

PROJECT OVERVIEW

This module is meant to be presented in an online format, to support English Language Arts (ELA) curriculum developers' and instructors' ability to work either independently or with a partner or group to design appropriate summative ELA assessment items that can be used to both inform instructional practices and gauge student mastery of the Common Core State Standards (CCSS) for ELA. ELA curriculum developers – who more often than not are former classroom teachers or individuals with at least a Bachelor's degree in English – work for either nonprofit or for profit publishing companies that are contracted by state, district, or school-based educational entities to develop a variety of content, including but not limited to benchmark assessments (a form of summative assessment). The results of these assessments are often used as data points for determining students' ability to meet grade level ELA expectations. Additionally, student benchmark scores can be used to make determinations about student learning gaps or the need for advanced instruction. ELA classroom instructors, with a degree in elementary education or English, also frequently develop their own summative assessment items at the end of an instructional unit, in order to reflect upon the effectiveness of their instruction, get a sense of student mastery of the unit objectives, and to differentiate instruction for individual learners who have or have not mastered requisite grade-level skills and knowledge addressed in the unit.

ELA summative assessments for grades 3-12, such as mid-term exams and end-of-year state tests, are considered high-stakes because they are typically used to determine student placement and teacher effectiveness. It is also worth noting that end-of-year state assessments are mandated by the federal No Child Left Behind (NCLB) law, which requires that states assess students' reading and math abilities once per year in grades 3-8 and at least once in high school. Consequently, it is important that the items curriculum developers and teachers independently develop throughout the school year to assess student knowledge and instructional effectiveness are not only tightly aligned to established standards, but also valid and grade-appropriate.

This module will be developed using a subject matter expert (SME) and Administrative Mandate approach (Dick, Carey, & Carey, 2015), because it is meant to promote a deeper understanding of key components of the CCSS ELA standards – the standards most commonly referenced and used to assess mastery of the English language in grades 3 through 12 – and advance ELA curriculum developers' and instructors' ability to create valid, grade-appropriate, tightly aligned CCSS ELA summative assessment items, which can be used periodically to determine student content mastery and refine educators' instructional practices prior to district and state mandated testing windows. It is worth noting that, ideally, this module would be one part, or one module within a larger unit of instruction on the topic Best Practices for Curriculum and Assessment Development. Other modules within the unit would need to address topics such as the similarities and differences between formative and summative assessment; locating and developing appropriately complex texts; developing CCSS ELA formative assessment items; applying Depth of Knowledge (DoK)/rigor scales, such as Bloom's Taxonomy, to item development; and, standards for establishing and adhering to bias and sensitivity standards.

Desired status	-	Actual status	=	Need
Assessment items developed by ELA curriculum designers and instructors are valid, grade-appropriate, and tightly aligned to CCSS ELA Standard(s).	-	Assessment items developed by ELA curriculum designers and instructors lack validity, are not grade-appropriate, and do not fully align to CCSS ELA standards.	=	Create a self-paced online learning module that supports ELA curriculum developers' and instructors' ability to develop assessment items that are valid, grade appropriate, and tightly

