Instructional Design Package

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Overview

Contained within this instructional design package is a complete analysis of the instructional goal, the superordinate and subordinate skills, the learner population, the performance context, the learning context, as well as constraints on the learning site. The package also provides a detailed account of the design and development of the instruction, including the instructional goal, performance objectives for the superordinate and subordinate skills, an assessment plan and instruments, an explanation of the delivery system and materials, the cluster and sequence of instructional steps, and an in-depth explanation of the instructional strategies. Additionally, the package includes an evaluation of the instruction, featuring a one-to-one evaluation, as well as a plan for a summative evaluation of the instructional design package once the training has been completed. Finally, the package provides the instructional materials necessary to carry out the instructional design package.

Analysis

Identifying the Instructional Goal

Goal Statement

A group of approximately 50 K-8 educators at North Woolmarket Elementary and Middle School in Biloxi, Mississippi will be able to create with proficiency assessment items which reflect the rigor of the Common Core State Standards (CCSS) and the format of The PARCC Assessment in preparation for its full implementation during the 2014-2015 school year. The group of educators will have access to a resource folder, including the content standards, assessment blueprints, practice tests, etc.

Goal Analysis

The ability to create new and/or revise already existing assessment items which reflect the rigor of CCSS and the format of PARCC is an intellectual skill. It requires the learners to perform cognitive activities, including the ability to identify various types of tasks and item types; distinguish between various types of tasks and item types; and apply complex combinations of simple rules to perform the task of creating assessment items which reflect the rigor of CCSS and the format of PARCC (see Figure 1 and Figure 2).

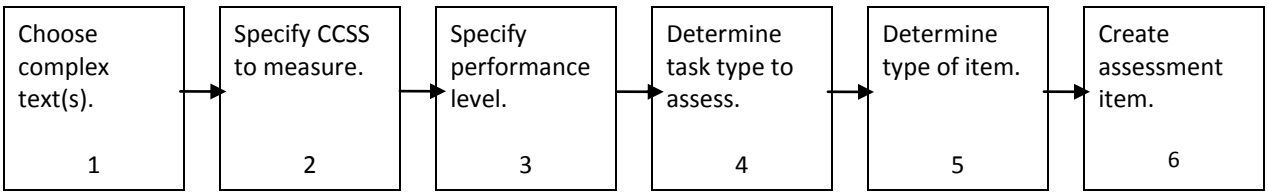

FIGURE 1: Goal Analysis for English/Language Arts
Goal: *Create assessment items which reflect rigor of CCSS and format of PARCC*
Category of Learning: *Intellectual Skill*

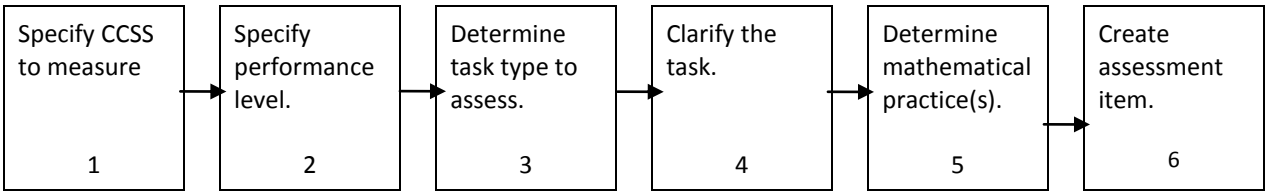

FIGURE 2: Goal Analysis for Mathematics
Goal: *Create assessment items which reflect rigor of CCSS and format of PARCC*
Category of Learning: *Intellectual Skill*

Conduct Instructional Analysis

Superordinate and Subordinate Skills Analysis

The following superordinate and subordinate skills analyses were derived from the initial goal analysis. It identifies all of the skills necessary to achieve the instructional goal (see Table 1, Table 2, Figure 3, and Figure 4).

Superordinate and Subordinate Skills—ELA

Steps	Superordiante and Subordinate Skills
1	Choose complex text(s).
1.1	Identify text(s) as literary or informational.
1.1.1	Distinguish between literary text and informational text.
1.2	Recall Word Count Guidelines on Common Form Specifications.
1.3	Identify text(s) as short or extended.
1.3.1	Distinguish between short texts and extended texts.
1.4	Recall Lexile Range Guidelines for specific grade bands.
1.5	Identify complexity text(s).
1.5.1	Distinguish between Very Complex, Moderately Complex, and Readily Complex according to criteria.
2	Specify CCSS to measure.
2.1	Recall Standards Measured column on Common Form Specifications.
2.2	Recall English/Language Arts Content Standards (CCSS).
3	Specify performance level.
3.1	Recall Performance Levels 2-5 on PARCC ELA Performance Level Descriptors.
4	Determine task type to assess.
4.1	Identify three types of ELA tasks.
4.1.1	Distinguish between the three types of ELA tasks.
4.2	Recall Task Type column on Common Form Specifications.
5	Determine type of item.
5.1	Identify three types of ELA items.
5.1.1	Distinguish between the three types of ELA items.
5.2	Recall Item Types column on Common Form Specifications.
6	Create assessment item(s).
6.1	Compose the stem(s) of the assessment item(s).
6.2	Compose the responses of the assessment item(s) for EBSR and TECR items.
6.3	Evaluate the assessment item(s).

TABLE 1: *Superordinate and Subordinate Skills—ELA*

Instructional Analysis for ELA Superordinate and Subordinate Skills

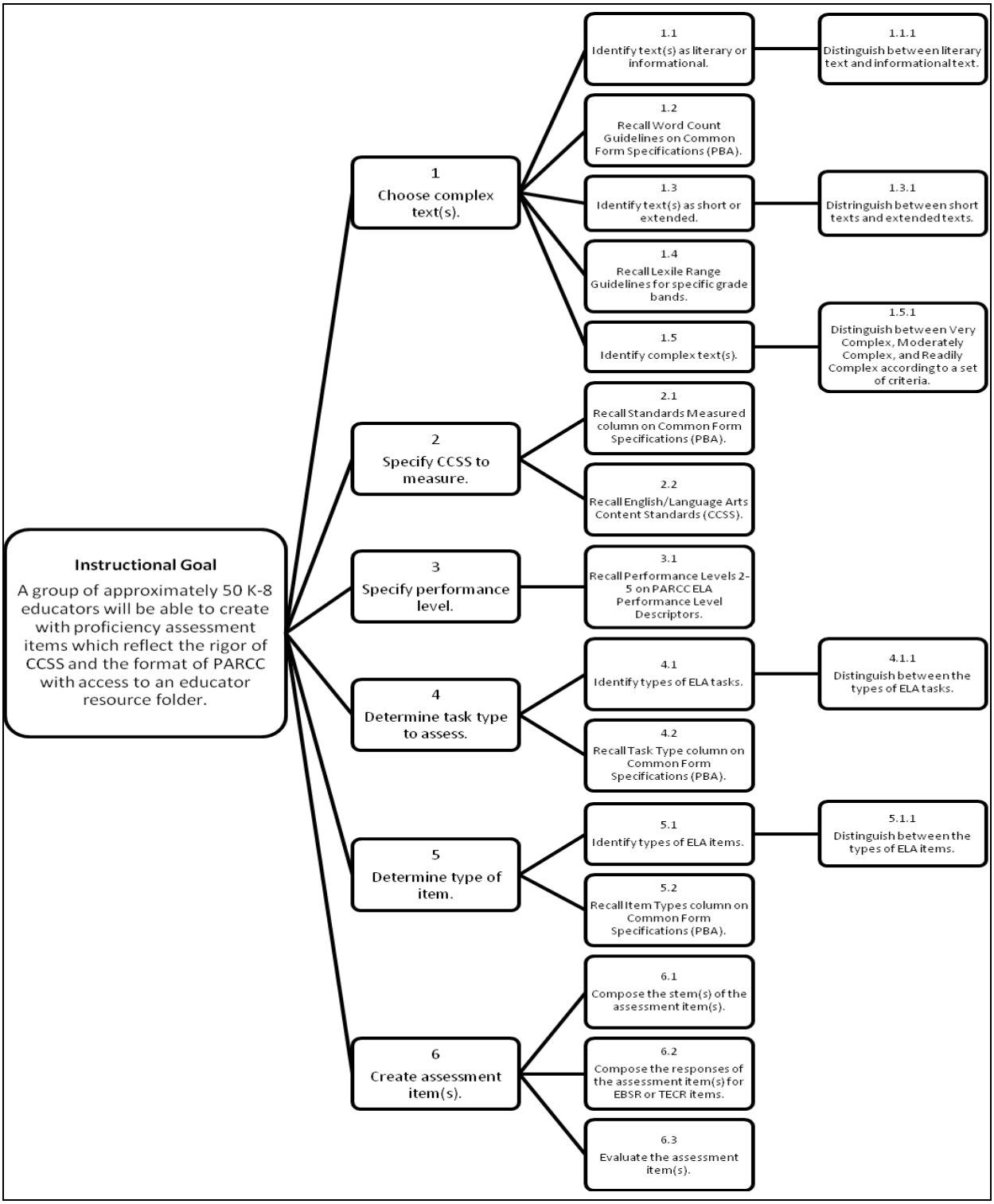

FIGURE 3: *Instructional Analysis for ELA Superordinate and Subordinate Skills*

Superordinate and Subordinate Skills—Mathematics

Steps	Superordinate and Subordinate Skills
1	Specify CCSS to measure.
1.1	Recall Evidence Statement Key and Evidence Statement Text columns on the Evidence Tables.
1.2	Recall Mathematics Content Standards (CCSS).
2	Specify performance level.
2.1	Recall Performance Levels 2-5 on PARCC Mathematics Performance Level Descriptors.
3	Determine task type to assess.
3.1	Identify three types of mathematical tasks.
3.1.1	Distinguish between the three types of mathematical tasks.
3.2	Recall Evidence Statement Text column on the Evidence Tables.
4	Clarify the task.
4.1	Recall Clarification column on the Evidence Tables.
5	Determine mathematical practice.
5.1	Identify eight mathematical practices.
5.1.1	Distinguish between the eight mathematical practices.
5.2	Recall MP (Mathematical Practices) column on the Evidence Tables.
6	Create assessment item.
6.1	Compose the stem(s) of the assessment item(s).
6.2	Compose the responses of the assessment item(s) for selected-response items.
6.3	Evaluate the assessment item(s).

