1. Choose one standard for your content area from each of the grade level 5-8, 9-10, and 11-12.
2. Create a matrix that includes 3-5 original learning objectives that would help students achieve the standard you selected for each grade level.
3. In 500–750 words, compare and contrast a norm-referenced test (NRT) and a criterion-referenced test (CRT) that aligns with one of the standards you have selected.
4. The assessments can be obtained from your practicum placement or through online research.
5. Analyze your findings. Which assessment (NRT or CRT) would best show whether or not the standard was achieved?
6. Consider the validity and reliability of each assessment. Is one more valid than the other? Would one provide more reliable results? Explain your answer.
7. Attach a copy of the assessments to your paper.
8. Use 3-5 sources from the GCU Library to support your analysis.
9. Submit the assignment (matrix and the compare/contrast paper with the assessments attached) as one document.
10. Prepare this assignment according to the guidelines found in the APA Style Guide. An abstract is not required.

This is not a perfect paper, however, it will give you an idea of what is expected.

Aligning Curriculum with Assessment

Grand Canyon University: SEC-450

August 23, 2015

To achieve learning goals, teachers must carefully plan instruction and assessment of students. Effective teachers know the value of setting clear learning objectives and using differentiated instruction. As well, the use of meaningful assessments to measure instructional effectiveness and learning outcomes is vital. This essay will use three objectives from 7th , 9th and 11th grade English Arizona Department of Education’s (ADE) standards and assessment tools to promote and measure student mastery of these objectives. English is an essential subject and the proper use of it in writing and speaking is critical in school and in the real world.

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| **7th Grade English** |
| **Standard**  **7.L.2b Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. b. Use correct spelling** (Arizona Department of Education, 2018a p. 7). |
| **Objectives**  Unit on imaginative writing:   1. A pre-test will be given to measure students’ prior knowledge: Students will tell a story in a 5 sentence paragraph from a prompt on the board and use a dictionary for zero spelling errors. 2. After hearing a descriptive and non-descriptive writing sample: Students will write a five-sentence paragraph comparing and contrasting the value of descriptive writing, proper grammar, and spelling. 3. In cooperative learning groups of three, students will evaluate with a red pen for descriptiveness and proofread mistakes from three paragraphs. 4. Students will design an invitation for a back-to-school party by hand or in Microsoft Office following the grading rubric on effort, creativity, descriptiveness, and use of correct grammar and spelling. |

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| **9th Grade English** |
| **Standard**  **9-10.L.2c Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. c. Use correct spelling** (Arizona Department of Education, 2018b, p. 7)**.** |
| **Objective**  From the novel The Great Gatsby:   1. Students will analyze how Jay Gatsby’s actions and words reveal his personality using a Brace Map with the emphasis on spelling.   Categories/Columns:   1. Gatsby’s main actions that define him 2. Personality traits that match those actions (at least TWO per action) 3. Students will cite at least three passages on the worksheet from the novel to organize thoughts and begin to understand this main character Jay Gatsby. 4. Students will draw an imaginative picture of Jay Gatsby full body with clothes in black/white or color. |

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| **11th Grade English** |
| **Standard**  The 11th grade English standard of **11-12.L.2a & c -Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling** (Arizona Department of Education, 2018c, p. 7). |
| **Objectives**  After reading *Fahrenheit 451* (Bradbury) and *Anthem* (Rand):   1. Students will summarize the ideals and principles of a utopian society in two paragraphs from notes and discussion. 2. Students will diagram the flawed natures of utopian and dystopia societies with at least five terms from each novel. 3. Students will create and present at least 10 “articles” and “amendments”, as well as their hypothetical constitution using formal grammar speech to convey a serious society. |

**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

**Criterion-Referenced Assessments**

Below 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 standards.

**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:

**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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