				aligned to CCSS ELA Standards.
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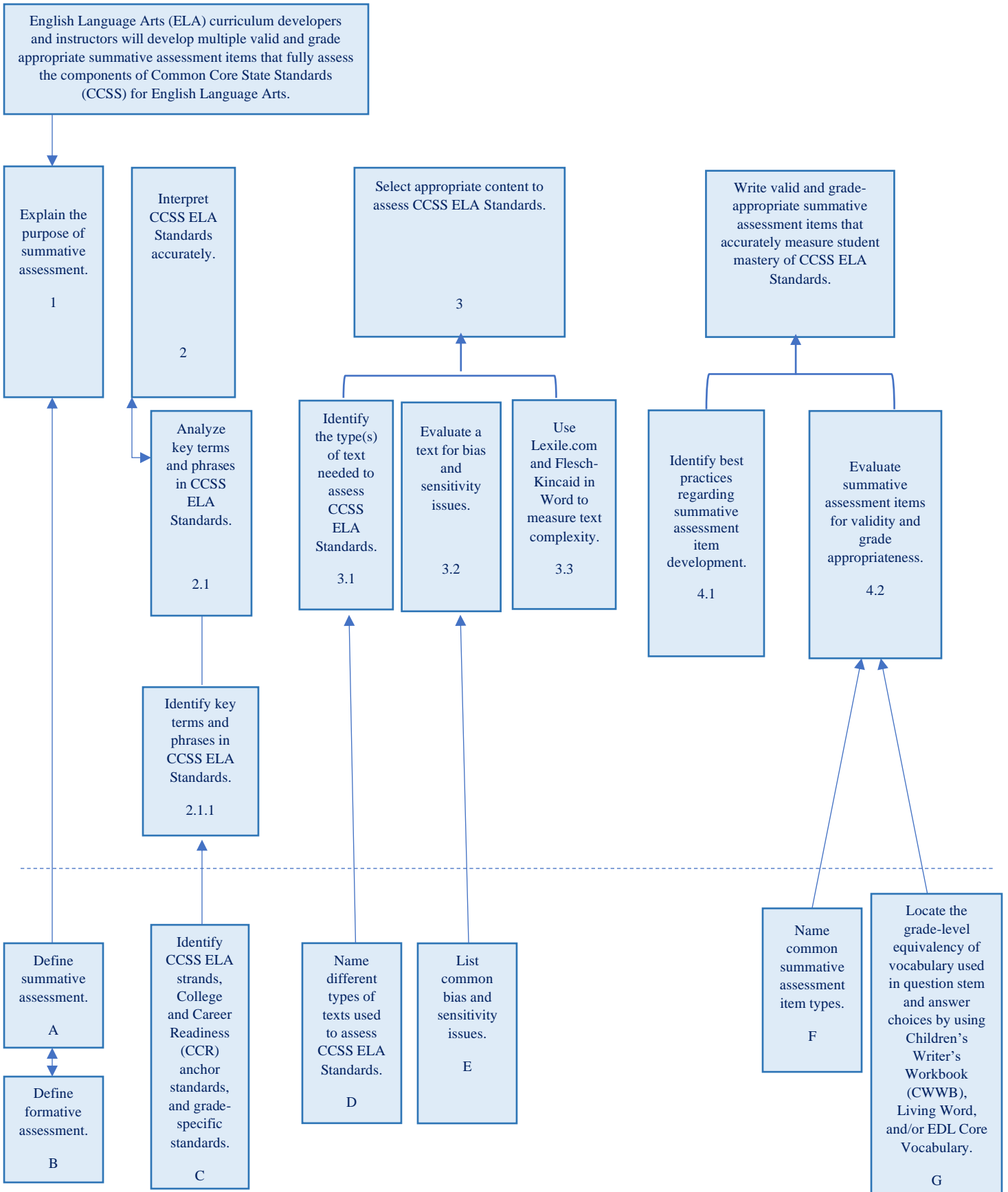
INSTRUCTIONAL GOAL

English Language Arts (ELA) curriculum developers and instructors will develop three to five valid and grade appropriate summative assessment items that fully assess the components of Common Core State Standard (CCSS) for English Language Arts.

It is worth noting that the Instructional Goal requires learners to develop “multiple summative assessment items,” because the complexity of CCSS Standards oftentimes require more than one item to show students have mastered all components of a standard. For example, to fully assess standard RL.6.1 – “Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text” (Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010, p. 36) – students would need to demonstrate that they can 1) analyze information that is explicitly stated in the text; 2) support that analysis with evidence from the text; 3) draw an inference from the text; and 4) justify the inference with evidence from the text.

GOAL ANALYSIS DIAGRAM

Note: Entry Skills are listed below the dotted line.



LEARNER ANALYSIS

The learners for this module are salaried or contracted ELA curriculum developers who work for the company, which is a for profit educational publishing company and K-12 English/Literacy teachers who are participating in the company's educator partnership initiative. All curriculum developers and educators have at least a Bachelor's degree in English and/or education/teaching. A relatively small percent has a Master's degree in English and/or education/teaching. One curriculum developer has a Ph.D. in English. They have varying levels of experience writing summative assessment items in this context, ranging from one month to five years. All curriculum developers taught and developed summative assessment items for classroom students for at least one year.