TABLE 2: *Superordinate and Subordinate Skills—Mathematics*

Instructional Analysis for Mathematics Superordinate and Subordinate Skills

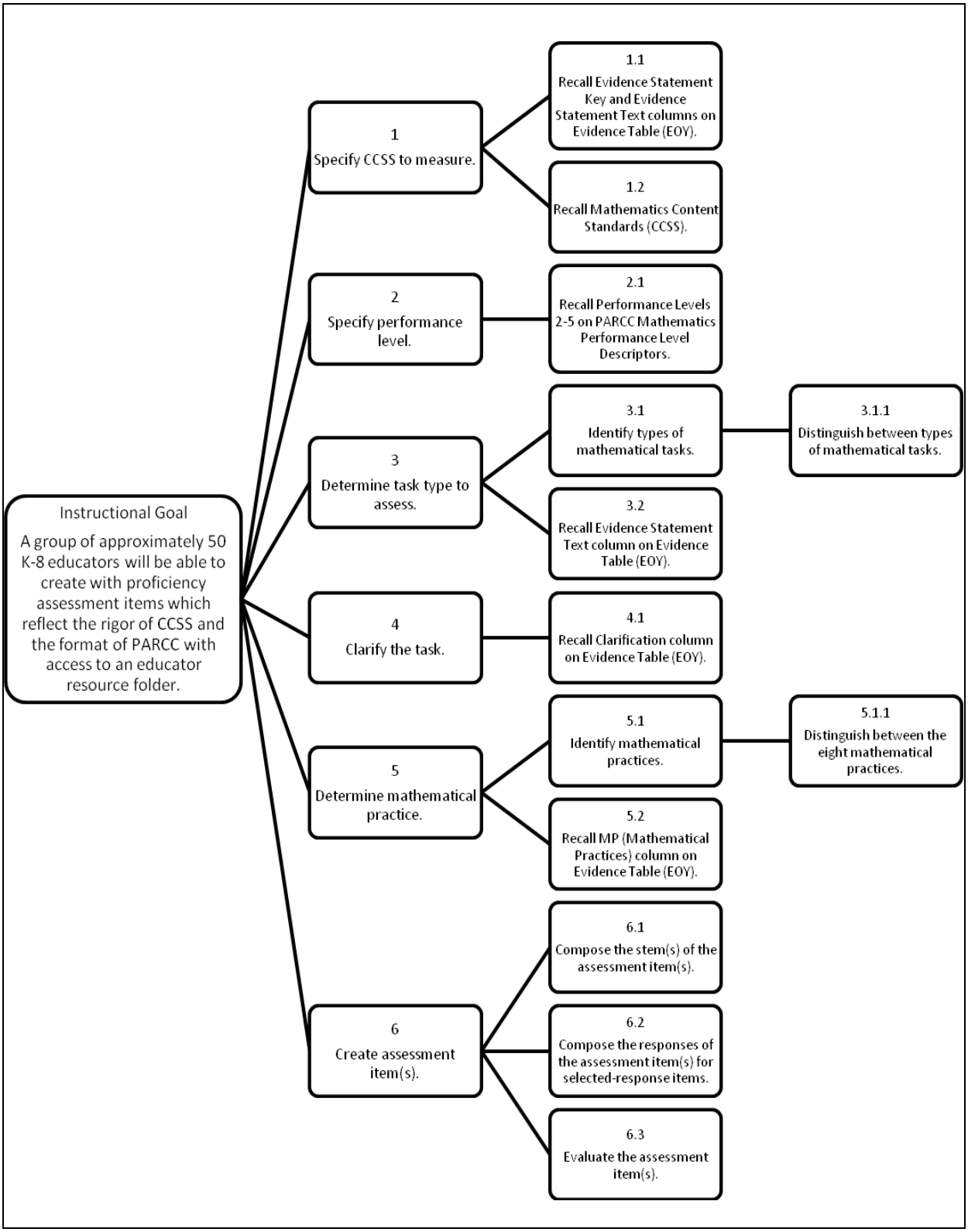

FIGURE 4: *Instructional Analysis for Mathematics Superordinate and Subordinate Skills*

Analyzing Learners and Context

Learner Analysis

The learner population is identified as a group of approximately 50 K-8 classroom and special area educators at North Woolmarket Elementary and Middle School (NWEMS) in Biloxi, Mississippi. As part of this learner analysis, the faculty of NWEMS was invited to participate in a survey called The PARCC Assessment Professional Development Teacher Questionnaire. The questionnaire was sent to all NWEMS faculty inquiring about their roles at the school, the content areas in which they teach, and their years of experience in teaching. Additionally, it inquired about their previous experiences with professional development and their perceived abilities in understanding CCSS and PARCC.

In order to plan instruction for varying grade levels, it is important to identify faculty roles at NWEMS. Of the 13 respondents to The PARCC Assessment Professional Development Teacher Questionnaire, 0% respondents identified themselves as K-2 elementary school teachers. There are perhaps two reasons why there were no respondents: 1. Most of the K-2 educators were at a professional development on the day the link was distributed by email; and 2. K-2 educators do not usually attend professional development on The PARCC Assessment because they do not administer these types of assessments, so they may have felt it was irrelevant to their role.

In contrast to the amount of K-2 respondents, more than 50% of respondents identified themselves as either a 3-5 elementary school teacher or a 6-8 middle school teacher. Additionally, less than half of the 13 respondents identified themselves as a special education teacher, a gifted education teacher, or an administrator (see Figure 5).

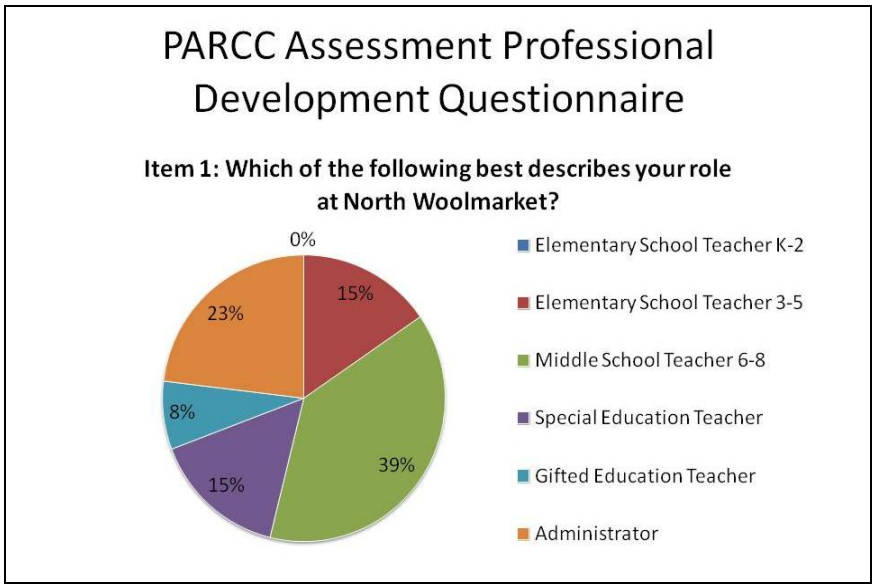

FIGURE 5: *PARCC Assessment Professional Development Questionnaire, Item 1 Results*

In order to prepare quality instruction and attention to specific subject areas, it is also necessary to identify the various content areas taught by the faculty of NWEMS. Of the 13 respondents to The PARCC Assessment Professional Development Teacher Questionnaire, the majority of the respondents described the content and/or subject they teach as either English/Language Arts or Mathematics (see Figure 6).

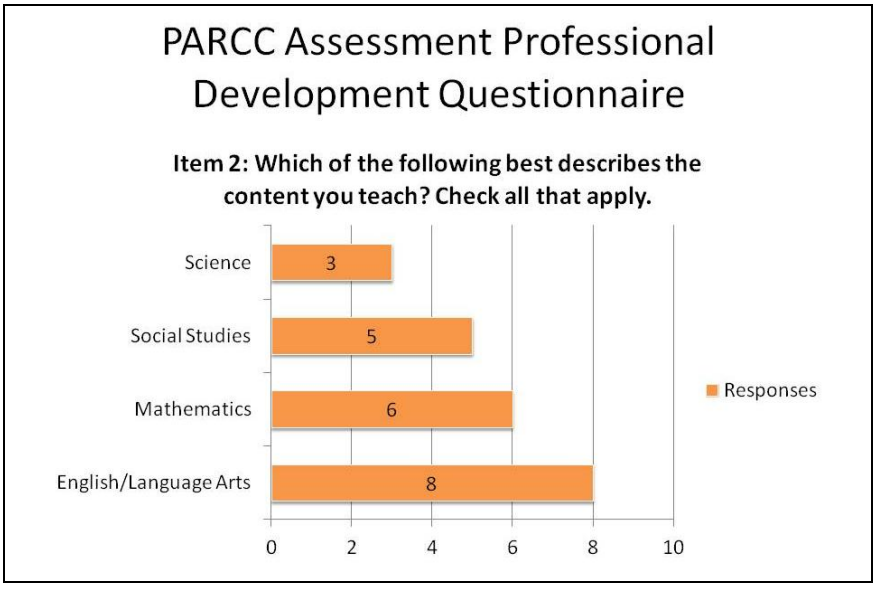

FIGURE 6: *PARCC Assessment Professional Development Questionnaire, Item 2 Results*

Moreover, it is important to consider experience in teaching when planning quality professional development opportunities for educators. Of the 13 respondents to The PARCC Assessment Professional Development Teacher Questionnaire, the majority of

the respondents have been teaching for over 11 years while only 36% of the respondents have been teaching for 3-10 years. None of the respondents have been teaching for less than three years (see Figure 7).

