



Session 2 – Facilitator’s Guide

Standards, Curriculum and Assessment Alignment

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Length of video with no breaks: 25 minutes

Goal

This video introduces the concept of alignment as it applies to content standards, curriculum, and assessment. It provides both definitions and application. At the end of this presentation, participants should be able to better evaluate a product for use in the classroom based on how well it aligns to the Kansas state standards.

Process

This video provides a listen and discuss approach to the topic of alignment. The first few slides provide definitions then the presentation moves to understanding how to conduct an alignment study. It ends with an exercise to practice making an alignment determination and provides time for a discussion of what type of alignment is appropriate for curriculum, instruction, and assessments.

Exercise

Slide 18 introduces the exercise. A packet of three items, appended to this guide, should be provided to the participants so they can practice making alignment determinations of assessment items. They will need access to content standards and performance level descriptions for grades 4, 6, and 8 in ELA; online access will suffice.

The “answers” to the exercise appear on Slide 19. It is probably worth stopping the video again after the answers are revealed to discuss whether or not the participants agree.

At the end of the video, have a discussion about what they learned and how they will apply it. The discussions will differ depending on whether the audience consists of classroom teachers or school or district administrators.

Definitions

Alignment: The degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide an education system toward students learning what they are expected to know and do.

Balance of representation: Similar emphasis is given to different content topics, instructional activities, and tasks.

Categorical concurrence: The same or consistent categories of content appear in both expectations (standards) and assessments or other product. Categorical concurrence is achieved if comparable topic headings and subheadings of content appear in each.

Depth of Knowledge: Cognitive demands of what students are expected to be able to do; related to the number and strength of the connections within and between mental networks.

Resources:

Hess, Karin (2021). The ABC's of rigorous lesson design. *ASCD Express*, 16(20), Downloaded June 25, 2021 from <http://www.ascd.org/ascd-express/vol16/num20/the-abcs-of-rigorous-lesson-design.aspx>

National Research Council. (2001). *Knowing What Students Know: The Science and Design of Educational Assessment*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10019>.

Webb, N.L. (1997). Criteria for alignment of expectation and assessments in mathematics and science education. *Research monograph, No. 6*. Madison, WI: National Institute for Science Education. <https://files.eric.ed.gov/fulltext/ED414305.pdf>

Webb, N.L. (2002). Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states. Washington, DC: Council of Chief State School Officers https://tapconyc.weebly.com/uploads/1/9/1/5/191529/depth_of_knowledgelevels.pdf

Webb, N.L (2007). Issues related to judging the alignment of curriculum standards and assessments. *Applied Measurement in Education*, 20(1), 7-25. <https://www.cehd.umn.edu/edpsych/c-bas-r/docs/webb2007.pdf>

Sample Items Printout

This page is for the facilitator only

#	Item ID	Grade	Stimulus ID	Subject	Claim	Target	Standard	DOK	Type
1	183137	8	193793	ELA	1	1	8.RL.1	2	MC
2	183036	6		ELA	2	6	6.W.1e	2	MC
3	182903	4	193779	ELA	1	6	4.RL.5	3	MS

These items are taken from the public Smarter Balanced released item pool.

This exercise works best by having educators work in groups of 2 – 3 . If you have multiple grade levels in the group, assign them the exercise that

Antoine of Oregon

A Story of the Oregon Trailby
James Otis

Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.

There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.

Near the mouth of the ravine we came upon a small log cabin, which had evidently been built by trappers, but the emigrants on their way into the Oregon country had converted it into a post office, by sticking here and there, in the crevices of the logs, letters to be forwarded to their friends in the States. Hung on the wall where all might see it, was a general notice requesting any who passed on their way to the Missouri River to take these missives, and deposit them in the nearest regular post office.

The little cabin had an odd appearance, and Susan confessed that, almost for the first time since leaving Independence, she was growing homesick, solely because of seeing this post office.

After crossing the stream we came upon a party of emigrants from Ohio, having only four wagons drawn by ten yoke of oxen, and driving six cows.

Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.

There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.

I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.

Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by my side, laughing and singing.

On the twenty-fourth day of June we arrived at Fort Laramie, in the midst of a heavy storm. We had traveled six hundred sixty-seven miles since leaving Independence, if our course had been the most direct; but allowing for the distances some of us had ridden in search of cattle or here and there off the trail looking for a camping place it must have been that we made at least a hundred miles more.

Fort Laramie is on the west side of a stream known as Laramie's Fork and about two miles from the Platte River. It is a trading post belonging to the North American Fur Company, and built of adobe, by which I mean sun dried bricks, with walls not less than two feet thick and twelve or fourteen feet high.

This fort, if it can be called such, is simply a wall enclosing an open square of twenty-five yards each way, along the sides of which are the dwellings, storerooms, blacksmith shops, carpenter shops, and offices all fronting inside, while from the outside can be seen only two gates, one of which faces the north and the other the south.

Just south of the fort is a wall enclosing about an acre of land, which is used as a stable or corral, while a short distance farther on is a cultivated field, the scanty crops of which give good evidence that the soil is not suitable for farming.

About a mile below Fort Laramie, and having much the same appearance as that fortification, although not so large, is Fort John, which is in possession of the St. Louis Fur Company.