Educators' experience writing summative assessment items is limited to a K-12 general education classroom setting. They have anywhere from three months to ten or more years of experience developing summative assessment items to determine students' mastery of the content taught during a literacy unit, or combined literacy/social studies or literacy/science unit, of instruction and/or a mid- or end-of-year exam.

The data comes from 1) interviews with individuals or small groups of company curriculum developers, as well as teachers who are involved with the company's educator partnership initiative; 2) observations in the form of review of more than one hundred draft summative assessment items that have been developed by curriculum developers (contract and salaried) and educators participating in the educator partnership initiative; 3) and, a survey of learning preferences.

Information Categories	Data Sources	Learner Characteristics
Entry skills	<p>Interviews and Observations: Spoke one-on-one with current ELA Curriculum Manager, two Team Leads, four Sr. Curriculum Developers, five remote and site-based Curriculum Developers, and four Educator Partners from outside the company I observed curriculum developers and educator partners during online meetings and visits to the company's Dallas office twice per year.</p> <p>Data: I closely read and reviewed more than one hundred assessment items written by leads, developers, educators, and outside vendors/contractors.</p>	<p>Performance Setting: All learners have experience developing ELA summative assessment items. However, their knowledge/experience with all elements of summative assessment development (e.g., writing stems and answer choices; bias/sensitivity issues; selecting appropriate text(s); item validity/reliability) varies. For example, some learners are adept at selecting engaging and appropriate texts but struggle to write precise, clear, and/or grade-level appropriate question stems and answer choices.</p> <p>Learning Setting: Most learners have experience working independently, with a partner, or in a small group to complete web-based instruction.</p>
Prior knowledge of topic area	<p>Interviews and Observations: Same as above</p>	<p>All learners have developed summative assessment items. However, training and experience varies widely. Curriculum developers and most vendors/contractors have</p>

		<p>a minimum of two years of experience writing summative assessment items while working in private or public schools, as well as at for profit and/or nonprofit publishing companies. They have also received at least one round of peer feedback on the assessment items they have written, prior to those items being published.</p> <p>Educators’ experience ranges from three months to ten or more years. However, the summative assessment items they have written are rarely peer reviewed and schools/school districts tend to focus training on data analysis of summative assessment test results, rather than summative assessment development.</p>
<p>Attitudes toward content</p>	<p>Interviews and Observations: Same as above</p>	<p>Both curriculum developers and educators have a positive attitude about the content, since the ability to develop strong summative ELA assessment items is integral to their jobs. For educators, summative assessments are central to their ability to determine student needs.</p>
<p>Attitudes toward potential delivery system</p>	<p>No available data: Because many employees and educator partners work off-site and in different states within the U.S. and outside of the country, company management made the decision to deliver the training as an online module.</p>	<p>In the past, curriculum developers have been asked to complete online modules either independently or with partners or small groups. The reviews have been mixed – some have a strong preference for site-based, face-to-face training that is delivered on a specific date, over a predetermined block of time. Others prefer the online format because they work remotely and do not want to travel for training, and/or they enjoy working independently at their own pace.</p>
<p>Motivation for instruction</p>	<p>Interviews and Observations: Spoke one-on-one and with small groups of contract and salaried curriculum developers, as well as educator partners.</p>	<p>Curriculum developers and teachers are highly motivated to refine their understanding of how to develop valid, grade-appropriate, summative assessment items that accurately measure students’ mastery of CCSS ELA Standards but for different reasons.</p> <p>Curriculum developers – both salaried and contracted – tend to be motivated by the need to meet or exceed company expectations for assessment development, because mastering or excelling at this practice often leads to an opportunity to write advanced curriculum and/or be promoted within or outside the curriculum department.</p>