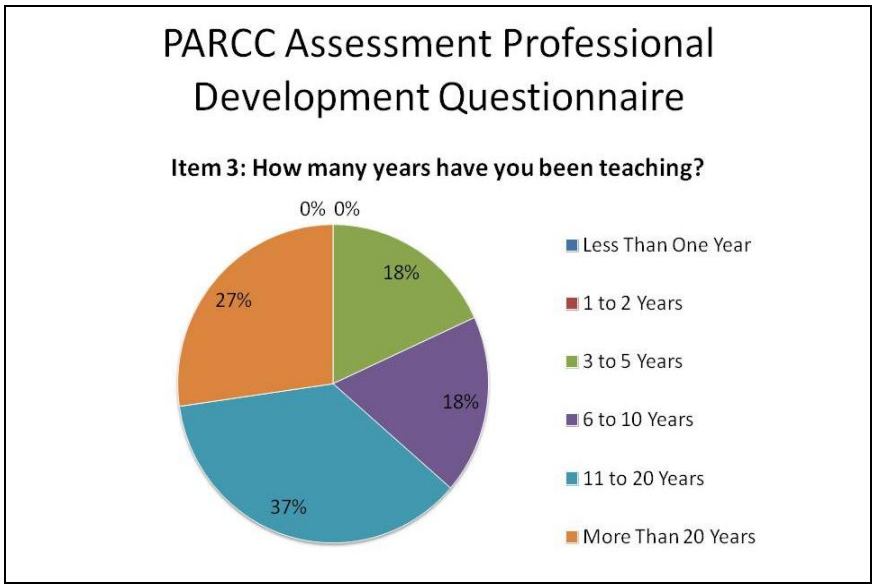

FIGURE 7: *PARCC Assessment Professional Development Questionnaire, Item 3 Results*

Finally, because the instructional goal centers on the ability of the learners to create assessment items which reflect the rigor of CCSS and the format of PARCC, it is important to gauge their understanding of the CCSS and their current skill level in creating these types of assessments. Of the 13 respondents to The PARCC Assessment Professional Development Teacher Questionnaire, the majority of the respondents perceive their understanding of the CCSS as either average or above average. It is interesting to note that only 8% perceive their understanding as excellent, and, fortunately, none of the respondents perceive their understanding as below average or extremely poor (see Figure 8).

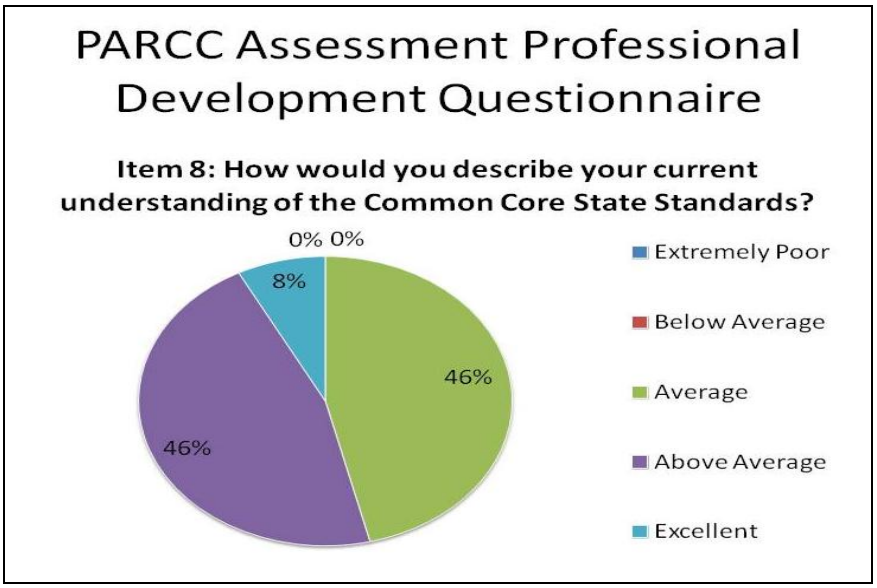

FIGURE 8: *PARCC Assessment Professional Development Questionnaire, Item 8 Results*

Of the 13 respondents to The PARCC Assessment Professional Development Teacher Questionnaire, half of the respondents perceive their skill level in creating assessments which reflect the rigor of CCSS and the format of PARCC as average. Interestingly, 8% perceive their understanding as novice/beginner (see Figure 9), and 50% perceive their understanding as average. The fact that only 42% perceive their skill level as either proficient/skillful or expert is the impetus for this instructional package.

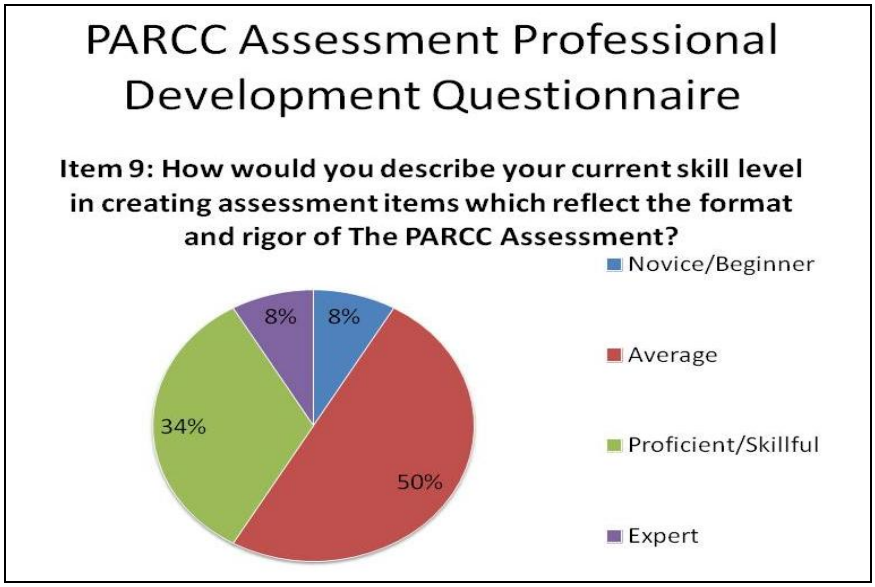

FIGURE 9: *PARCC Assessment Professional Development Questionnaire, Item 9 Results*

In order to prepare instruction that meets the needs of the learners, it is necessary to identify how they would prefer to participate in the professional development

opportunity. Results from The PARCC Assessment Professional Development Teacher Questionnaire showed that the majority of respondents would prefer training to take place during scheduled regular work hours, either during weekly PLC meetings or with classroom coverage provided (see Figure 10).

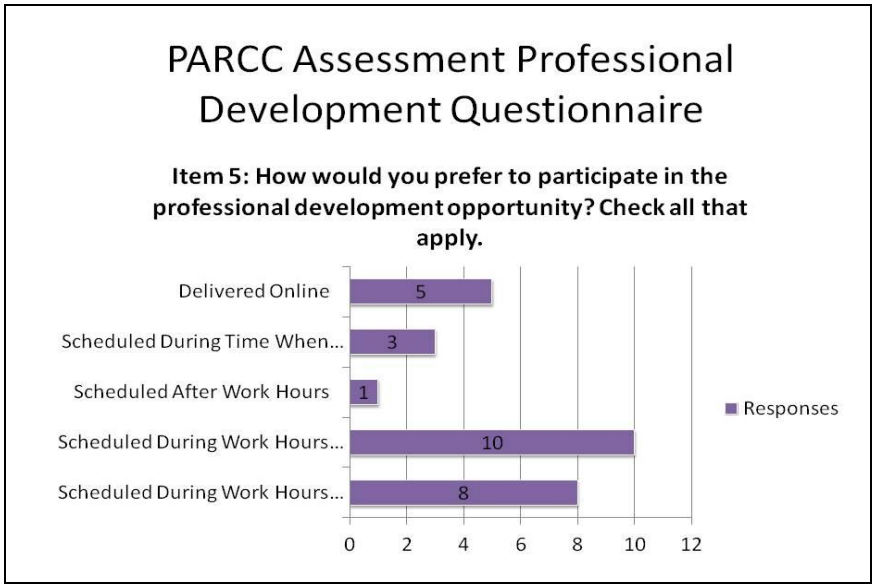

FIGURE 10: *PARCC Assessment Professional Development Questionnaire, Item 5 Results*

Performance Context Analysis

Educators often have a choice of contexts in which to create assessment items, including independently in the evening at home, independently afterschool in the classroom, and/or in collaboration during a Professional Learning Community (PLC) meeting with colleagues. Although they have many choices as to where they decide to create assessments, the majority of the educators at NWEMS prefer to use their planning time to complete this specific task of creating assessments, and a PLC meeting alongside peers and colleagues would be most beneficial and conducive to the collaborative environment cultivated by NWEMS.