We were given quarters inside Fort Laramie, which was much to our liking.

Then, when we set off once more, it was with greater cheerfulness and increased hope, for the way could not have been improved nor made more pleasant.

Ten days after we celebrated the independence of this country we encamped near the Narrows, within sight of the snow-capped Wind River Mountains, and then it was that our company got some idea of what a herd of buffaloes looked like.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

"Antoine of Oregon" by James Otis, from <http://www.gutenberg.org/cache/epub/43897/pg43897.txt>. In the public domain.

The reader can infer that the narrator is in charge of the group. Which sentence from the text **best** supports this inference?

- A. There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wildcurrants and gooseberries which grew in abundance.
- B. There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.
- C. I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.
- D. It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

A student is writing a letter for his teacher about using technology for class projects. The student wants to revise the draft to include a conclusion. Read the draft of the letter and complete the task that follows.

Dear Mr. Marek,

I feel strongly that projects assigned in science class should include technology. Requiring students to use technology will help us acquire the skills we need. For example, I know that our next topic is going to be "survival." A possible project would be an Internet-based activity. We could begin our study with technology by researching the exploration of Antarctica. This continent features towering icebergs and huge humpback whales. We could read amazing stories from early scientists and explorers and even connect to real-world experts. We could also link to various websites to study weather and landforms. Using our technology tools, we could gather information to show life within a scientific research station in Antarctica.

Revise the student's paragraph on using technology for class projects. Choose the sentence that would make the **best** conclusion for the paragraph.

- A. For the most part, there is a place for technology in every classroom.
- B. Finally, there are many reasons to explore the use of technology in learning.
- C. After all, technology is in our communities, homes, and lives, so it should be in our classrooms as well.
- D. To summarize, using new technology in project learning will engage students and make learning meaningful and fun.

#3 - 182903

Read the passage and answer the questions.

A Rainy Day at the Farmer's Market

I heard the honking of the horn as my dad's truck pulled into the driveway. Immediately, I knew it was time to stop playing catch with my dog. My grandmother called, "Matthew! Your dad is home. Please come help him!"

I was disappointed. It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

"Matthew!" Grandmother called again.

"I'll be right there!" I yelled.

"Please get the big umbrellas from the basement," Grandmother said. "It looks like it's going to rain."

I still had to put on some shoes. I decided to wear my cowboy boots, but I couldn't find them. I looked in the front closet, upstairs, and by the back door. I could've worn my sneakers, but I really wanted to wear my boots. I knew that if I didn't hurry, everyone was going to be upset with me. Reluctantly, I put on my sneakers and went outside.

By then there were only a few crates of produce that needed to be loaded onto the truck.

"I could have used your help, son," said Dad. "Kayla helped me load all of this produce into the truck."

I knew he wasn't happy with me, and I felt bad that my sister Kayla had helped instead of me. I started to explain how I wanted to wear my boots, but couldn't find them. Then I realized how selfish I sounded.

Grandmother came outside, and I helped her carry a box of fresh baked goods. Once we were all in the truck, Dad drove toward town. The Farmer's Market was located in a parking lot behind the town square.

Dad stopped the truck at the main entrance to check in. "Goodmorning, Bill," Dad said to the attendant. "What's the weather prediction?"

"It's not looking good," said Bill. He directed us to where we should park our truck.

Dad drove the truck toward our parking space, and then carefully backed in. We set up our table with fruits and vegetables on one side and baked goods on the other. Grandmother's homemade pies and cookies made my mouth water.

"We'd better put up the umbrellas in case it rains," said Dad.

I gulped. I realized I had forgotten the umbrellas. Dad, Grandma, and Kayla looked at me expectantly.

"I'll be right back!" I yelled, and took off running before anyone had a chance to say anything.

I knew that my friend Jose and his family were supposed to be at the market, so I searched for them, keeping my fingers crossed that it didn't start to rain. I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Exhausted, I continued searching through the rows of tables. I reached the last row with growing concern. If it rained, our truck would get soaked, and so would my family.

Finally I saw Jose. I ran over and almost collapsed. "Is

everything all right, Matthew?" asked Jose's mom.

I gasped for air as I explained how I forgot our umbrellas. I asked if they had any extras we could borrow.

"Of course! Jose, please help Matthew," said Jose's mom. Then it

happened: a drop of rain hit my face!

Jose and I quickly pulled out two large umbrellas from the family's truck. Jose helped me carry the big umbrellas back to our space. We had to go slowly, being careful not to bump into anyone. The market had opened for business, and it was already crowded.

We arrived just in time. As we opened the umbrellas, the few drops of rain began to turn into a steady drizzle. Dad smiled and nodded, seemingly pleased that I had solved the problem on my own. After we set up the umbrellas, Jose hurried back to his family. Luckily the rain didn't stop the crowds. But the rain sure taught me a lesson that day.

#3 - 182903

Read the sentence from the passage.

I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Choose **two** statements that **best** explain why the author chose to include this sentence.

- A. to show that Matthew is good at running
- B. to prove that Matthew's problem is very serious
- C. to help the reader imagine the farmer's market
- D. to show that it was difficult for Matthew to find Jose
- E. to prove that there were many other sellers at the market besides Matthew's family
- F. to help the reader understand the different kinds of items that were being sold at the market