		<p>Educators, on the other hand, tend to be motivated by the need to determine their students' strengths and relative weaknesses, so they can differentiate instruction as needed. Additionally, classroom teachers tend to use results from summative assessments to refine their instructional practices. In some states, teacher salaries are based on their students' performance on NCLB mandated end-of-year exams.</p>
<p>Educational and ability levels</p>	<p>Interviews: Same as above</p> <p>Records: Data from employment records.</p> <p>Test Data: All contract and salaried curriculum developers are given a test, before being hired, to gauge their general ability to write and review content and assessment items.</p>	<p>Education Levels: All curriculum developers and educators have at least a Bachelor's degree in English and/or education/teaching. A relatively small percent has a Master's degree in English and/or education/teaching. One curriculum developer has a Ph.D. in English.</p> <p>Ability Levels: All curriculum developers and educators read and comprehend at a college/advanced level. However, some do not have experience with Blackboard, so extra time to complete the module will be allowed to ensure learners have ample opportunity to work through any issues or ask clarifying questions as needed through the discussion board in the Module. Additionally, some learners struggle to manage their time effectively when asked to work independently to complete web-based tutorials.</p>
<p>General learning preferences</p>	<p>Interviews and Observations: Spoke one-on-one and with small groups of contract and salaried curriculum developers, as well as educator partners.</p>	<p>Learners have a variety of experiences with instructional formats, but the majority of their training has been delivered on-site and face-to-face. Most enjoy working with others, or at the very least being given the opportunity to talk through their ideas with one or two others before sharing out whole group.</p> <p>They have an appreciation for content that is "chunked" into digestible sections of related information (10-15 minutes of instruction), with frequent and relevant checks for understanding (CFUs) and clear explanations of correct vs incorrect responses to content related questions. They prefer CFUs that do not require long, constructed/written responses. They also value feedback that is relevant and timely.</p>

Attitudes toward training organization	Interviews: Same as above	Most learners have a positive attitude toward the training organization, but only when they believe the training is relevant. Their attitudes tend to become negative when required trainings either don't directly relate to their day-to-day responsibilities or future aspirations.
<p>General group characteristic</p> <ul style="list-style-type: none"> a. Heterogeneity b. Size c. Overall impressions 	<p>Records: Data from employment records.</p> <p>Observations: The majority of salaried and contract curriculum developers and educator partners.</p>	<p>Heterogeneity: Learners are heterogeneous in regard to type and level of education (English and/or education; Bachelor's, Master's, or Ph.D.). They live and work in different parts of the country and outside of the U.S. There is a relatively wide range of ages, genders, and cultural backgrounds. All learners have access to computers and internet.</p> <p>Size: There will be twenty to twenty five learners.</p> <p>Overall Impressions: Instruction will need to be presented in "chunks" of content (10-15 minutes per section). Because developers' and educators' time is limited, and therefore valuable, content needs to be relevant, engaging, and convenient. It should contain a mix of instruction materials that can be read, viewed, and/or listened to. Any content that needs to be downloaded will need to be PC and Mac compatible.</p>

PERFORMANCE CONTEXT

All learners will be able to apply what they learn from the module, either immediately or in the near future depending on the projects they are assigned to (curriculum developers) or when they will begin developing a new instructional unit (educators). Curriculum developers assigned to projects related to developing state benchmark assessments can apply new understandings to either outline and build new summative assessment workbook designs or to revise summative assessment items that they have drafted and/or are in the process of being reviewed. Educators will be able to apply new knowledge to refine their existing summative assessment items, prior to distributing to students, or to develop summative assessment items for new units of instruction by utilizing them within the context of a backward design approach.

Data sources include interviews with, and observations of, curriculum managers/supervisors, leads, and senior curriculum developers, as well as informal interviews with educators who participate in the company's educator partner initiative. For both developers and educators, the performance context is similar in that the summative assessment items will be developed for students. However, the age/grade-level of students varies from grades three to twelve. Curriculum developers work either in the office or remotely from home, on a

computer (specifically a PC, assigned by the company). Educators, for the most part, work in a brick and mortar school building and use pencil/pen and paper or a computer (Mac or PC) to develop summative assessment items.