Over the past year, the practice of collaboration has been greatly encouraged by administration and has been embraced by the faculty at NWEMS. For example, during the 2013-2014 school year, the concept of the Professional Learning Community (PLC) was introduced. Once a week, teachers meet with their grade level to perform a variety of tasks: developing common assessments on the CCSS; developing lessons based on the CCSS, MSTAR, and authentic literacy strategies; reflecting on previous lesson(s) and analyzing student products to revise and/or plan for future instruction; planning

targeted differentiated instruction using NWEA RIT bands; and planning the effective implementation of Thinking Maps into lessons.

Learning Context Analysis

To better facilitate transfer of knowledge and skills from the learning context to the performance context, the instruction will take place during grade level PLC meetings—the same setting in which it is hoped that the learners will successfully utilize the skills learned. These meetings are held once a week for 50 minutes and are often used by participants to create common assessments on CCSS, as mentioned previously. PLC meetings are held in a variety of different physical areas of the school building depending on the task. Formal grade-level professional development opportunities are usually conducted in the office of the Instructional Literacy Coach while less informal PLC meetings are held in various classrooms throughout the various grade levels. The majority of the classrooms have SMARTBoards for interactive collaboration and presentations, and there is adequate space for collaborative work. For these reasons, the classrooms are compatible with instructional requirements of this instructional product.

Constraints

The most challenging constraint concerning this instructional product is time. In order to address this constraint, it is essential that the facilitator(s) can act as subject matter experts, providing accurate information and feedback when appropriate. Additionally, it is essential that the most relevant and up-to-date resources be available to the learners to protect instructional time. For this reason, the information in the folder will be organized carefully and logistically so that it is user-friendly. These resources will also be available digitally on an accompanying website. Finally, because the learners will be revising an already existing assessment to reflect the rigor of CCSS and the format of PARCC instead of creating a completely new assessment, additional time is saved.

Design and Development

Writing Performance Objectives

Instructional Goal Statement

A group of approximately 50 K-8 educators at North Woolmarket Elementary and Middle School in Biloxi, Mississippi will be able to create with proficiency assessment items which reflect the rigor of the Common Core State Standards (CCSS) and the format of The PARCC Assessment in preparation for its full implementation during the 2014-2015 school year. The group of educators will have access to a resource folder, including the content standards, assessment blueprints, practice tests, etc.

Performance Objectives for Superordinate and Subordinate Skills

The performance objectives for the superordinate and subordinate skills (see Table 3 and Table 4) describe what the K-8 educators (the learners) at North Woolmarket Elementary and Middle School will be able to do when the professional development is complete. The performance objectives below were derived from the superordinate and subordinate skills identified in the instructional analysis. Each performance objectives includes a description of the tools available to the learners (condition), a description of the skill including actions, content, and concepts (behavior), and a description of acceptable performance of the skill (criteria).

Superordinate and Subordinate Skills and Matching Performance Objectives—ELA

	Steps	Performance Objective
1	Choose complex text(s).	Using Word Count Guidelines and Text Complexity Analysis Worksheet, choose complex text(s) to ensure proper rigor and formatting of assessment item(s).
1.1	Identify text(s) as literary or informational.	Using Literary vs. Informational Text reference sheet, identify text(s) as literary or informational to ensure proper rigor and formatting of assessment item(s).
1.1.1	Distinguish between literary text and informational text.	Using Literary vs. Informational Text reference sheet, PARCC Sample Items, and PARCC Practice Tests, distinguish between literary texts and informational texts to ensure proper rigor and formatting of assessment item(s).
1.2	Recall Word Count Guidelines on Common Form Specifications.	Using Common Form Specifications, recall Word Count Guidelines to ensure proper rigor and formatting of assessment item(s).
1.3	Identify text(s) as short or extended.	Using Common Form Specifications, identify text(s) as short or extended to ensure proper rigor and formatting of assessment item(s).
1.3.1	Distinguish between short texts and extended texts.	Using Word Count Guidelines on the Common Form Specifications, PARCC Sample Items, and PARCC Practice Tests, distinguish between

		short texts and extended texts to ensure proper rigor and formatting of assessment item(s).
1.4	Recall Lexile Range Guidelines for specific grade bands.	Using Text Complexity Analysis Worksheet, recall Lexile Range Guidelines for specific grade bands to ensure proper rigor and formatting of assessment item(s).
1.5	Identify complexity text(s).	Using Text Complexity Analysis Worksheet, identify the complexity of text(s) to ensure proper rigor and formatting of assessment item(s).
1.5.1	Distinguish between Very Complex, Moderately Complex, and Readily Complex according to a set of criteria.	Using Text Complexity Analysis Worksheet, distinguish between Very Complex, Moderately Complex, and Readily Complex to ensure proper rigor and formatting of assessment item(s).
2	Specify CCSS to measure.	Using Standards Measured column on Common Form Specifications and English/Language Arts Content Standards (CCSS), specify CCSS to measure to ensure proper rigor and formatting of assessment item(s).
2.1	Recall Standards Measured column on Common Form Specifications.	Using the Standards Measured column on Common Form Specifications, recall standards measured to ensure proper rigor and formatting of assessment item(s).
2.2	Recall English/Language Arts Content Standards (CCSS).	Using the English/Language Arts Content Standards (CCSS), recall English/Language Arts Content Standards to ensure proper rigor and formatting of assessment item(s).
3	Specify performance level.	Using PARCC ELA Performance Level Descriptors, specify performance level for item(s) on the assessment to ensure proper rigor of assessment item(s).
3.1	Recall Performance Levels 2-5 on PARCC ELA Performance Level Descriptors.	Using PARCC ELA Performance Level Descriptors, recall Performance Level 2-5 to specify performance level for the item(s) on the assessment to ensure proper rigor of assessment item(s).
4	Determine task type to assess.	Using Summative Assessment Table, PARCC Sample Items, PARCC Practice Tests, and Task Type column on Common Form Specifications, determine task type to assess to ensure proper rigor and formatting of assessment item(s).
4.1	Identify three types of ELA tasks.	Using Summative Assessment Table, identify three types of ELA tasks to determine task type to assess to ensure proper rigor and formatting of assessment item(s).
4.1.1	Distinguish between the three types of ELA tasks.	Using Summative Assessment Table, PARCC Sample Items, and PARCC Practice Tests, distinguish between the three types of ELA tasks to determine task type to assess to ensure proper rigor and formatting of assessment item(s).
4.2	Recall Task Type column on Common Form Specifications.	Using the Task Type column on Common Form Specifications, recall task type to determine task type to assess so as to ensure proper rigor and formatting of assessment item(s).
5	Determine type of item.	Using Task Type column on Common Form Specifications and Types of Items Resource Sheet, determine type of item to ensure proper formatting of assessment item(s).
5.1	Identify three types of ELA items.	Using Types of ELA Items reference sheet, identify three types of ELA items to determine type of item to ensure proper formatting of assessment item(s).
5.1.1	Distinguish between the three types of ELA items.	Using Types of ELA Items, PARCC Sample Items, and PARCC Practice Tests, distinguish between the three types of ELA items to determine type of item to ensure proper formatting of assessment item(s).
5.2	Recall Item Types column on Common Form Specifications.	Using the Task Type column on Common Form Specifications, recall item types to determine type of item to ensure proper formatting of

		assessment item(s).
6	Create assessment item(s).	Using resources available in The PARCC Assessment Resource folder and the Assessment Item Checklist, create assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.1	Compose the stem(s) of the assessment item(s).	Using the Assessment Item Checklist, compose the stem(s) of the assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.2	Compose the responses of the assessment item(s) for EBSR and TECR items.	Using the Assessment Item Checklist, compose the responses of the assessment item(s) for EBSR and TECR items to ensure proper rigor and formatting of assessment item(s).
6.3	Evaluate the assessment item(s).	Using the Assessment Evaluation Rubric, evaluate the assessment item(s) according to a set of specific criteria to ensure proper rigor and formatting.

TABLE 3: *Superordinate and Subordinate Skills and Matching Performance Objectives—ELA*

Superordinate and Subordinate Skills and Matching Performance Objectives—Math

	Steps	Performance Objective
1	Specify CCSS to measure.	Using Evidence Tables and Mathematics Content Standards (CCSS), specify CCSS to measure to ensure proper rigor and formatting of assessment item(s).
1.1	Recall Evidence Statement Key and Evidence Statement Text columns on the Evidence Tables.	Using the Evidence Statement Key and Evidence Statement Text columns on Evidence Tables, recall Evidence Statement Key and Evidence Statement Text columns on the Evidence Tables to ensure proper rigor and formatting of assessment item(s).
1.2	Recall Mathematics Content Standards (CCSS).	Using the Mathematics Content Standards (CCSS), recall Mathematics Content Standards to ensure proper rigor and formatting of assessment item(s).
2	Specify performance level.	Using PARCC Mathematics Performance Level Descriptors, specify performance level for item(s) to ensure proper rigor and formatting of assessment item(s).
2.1	Recall Performance Levels 2-5 on PARCC Mathematics Performance Level Descriptors.	Using PARCC Mathematics Performance Level Descriptors, recall Performance Levels 2-5 to ensure proper rigor and formatting of assessment item(s).
3	Determine task type to assess.	Using Summative Assessment Table, PARCC Sample Items, PARCC Practice Tests, and Evidence Statement Text column on the Evidence Tables, determine task type to ensure proper rigor and formatting of assessment item(s).
3.1	Identify three types of mathematical tasks.	Using Summative Assessment Table, identify three types of mathematical tasks to ensure proper rigor and formatting of assessment item(s).
3.1.1	Distinguish between the three types of mathematical tasks.	Using Summative Assessment Table, PARCC Sample Items, and PARCC Practice Tests, distinguish between the three types of mathematical tasks to ensure proper rigor and formatting of assessment item(s).
3.2	Recall Evidence Statement Text column on the Evidence Tables.	Using the Evidence Statement Text column on the Evidence Tables, recall Evidence Statement Text column on the Evidence Tables to ensure proper rigor and formatting of assessment item(s)..
4	Clarify the task.	Using the Clarification column on the Evidence Tables, clarify the task to ensure proper rigor and formatting of assessment item(s).

