to their design, structure, function, and purpose. CRTs are more commonly used and preferred in classrooms and are better suited to fairly measure the learning progress of students.

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