Information Categories	Data Sources	Performance Site Characteristics
<p>Managerial/supervisory support</p>	<p>Interviews: Spoke one-on-one with current ELA Curriculum Manager, two Team Leads, four Sr. Curriculum Developers, and two educator partners. Also, spoke with team leaders during Lead/Sr. Curriculum Developer group meetings.</p>	<p>Company managers/supervisors are very supportive, particularly because curriculum developers’ ability to design strong summative assessment items supports company goals in several ways:</p> <ol style="list-style-type: none"> 1) reduces time spent by supervisors/Sr. Curriculum Developers; reviewing/correcting items; 2) helps maintain positive relationships with clients; 3) saves the company money (two main driving forces in for-profit curriculum development are time and quality); 4) white papers from outside reviewers regarding quality of product(s). <p>Educator partner feedback indicates that school principals and other school district leaders are supportive, because the development of strong assessment items can be used to determine students’ mastery of ELA Standards prior to high-stakes testing windows, thereby allowing educators to differentiate instruction as needed to ensure proficient student performance on state mandated or college entrance exams (e.g., ACT and SAT).</p>
<p>Physical aspects of site</p>	<p>Interviews and Observations: Spoke one-on-one with educators and curriculum developers who work on-site and remotely; visited Dallas, TX company office two times per year (spring and fall).</p>	<p>Facilities: Curriculum developers – in-office staff have access to multiple conference rooms and personal workspaces; remote employees have home offices; online Zoom meetings are also utilized by in-office and remote employees. For the most part, all in-office and remote developers have consistent and reliable internet access.</p> <p>Educators – school library; teacher classrooms; one dedicated meeting space. For the most part, all educators have consistent and reliable internet access.</p>

		<p>Resources: Employers typically provide print resources; online resources can be accessed from the Internet.</p> <p>Equipment: Both salaried curriculum developers and educators have employer provided or personal computers (either PC or Mac). Contracted curriculum developers supply their own computers. Internet is available either via the company/school site or obtained by employees when working from home.</p> <p>Timing: Curriculum supervisors/school principals typically schedule a window of time in which work should be completed.</p>
<p>Social aspects of site</p>	<p>Observations: Same as above</p> <p>Interviews: Same as above</p>	<p>Supervision: Curriculum developers typically work independently, but at times have direct supervision; educators may be supervised or work independently.</p> <p>Interaction: Curriculum developers and educators may work independently or with peers; additional opportunities to discuss content/assessment related questions and/or understandings are encouraged during team/staff meetings (once per week or twice a month).</p> <p>Others effectively using skills: Typically, Lead Teachers and Sr. Curriculum Developers have mastered the skills but may need refinement/reminders regarding best practices.</p>
<p>Relevance of skills to workplace</p>	<p>Observations: Same as above, and I closely read and reviewed more than one hundred assessment items written by leads, developers, educators, and outside vendors/contractors.</p> <p>Interviews: Same as above</p> <p>Test Data: All contract and salaried curriculum developers are given a test, before being hired, to gauge their general ability to write and review content and assessment items.</p>	<p>Meet identified needs: The summative assessment development instruction should meet identified needs for improving item design to ensure items are valid, grade-appropriate, and assess all components of ELA CCSS Standards. New employees (curriculum developers and educators) should be able to immediately apply what they learn, to develop strong summative assessment items.</p>

	<p>Also reviewed the p-values of nearly 500 assessment items developed by company curriculum developers over the last 5 years.</p>	
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LEARNING CONTEXT

Instruction is web-based, using Blackboard Coursesites, and can be completed on-site/in-office – at personal workspaces or in available conference rooms – school libraries, classrooms, or in-home offices. Participants can be given a window of time to complete the module – approximately two weeks – ideally, engaging with the content just prior to being assigned to project work related to assessment development or prior to the development of a new unit of instruction. While the module is designed to be self-paced and completed independently, learners may choose to consult with peers as they complete coursework.

Data sources came from speaking with in-office and remote curriculum developers, as well as educators participating in the company’s educator partner initiative. Additional information was collected through two site visits to the company’s Dallas, TX office – once in the spring and once in the fall.

Information Categories	Data Sources	Learning Site Characteristics
<p>Number/nature of sites</p>	<p>Interviews and Observations: Spoke one-on-one with educators and curriculum developers who work on-site or remotely (office, school building, from home)</p> <p>Site Visits: Visit Dallas, TX company office two times per year (spring and fall).</p>	<p>Number: Curriculum developers – individuals who work at the office have access to eight conference rooms and personal desk space; remote employees have home offices.</p> <p>Educators – school library; multiple teacher classrooms; one dedicated meeting space within the school; individual home office space.</p> <p>Facilities: The web-based instruction can be accessed either on-site or from home, via the Internet.</p> <p>Equipment: Typically, conference rooms and other site-based locations have projection screens/projectors for computer display. Curriculum developers and educators will use company/school issued computers or personal computers to access instruction. Internet access is provided by the company, school site, or by individual learners.</p>