4.1	Recall Clarification column on the Evidence Tables.	Using the Evidence Tables, recall Clarification column on the Evidence Tables to ensure proper rigor and formatting of assessment item(s).
5	Determine mathematical practice.	Using the Evidence Tables and Mathematical Practices, determine mathematical practice to ensure proper rigor and formatting of assessment item(s).
5.1	Identify eight mathematical practices.	Using Mathematical Practices, identify eight mathematical practices to ensure proper rigor and formatting of assessment item(s).
5.1.1	Distinguish between the eight mathematical practices.	Using Mathematical Practices, PARCC Sample Items, and PARCC Practice Tests, distinguish between the eight mathematical practices to ensure proper rigor and formatting of assessment item(s).
5.2	Recall MP (Mathematical Practices) column on the Evidence Tables.	Using the Evidence Tables, recall MP (Mathematical Practices) column on the Evidence Tables to ensure proper rigor and formatting of assessment item(s).
6	Create assessment item(s).	Using the resources available in The PARCC Assessment Resource folder, create assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.1	Compose the stem(s) of the assessment item(s).	Using the Assessment Item Checklist, compose the stem(s) of the assessment item(s) to ensure proper rigor and formatting of assessment item(s).
6.2	Compose the responses of the assessment item(s) for selected-response items.	Using the Assessment Item Checklist, compose the responses of the assessment item(s) for selected-response items to ensure proper rigor and formatting of assessment item(s).
6.3	Evaluate the assessment item(s).	Using the Assessment Evaluation Rubric, evaluate the assessment item(s) according to a set of specific criteria to ensure proper rigor and formatting.

TABLE 4: *Superordinate and Subordinate Skills and Matching Performance Objectives—Math*

Developing Assessment Instruments

Assessment Plan and Instruments

In order to evaluate performance, the learners will create an assessment composed of at least ten assessment items reflecting the rigor of CCSS and the format of PARCC. The assessment will measure the intellectual skill of the learners as it requires them to perform certain cognitive activities such as identifying and distinguishing between various types of tasks and item types and applying complex combinations of simple rules to perform the task of creating assessment items.

As part of the assessment, the learners will create new assessment items and/or revise already existing assessment items according to a specific set of criteria on the Assessment Evaluation Rubric—English/Language Arts (see Figure 11) and/or the Assessment Evaluation Rubric—Mathematics (see Figure 12) to ensure proper rigor and formatting.

Assessment Evaluation Rubric—English/Language Arts

Insufficient	Sufficient	Proficient
1 **Text Complexity** Text(s) do not follow word count, complexity, and/or task guidelines. No evidence of knowledge about word count and/or complexity of chosen text(s).	2 **Text Complexity** Text(s) follow some word count, complexity, and/or task guidelines. Some evidence of knowledge about word count and/or complexity of chosen text(s).	3 **Text Complexity** Text(s) follow all word count, complexity, and/or task guidelines. Evidence of knowledge about word count and/or complexity of chosen text(s).
1 **Standards-Focused** Does not align clearly to a specific CCSS content area, strand, and standards. No evidence of knowledge about English/Language Arts Content Standards.	2 **Standards-Focused** Aligns to a specific CCSS content area, strand, and standards but is unclear. Some evidence of knowledge about English/Language Arts Content Standards.	3 **Standards-Focused** Aligns clearly to a specific CCSS content area, strand, and standards. Evidence of knowledge about English/Language Arts Content Standards.
1 **Appropriate Performance Level** Performance level does not align appropriately with CCSS and PARCC. No evidence of knowledge about performance levels.	2 **Appropriate Performance Level** Performance level aligns somewhat with CCSS and PARCC. Some evidence of knowledge about performance levels.	3 **Appropriate Performance Level** Performance level aligns appropriately with CCSS and PARCC. Evidence of knowledge about performance levels.
1 **Type of Task** Specific type of task (literary analysis, narrative writing, and/or research simulation) is not clearly identifiable. No evidence of knowledge about types of ELA tasks.	2 **Type of Task** Specific type of task (literary analysis, narrative writing, and/or research simulation) is somewhat identifiable. Some evidence of knowledge about types of ELA tasks.	3 **Type of Task** Specific type of task (literary analysis, narrative writing, and/or research simulation) is clearly identifiable. Evidence of knowledge about types of ELA tasks.
1 **Type of Item** Specific type of item (EBSR, TECR, and/or PCR) is not clearly identifiable. No evidence of knowledge about types of ELA items.	2 **Type of Item** Specific type of item (EBSR, TECR, and/or PCR) is somewhat identifiable. Some evidence of knowledge about types of ELA items.	3 **Type of Item** Specific type of item (EBSR, TECR, and/or PCR) is clearly identifiable. Evidence of knowledge about types of ELA items.
1 **Assessment Stems** Stem does not provide enough or has extra information; Is not grammatically correct; Uses negatives and absolutes; Is not written in the language of the standard; is contrived	2 **Assessment Stems** Stem may or may not provide enough or exclude extra information; be grammatically correct; avoid the use of negatives and absolutes; be written in the language of the standard; be contrived	3 **Assessment Stems** Stem provides enough and excludes extra information; is grammatically correct; avoids the use of negatives and absolutes; is written in the language of the standard; is authentic
1 **Assessment Responses** Responses are not plausible; are not grammatically correct; are not similar in length and form; are not logically ordered or structurally parallel; do not avoid all or none choices; avoid obvious distracters	2 **Assessment Responses** Responses may or may not be plausible; be grammatically correct; be similar in length and form; be logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters	3 **Assessment Responses** Responses are plausible; are grammatically correct; are similar in length and form; are logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters; distracters point out errors in thinking

FIGURE 11: *English/Language Arts Assessment Evaluation Rubric*

Assessment Evaluation Checklist—Mathematics

Insufficient	Sufficient	Proficient
1 **Standards-Focused** Does not align clearly to a specific CCSS content area, strand, and standards. No evidence of knowledge about Mathematics Content Standards.	2 **Standards-Focused** Aligns to a specific CCSS content area, strand, and standards but is unclear. Some evidence of knowledge about Mathematics Content Standards.	3 **Standards-Focused** Aligns clearly to a specific CCSS content area, strand, and standards. Evidence of knowledge about Mathematics Content Standards.
1 **Appropriate Performance Level** Performance level does not align appropriately with CCSS and PARCC. No evidence of knowledge about performance levels.	2 **Appropriate Performance Level** Performance level aligns somewhat with CCSS and PARCC. Some evidence of knowledge about performance levels.	3 **Appropriate Performance Level** Performance level aligns appropriately with CCSS and PARCC. Evidence of knowledge about performance levels.
1 **Type of Task** Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is not clearly identifiable. No evidence of knowledge about types of Mathematical tasks.	2 **Type of Task** Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is somewhat identifiable. Some evidence of knowledge about types of Mathematical tasks.	3 **Type of Task** Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is clearly identifiable. Evidence of knowledge about types of Mathematical tasks.
1 **Clarification of Task** Task clarifications according to evidence tables are not clearly identifiable. No evidence of knowledge about task clarifications.	2 **Clarification of Task** Task clarifications according to evidence tables are somewhat identifiable. Some evidence of knowledge about task clarifications.	3 **Clarification of Task** Task clarifications according to evidence tables are clearly identifiable. Evidence of knowledge about task clarifications.
1 **Mathematical Practice(s)** Does not align clearly to relevant mathematical practice(s). No evidence of knowledge about mathematical practice(s).	2 **Mathematical Practice(s)** Aligns somewhat to relevant mathematical practice(s). Some evidence of knowledge about mathematical practice(s).	3 **Mathematical Practice(s)** Aligns clearly to relevant mathematical practice(s). Evidence of knowledge about mathematical practice(s).
1 **Assessment Stems** Stem does not provide enough or has extra information; Is not grammatically correct; Uses negatives and absolutes; Is not written in the language of the standard; is contrived	2 **Assessment Stems** Stem may or may not provide enough or exclude extra information; be grammatically correct; avoid the use of negatives and absolutes; be written in the language of the standard; be contrived	3 **Assessment Stems** Stem provides enough and excludes extra information; is grammatically correct; avoids the use of negatives and absolutes; is written in the language of the standard; is authentic
1 **Assessment Responses** Responses are not plausible; are not grammatically correct; are not similar in length and form; are not logically ordered or structurally parallel; do not avoid all or none choices; avoid obvious distracters	2 **Assessment Responses** Responses may or may not be plausible; be grammatically correct; be similar in length and form; be logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters	3 **Assessment Responses** Responses are plausible; are grammatically correct; are similar in length and form; are logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters; distracters point out errors in thinking

FIGURE 12: *Mathematics Assessment Evaluation Rubric*

Developing Instructional Strategy

Delivery System and Materials

As part of the analysis, a questionnaire was distributed by email to all classroom and special area educators at North Woolmarket Elementary School. When asked on the questionnaire which professional development delivery format they were most interested in, the majority of the educators surveyed supported a topic-related workshop (see Figure 13).