		<p>Resources: Both the company and schools/districts provide computers, Internet access, and workspaces for site-based employees. Salaried remote employees are supplied with computers but are responsible for obtaining their own Internet and workspaces/other equipment (e.g., printers). Contract employees are required to supply their own equipment (e.g., computers, printers), workspaces, and Internet.</p> <p>Constraints:</p> <ol style="list-style-type: none"> 1. If learners choose to work in groups/with a peer, conference rooms will need to be booked at least a week in advance, as they are used by multiple staff members/supervisors and may be difficult to gain access to at the last minute/same day. 2. During certain times of the year, it may be difficult for curriculum developers and educators to complete the course due to other demands on their time/other priorities (e.g., product release deadlines; school/district testing windows).
<p>Site compatibility with instructional needs</p>	<p>Interviews and Observations: Same as above</p> <p>Site Visits: Same as above</p>	<p>Instructional Strategies: Computer/Internet-based instruction; work can be completed independently and/or with peers; small groups may work together in conference rooms or other available spaces (e.g., school library).</p> <p>Delivery Approaches: Support is available for Internet-based instruction, during weekdays, from company or district IT department.</p> <p>Time: Instruction is self-paced and meant to be completed independently. Module should take approximately one to one and a half hours to complete and can be done in one session or over time.</p> <p>Personnel: ID will develop the course independently and provide all instructional resources, so learners can access independently and complete at a reasonable pace (within two weeks/over the course of 1-1.5 hours).</p>

<p>Site compatibility with learner needs</p>	<p>Interviews and Observations: Same as above</p> <p>Site Visits: Same as above</p>	<p>Location (distance): Varies – office staff/educators live within driving distance or may utilize public transportation to complete the module at the office or school. Remote employees work at home.</p> <p>Conveniences: Varies – most staff/educators have access to restaurants, coffee shops, and/or a site-based lounge/eating area.</p> <p>Space: Personal work areas can be used for independent work (office, school, or home); conference rooms, school libraries, and teacher classrooms may be used for working with peers.</p> <p>Equipment: Participants will be responsible for gathering/accessing the materials they need (e.g., computer, headset, printer).</p>
<p>Feasibility for simulating workplace</p>	<p>Interviews and Observations: Same as above</p> <p>Site Visits: Same as above</p>	<p>Supervisory Characteristics: Since learners will complete module independently online, this is not applicable.</p> <p>Physical Characteristics: Physical characteristics can be simulated, since coursework will be completed in learners’ usual workspaces – office, school building, or home office.</p> <p>Social Characteristics: Social characteristics can be simulated since learners may work independently or with peers.</p>

ASSESSMENT PLAN

Assessments will utilize a variety of item types, including multiple choice, fill-in-the-blank, multipart, and short constructed response. There will be frequent checks for understanding (CFUs) throughout the module (assessment items aligned to subordinate objectives), to assess learners’ attainment of key skills and understandings. All Assessments/CFUs mimic items in the Summative Assessment and will be followed by sample answers and explanations for learners to compare their responses to for the purpose of reflecting upon their understandings/correcting misunderstandings. CFUs are meant to be interactive and help keep learners engaged with the content. Each cluster/section of instruction is sequenced to support learners’ ability to successfully complete the summative assessment, which is meant to mimic a common process for summative item development

Pretest: Learners will be asked to complete a short pretest – aligned to each cluster/section of the module – to determine their current understanding of summative assessment development; as well as their ability to interpret

CCSS ELA Standards, select appropriate content to address different CCSS ELA Standards, to use Lexile.com and Flesch-Kincaid in Word to determine text complexity, and to use criteria to evaluate summative assessment items for strengths/standard alignment and weaknesses/issues. Following the pretest, correct answer choices (CACs) will be provided. Alongside each CAC, an explanation of the correct answer and alignment to cluster/section of instruction will be provided. The purpose of providing information regarding item alignment to cluster/section of content in pretest explanations is to encourage participants to develop their own “learning paths” for the module by making determinations about which sections of the module they may need to spend more or less time working through, based on their current level of mastery of the content in each section (as indicated by their successes/struggles with the pretest items).