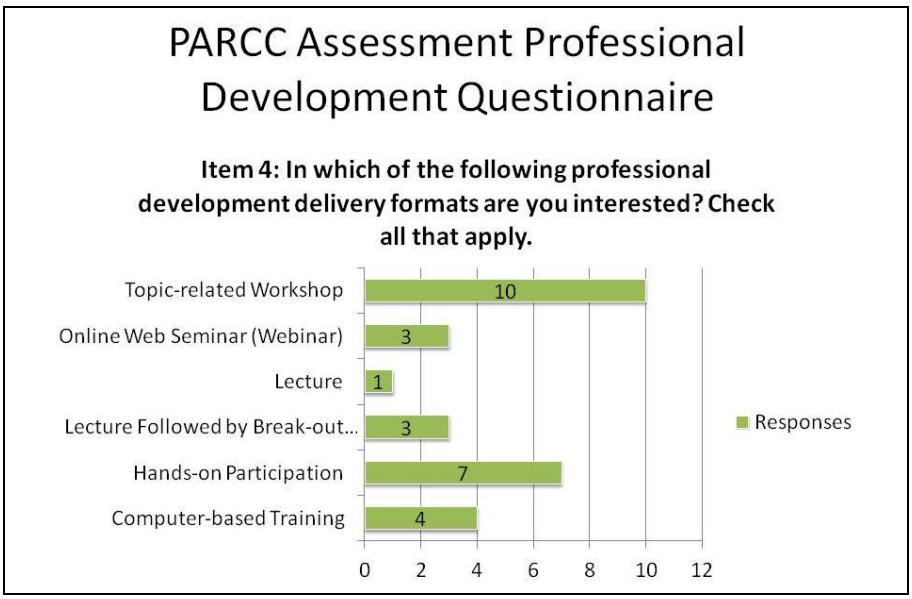

FIGURE 13: *Results from Item 4 of The PARCC Assessment Professional Development Questionnaire.*

In addition to being a delivery format highly supported by the learners, a topic-related workshop would also provide an opportunity for the learners to apply new information about the rigor and formatting assessment items while also guiding them in creating an assessment they can use it the classroom. Additionally, as part of the workshop, the learners will be able to analyze any problems and/or difficulties in the process to figure out solutions with the aid of a facilitator and other learners. Finally, the learners will have an opportunity to share their experiences and ideas with colleagues as part of the workshop format.

For the reasons stated above, the instruction will be delivered as a topic-related workshop. The learners will be expected to bring to the workshop an already existing assessment. During the workshop, the learners will have access to a PARCC Assessment Resource Folder, which will include all of the information necessary to create assessment items which reflect the rigor of CCSS and the format of PARCC. The learners

will use the resource folder to revise the already existing assessment to ensure proper rigor and formatting.

Availability of already existing instructional materials

A vast amount of instructional resources is already available concerning the CCSS and The PARCC Assessment. Most of these resources are in print, PowerPoint, and video formats at both the CCSS website located at http://www.corestandards.org/ and The PARCC Assessment website located at http://www.parcconline.org/. Primarily, a print-based format will be used as the method for delivering this instructional product because it is easily accessible and is already widely available. In addition to the print format, a website linking the learners to relevant information at the PARCC website and at The PARCC Assessment Educator Resources website will also be available. Although it is meant primarily for use after the professional development, it will also be used during the professional development opportunity to show the learners the website's ease of use for when they may need to use it for future purposes. The PARCC Assessment Educator Resources website is located at http://createassessment.weebly.com/.

Concerning The PARCC Assessment educator resources, a nation-wide field test of The PARCC Assessment was conducted in 14 PARCC states and the District of Columbia beginning on March 24, 2014 and ending as recently as June 6, 2014. The field test was administered to ensure the validity, reliability, and fairness of the assessment. Because the field test has only recently concluded, it is highly probable that some resources will be updated and/or revised based on feedback from educators who have administered the field test and students who have taken it. For this reason, new and/or revised instructional materials and resources are expected, which will require additional future additional professional development opportunities on the topic of creating assessment items which reflect the format of PARCC.

Production and implementation constraints

The most challenging constraint concerning the production and implementation of this instructional product is time. As evidenced by the fact that PARCC has been in the process of developing assessments since 2011, the creation of assessment items requires a vast amount of time because it requires research and much trial and error.

In order to address this constraint, it is important that the most relevant and up-to-date resources be available to the learners so as to protect instructional time. Also, because the learners will be revising an already existing assessment to reflect the rigor of CCSS

and the format of PARCC, additional time is saved on not having to create a completely new assessment.

Amount of instructor facilitation

This instructional product requires high facilitation by the instructor. The instructor has the responsibility of presenting the new information in a way that is easily accessible to the learners in a short amount of time. For this reason, a The PARCC Assessment Resources folder will be available for quick and easy access for referencing information or if understanding needs to be further clarified. Additionally, the instructor is responsible for guiding the learners in creating assessment items, providing feedback as they practice creating them, and evaluating the final product for effectiveness according to the appropriate Assessment Evaluation Rubric.

Cluster and Sequence

The instruction is clustered and sequenced according to the process of creating assessment items (see Table 14).

<table>
<tr><th>Clusters*</th><th>Instructional Goal Steps</th></tr>
<tr><td>1 ELA</td><td>Step 1: Choose complex text(s).
<table>
<tr><td colspan="5">Cluster 1 Objectives</td></tr>
<tr><td>1.1</td><td>1.2</td><td>1.3</td><td>1.4</td><td>1.5</td></tr>
<tr><td>1.1.1</td><td></td><td>1.3.1</td><td></td><td>1.5.1</td></tr>
</table>
Step 2: Specify CCSS to measure.
<table>
<tr><td colspan="2">Cluster 1 Objectives</td></tr>
<tr><td>2.1</td><td>2.2</td></tr>
</table>
Step 3: Specify performance level.
<table>
<tr><td>Cluster 1 Objectives</td></tr>
<tr><td>3.1</td></tr>
</table>
Step 4: Determine task type to assess.
<table>
<tr><td colspan="2">Cluster 1 Objectives</td></tr>
<tr><td>4.1</td><td>4.2</td></tr>
<tr><td>4.1.1</td><td></td></tr>
</table>
Step 5: Determine type of item.
<table>
<tr><td colspan="2">Cluster 1 Objectives</td></tr>
<tr><td>5.1</td><td>5.2</td></tr>
<tr><td>5.1.1</td><td></td></tr>
</table>
Step 6: Create assessment item.
<table>
<tr><td colspan="3">Cluster 1 Objectives</td></tr>
<tr><td>6.1</td><td>6.3</td><td>5.2</td></tr>
</table></td></tr>
</table>

<table>
<tr>
<td>2 Math</td>
<td>
Step 1: Specify CCSS to measure.
<table>
<tr><th colspan="2">Cluster 2 Objectives</th></tr>
<tr><td>1.1</td><td>1.2</td></tr>
</table>
Step 2: Specify performance level.
<table>
<tr><th colspan="2">Cluster 2 Objectives</th></tr>
<tr><td colspan="2">2.1</td></tr>
</table>
Step 3: Determine task type to assess.
<table>
<tr><th colspan="2">Cluster 2 Objectives</th></tr>
<tr><td>3.1</td><td>3.2</td></tr>
<tr><td>3.1.1</td><td></td></tr>
</table>
Step 4: Clarify task.
<table>
<tr><th colspan="2">Cluster 2 Objectives</th></tr>
<tr><td colspan="2">4.1</td></tr>
</table>
Step 5: Determine mathematical practice.
<table>
<tr><th colspan="2">Cluster 2 Objectives</th></tr>
<tr><td>5.1</td><td>5.2</td></tr>
<tr><td>5.1.1</td><td></td></tr>
</table>
Step 6: Create assessment item.
<table>
<tr><th colspan="3">Cluster 2 Objectives</th></tr>
<tr><td>6.1</td><td>6.3</td><td>5.2</td></tr>
</table>
</td>
</tr>
</table>

* Cluster is designed to require approximately 50 minutes.

TABLE 14: *Performance Objectives Sequenced and Clustered*

Instructional Strategy

The instructors will **gain learner attention** by having them review the results of Item 9 on the PARCC Assessment Professional Development Questionnaire (see Figure 9). This particular item from the questionnaire was chosen because it highly influenced the instructional goal during the analysis, and it provides a purpose for learning. For example, Item 9 asks: *How would you describe your current skill level in creating assessment items which reflect the format and rigor of The PARCC Assessment?* After the learners have had an opportunity to review the data, the instructor will ask: *Is it okay that 58% of teachers believe that their skills at creating assessment items are novice or average? How can we increase the percentage of teachers who believe that their skills are proficient or expert?*

The instructors will **describe the goal** in The PARCC Assessment Resources folder for the learners to consider. The instructor will state the learning objective: *The learner will be able to create with proficiency assessment items which reflect the rigor of the Common*

Core State Standards (CCSS) and the format of The PARCC Assessment using available resources. The learning objective will be clearly visible to the learners throughout the workshop.

The instructors will **recall prior knowledge** by presenting assessment items in varying formats to the learners for them to classify. Two ELA assessment items, one in MCT2 format and one in PARCC format, and two math assessment items, one in MCT2 format and one in PARCC format, will be presented to the learners. They will then classify the assessment items as MCT2 format or PARCC format. The instructor will ask the following questions to recall prior knowledge about both formats: *How do you know this item is MCT2? How do you know this item is PARCC? What do you notice is similar about the two formats? What do you notice is different?* Learners will share their responses with the small group.

At this point in the instruction, the grade levels will break out into two groups—one group for ELA and one group for mathematics—in order to present the content. Each group will be under the guidance of one instructor. The instructors will **present content** by directing the learners to read the information provided in their PARCC Assessment Resources folder (see Figure 15 and Figure 16) and explaining the various resources and how to use them using The PARCC Educator Resources website. Each instructor will begin by introducing the process for creating an assessment item using the job aid specifically created for their content area (see Figure 17 and Figure 18) in the resource folder. The learners will be able to use this job aid throughout the guided learning and practice activities to recall relevant information. Each instructor will then explain each step in the process of creating assessment items in detail, beginning with step one and culminating in the final step—*Create the assessment item(s).* Each instructor will provide and explain the resources available for each step of the process.

The PARCC Assessment Educator Resources—Table of Contents for ELA

The PARCC Assessment Educator Resources—ELA

Table of Contents

FIGURE 15: *The PARCC Assessment Resource Folder Table of Contents for ELA*

The PARCC Assessment Educator Resources—Table of Contents for Mathematics

The PARCC Assessment Educator Resources—Math

Table of Contents

FIGURE 16: *The PARCC Assessment Resource Folder Table of Contents for Mathematics*

Creating an Assessment Item—ELA Job Aid

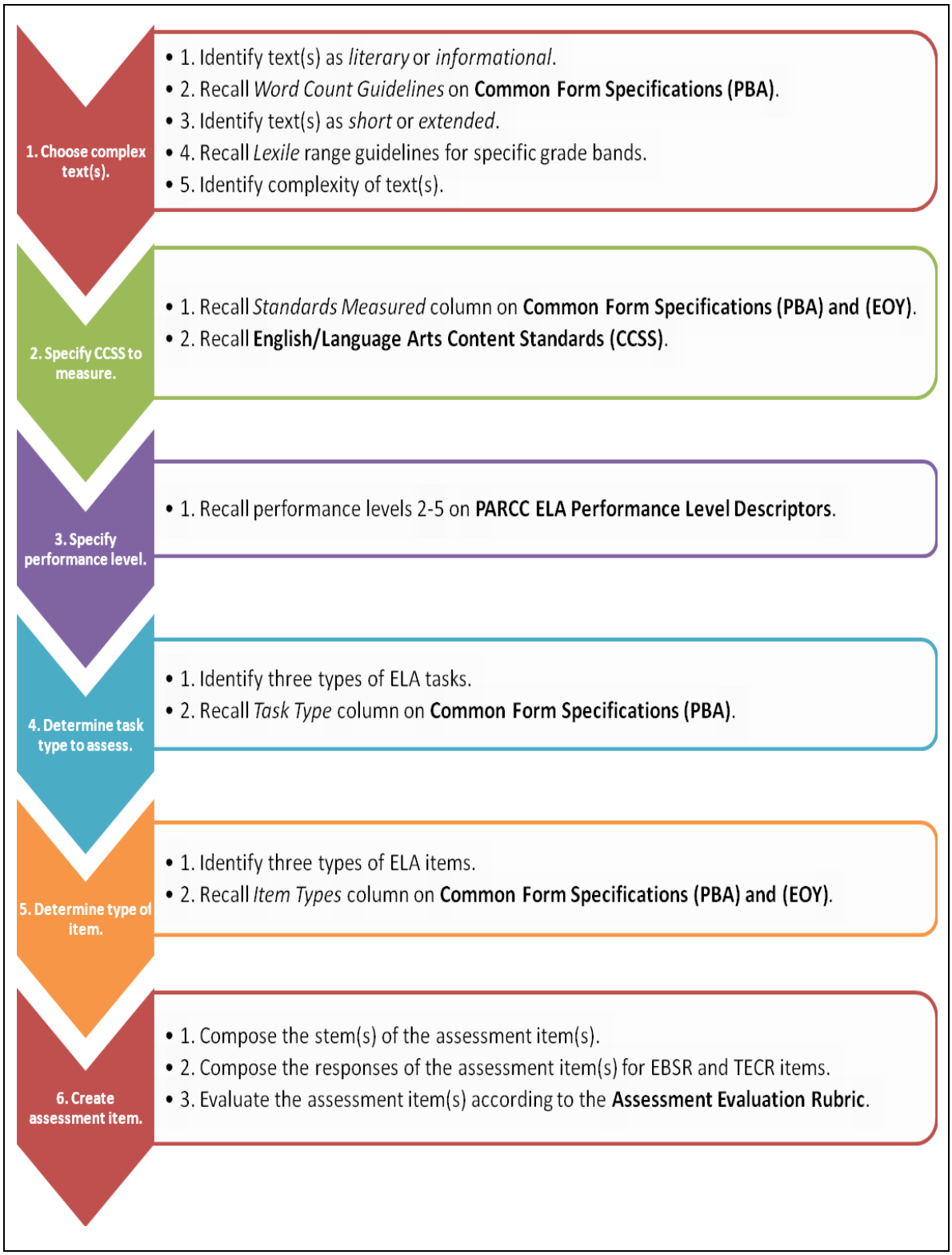

FIGURE 17: *Creating an Assessment Item—ELA Job Aid*

Creating an Assessment Item—Math Job Aid

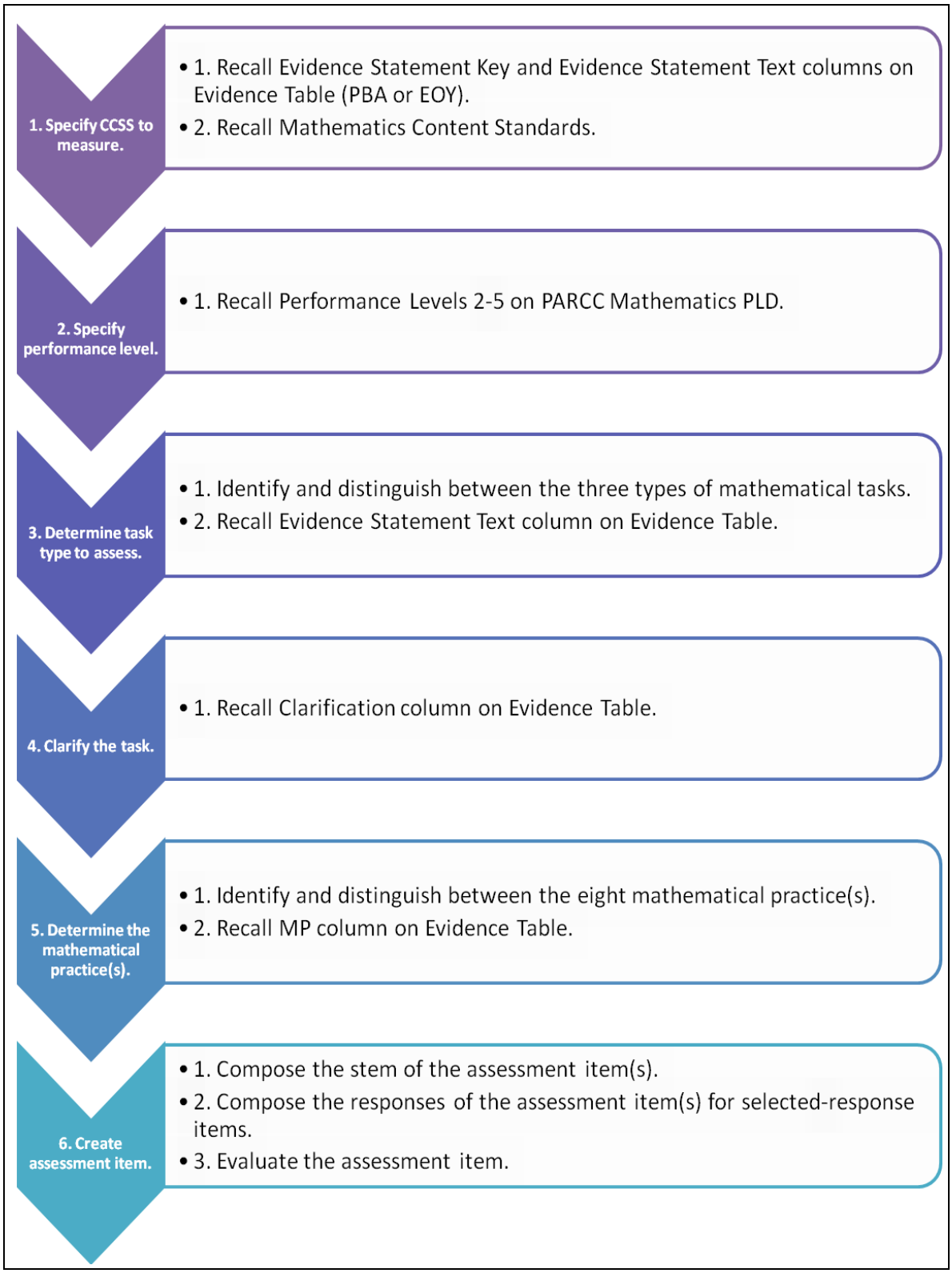

FIGURE 18: *Creating an Assessment Item—Math Job Aid*

Each instructor will **guide learning** by having the learners classify various PARCC practice test items according to its standard, its performance level, its task type, and its item type. Learners will record this information beside the practice test items provided in the resource folder. Each instructor will verify correct classification of the assessment items and address any misconceptions the learners may have about their analyses of the item.

Each instructor will provide time for the learners to **practice** creating assessment items using the appropriate Assessment Evaluation Rubric and the contents of The PARCC Assessment Educator Resources folder as references. Learners will be encouraged to work with at least one other teacher in the same or similar content areas. For example, two teachers who teach reading and language would work on ELA assessment items while two teachers who teach math would work on Mathematics assessment items.

Each instructor will **provide feedback** to the learner in various ways. First, each instructor, acting as a subject matter expert in the ELA or mathematics content areas, may provide feedback. In addition, the learners may compare the assessment items they have created to the Assessment Evaluation Rubric(s) to provide self-feedback. Finally, because the learners will be working with other teachers in their grade-level and/or content area, their peers may also provide feedback and insight into the assessment items. As the learners continue to practice creating assessment items, they may revise and/or change assessment items according to the feedback and critique of the subject-matter experts (instructors), the Assessment Evaluation Rubric(s), as well as their peers and colleagues.

The instructor will **assess performance** by having the learners create a CCSS-focused, PARCC-formatted assessment composed of the assessment items created and/or revised according to a specific set of criteria. The final assessment will be evaluated using either the Assessment Evaluation Rubric—English/Language Arts or the Assessment Evaluation Rubric—Mathematics to guarantee proper CCSS rigor and PARCC formatting of the assessment items.

The instructor will **enhance retention and transfer** by having the learners continue to revise already existing and create new assessments to reflect the rigor of CCSS and the format of PARCC using the resources available in The PARCC Assessment Educator Resources folder. Learners will also be directed to additional resources, both in print and online at http://www.parcconline.org/ and at

http://createassessment.weebly.com/. Continued use of the Assessment Evaluation Rubric(s) by the educators will be encouraged to ensure acceptable rigor and accurate formatting is maintained as new assessments are created.

Evaluation

One-to-One Evaluation

The purpose of the one-to-one evaluation is to revise the instruction so there are no errors. The one-to-one evaluation also allows the instructional designer to acquire preliminary suggestions or reactions toward the instruction from the learner population.

Target Learners

For my one-to-one evaluation, I contacted through word of mouth a fourth grade math teacher to evaluate the instructional design package. Being a fourth grade math teacher and having a master's degree in education, which requires a certain expertise in the design and development of instruction, I felt as if this participant would be able to evaluate the instructional design package so as to maintain the integrity of its design. In addition, this participant could provide much-needed feedback on the math portions of the instructional design package. For this reason, she would be able to evaluate the instruction from both the point of view of the instructional designer and the end-user.

Criteria

During the one-to-one evaluation, I hoped to validate the effectiveness of my instructional product from both the instructional designer and end-user perspectives. I used a Rubric for Evaluating Instructional Materials checklist to guide the evaluation process. The checklist focused on five criteria: (1) goal-centered, (2) learner-centered, (3) learning-centered, (4) context-centered, and (5) technical. The goal-centered criteria assessed the extent to which the instructional product aligned with the instructional goal. The learner-centered criteria assessed whether the instructional product was appropriate for the learners. The learning-centered criteria assessed the appropriateness of the instructional materials in general. The context-criteria assessed practical elements of the instructional product such as authenticity, equipment, site constraints, and resources. Lastly, the technical criteria assessed the delivery of the instruction.

Procedures

I met with Participant A one afternoon to conduct the one-to-one evaluation. I brought with me the materials needed to perform the instruction, as well as the instructional product, which included the learning objective, the instruction, and the assessment, and

a Rubric for Evaluating Instructional Materials checklist. Participant A worked through the instruction and kept notes while I observed. At the end of the instruction, Participant A informally discussed with me what was written in those notes.

Here are some of the suggestions Participant A made:

- In reference to the tables and figures throughout the Design and Development part of the report, Participant A wrote: *To me it would look better to keep the rubrics together.*
- In reference to the first sentence under the Delivery heading, Participant A wrote: *Awkwardly worded.*
- In reference to the eliciting performance section, Participant A wrote: *This is a little confusing.*
- In reference to the create assessment item on Math job aid, Participant A wrote: *Is this the item, or does the participant create the item based on this? The ELA actually has an item. If this is the test item, is the student supposed to create a word problem that would need to be solved using 5 x 7? If so, how is that modeling or applying? As a student I would be a little confused by this item.*
- In reference to the Superordinate and Subordinate Skills for ELA and math, Participant A wrote: *All of these say EOY. What about PBA? Is there a place where you determine which one to look at? Would the procedures be the same for both?*
- In reference to the Assessment Evaluation Rubric, Participant A wrote: *The rubrics look good. They're easy to follow and make sense.*
- In reference to the Cluster and Sequence, Participant A wrote: *The purpose of the cluster and sequence is a little unclear to me. It looks like page 14-16 with just the numbers which means I'd have to flip back and forth to see what each one is. When I am planning I prefer things to be laid out for quick, easy reference. It saves a lot of time and effort. This is not a document I would likely use. I didn't use this at all in going through the procedures on the job aid.*
- In reference to the job aid, Participant A wrote: *I like the job aid. It is sequential and easy to follow. I would use this in planning, especially as I am still learning. This is very user-friendly. I retyped this and included the clusters from page 16. I will send it to you. For me, I would like to have it on one document for quick and easy reference.*
- In reference the delivery system, Participant A wrote: *Your delivery makes sense, and I think it will be useful in developing assessment items. This has been one of the biggest things lacking in all our trainings. I think sending figure selections*

electronically to the teachers will be nice, too, so we can go back and click on the links for quick referencing when we're doing this for our assessments.

- In reference to the hook and recall, Participant A wrote: *The hook and recall are nice. Be careful to not let them eat up too much time if this is done during a planning period. Creating the assessment items needs to be the priority, and you know how easily teachers get off task.*

Outcomes

Based on suggestions from Participant A one-to-one evaluator, I made a few revisions. First, I edited existing grammar, usage, and mechanical errors, as well as revised and re-worded unclear or awkward vocabulary or wording and re-formatted tables and figures. I also created an entirely new job aid for math. I added an explanatory paragraph to the Performance Objectives and Cluster and Sequence sections to explain the tables because their functions were initially unclear. Additionally, I re-wrote the section on gaining learner attention entirely to protect instructional time. The original "hook" had the learners read an excerpt from a book and discuss. The revised "hook" has them briefly study the results of an item from the PARCC Assessment Professional Development Teacher Questionnaire pertaining to how they perceive their skills in creating assessment items which reflect the rigor of CCSS and the format of PARCC.

Summative Evaluation

The summative assessment is based on Kirkpatrick's Training Evaluation Model. Due to time constraints on the project, only the first two levels of the model will be measured—the reaction level and the learning level. The summative evaluation, called the PARCC Assessment PD Evaluation Form (see Figure 19) will measure learner reaction to the training and the how much of the information was learned as a result of the training. The reaction of the learners will be measured using a brief questionnaire intended to gauge how the learners felt about the facilitator, the topic, the materials, the presentation, etc. The questionnaire is available online at https://www.surveymonkey.com/s/T7MD2QN.The summative evaluation will measure learning by comparing the assessment items created by the learner to the Assessment Evaluation Rubric to determine the proficiency of the learner in creating assessment items which reflect the rigor of CCSS and the format of PARCC.

PARCC Assessment PD Evaluation Form

PARCC Assessment PD Evaluation Form

Please take a moment and provide some feedback on the recent professional development opportunity you participated in on creating CCSS-focused and PARCC-formatted assessment items.

1. Evaluate the following statements about the professional development.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
The objectives of the professional development were clearly defined and met.	○	○	○	○	○
Participation and interaction were encouraged.	○	○	○	○	○
Topics covered was relevant to me and my role at NWEMS.	○	○	○	○	○
The content was organized and easy to follow.	○	○	○	○	○
The materials distributed were helpful.	○	○	○	○	○
This professional development will be useful in my work.	○	○	○	○	○
The instructors were knowledgeable about the topic.	○	○	○	○	○
The instructor was well prepared.	○	○	○	○	○
The time allotted for the professional devleopment was sufficient.	○	○	○	○	○
The meeting area and facilities were adequate and comfortable.	○	○	○	○	○

2. What did you like most about this professional development?

3. What aspects of the professional development could be improved?

4. How do you hope to change your practice as a result of this professional development?

5. Now that you have completed the professional development, how would you describe your current skill level in creating assessment items which reflect the format and rigor of The PARCC Assessment?

- ○ Novice/Beginner
- ○ Average
- ○ Proficient/Skillful
- ○ Expert

FIGURE 19: *PARCC Assessment Professional Development Evaluation Form*

Instructional Materials*

The instructional materials may be accessed by clicking on the link.

- **Classifying Assessment Item**
- **Classifying Assessment Item Answer Key**
- **Contents of The PARCC Educator Resources Folder**
  - **Purpose and Objective**
  - **K-2nd English/Language Arts**
  - **K-2nd Mathematics**
  - **3rd English/Language Arts**
  - **3rd Mathematics**
  - **4th English/Language Arts**
  - **4th Mathematics**
  - **5th English/Language Arts**
  - **5th Mathematics**
  - **6th English/Language Arts**
  - **6th Mathematics**
  - **7th English/Language Arts**
  - **7th Mathematics**
  - **8th English/Language Arts**
  - **8th Mathematics**
- **The PARCC Assessment Resources Website**
- **PARCC Assessment PD Evaluation Form**

*To view digital copies of the instructional materials necessary for implementing this instructional product, please visit the following webpage: http://createassessment.weebly.com/resources.html.