Practice Tests: Practice items aligned to subordinate/performance objectives will be included throughout the module, in order to determine learners’ understanding of the content. Each item will be followed by an example answer and explanation, for learners to compare their responses to, reflect, and refine understandings as needed.

Posttest: The posttest, given at the end of the module, will be a Summative Assessment item set that is meant to mimic an authentic process for developing CCSS ELA summative assessment items aligned to standards. It will contain a variety of item types. The posttest will be worth 100 points, with constructed response items being worth more points than other item types. The ID, a Lead Curriculum Developer, or the ELA Content Manager will review responses, score the assessment, and provide written feedback to participants within five days of module completion.

PERFORMANCE OBJECTIVES

Main Instructional Goal	Terminal Objective
English Language Arts (ELA) curriculum developers and instructors will develop multiple valid and grade appropriate summative assessment items that fully assess the components of Common Core State Standards (CCSS) for English Language Arts.	When given a CCSS ELA Standard, language arts curriculum developers and instructors will use provided criteria and resources to write multiple valid and grade-appropriate summative assessment items that measure all components of the standard.
Main Step in Instructional Goal	Objective
1. Explain the purpose of summative assessment.	Given a text and video about types of assessment, accurately identify purposes of summative assessment.
Main Step in Instructional Goal	Objective
2. Interpret CCSS ELA Standards accurately.	Given a CCSS ELA Standard, correctly identify what students are expected to know and be able to do to.
Subordinate Skill	Objective
2.1 Analyze key terms and phrases in CCSS ELA Standards.	Given a CCSS ELA Standard, identify words and/or phrases that describe core skills, knowledge, and content, to accurately explain what students need to know and be able to do.
2.1.1 Identify key terms and phrases in CCSS ELA Standards.	Given a CCSS ELA Standard, correctly identify key terms and phrases by selecting descriptions of core skills, knowledge, and content.
Main Step in Instructional Goal	Objective
3. Select appropriate content to assess CCSS ELA Standards.	Given multiple CCSS ELA Standards, select the text(s) that will best address each standard.
Subordinate Skill	Objective

3.1 Identify the type(s) of text needed to assess CCSS ELA Standards.	Given CCSS ELA Standards, select the correct type(s) and number of text(s) needed to address each standard.
3.2 Evaluate a text for bias and sensitivity issues.	Given a literature text, correctly identify bias and sensitivity issues within the text.
3.3 Use Lexile.com and Flesch-Kincaid in Word to measure text complexity.	Given a 100-200 word informational text, use Lexile.com and a grade level equivalency chart to correctly determine the text’s grade level complexity. Given a 100-200 word informational text, use Flesch-Kincaid (FK) in Word to correctly determine the text’s grade level complexity.
Main Step in Instructional Goal	Objective
4. Write valid and grade-appropriate summative assessment items that accurately measure student mastery of CCSS ELA Standards.	Given a CCSS ELA Standard and assessment text, write multiple valid and grade-appropriate summative assessment items that addresses all components of the standard.
Subordinate Skill	Objective
4.1 Identify best practices regarding summative assessment item development.	Given a text about assessment development, correctly identify best practices for developing summative assessment item sets.
4.2 Evaluate summative assessment items for validity and grade appropriateness.	Use provided “Assessment Item Criteria” and word lists to accurately evaluate the validity and grade appropriateness of summative assessment items.

Design Evaluation Chart

The Design Evaluation Chart outlines items for the Summative Assessment, as well as items aligned to each performance objective. Performance objective items will be used as Checks for Understanding (CFUs) throughout the module. A variety of item types (with specific text features, such as bolding and italics) will be used, to both maintain learner engagement and model best practices for item set development. Items aligned to performance objectives are meant to mimic the types of questions presented in the Summative Assessment, as a way to scaffold learning and set learners up for success on the final assessment.

Acronyms:

- MCQ – (Single) Multiple Choice Question
- MCMR – Multiple Choice/Multiple Response
- MP – Multipart
- CR – Constructed Response

Goal/Step/Subordinate Skill	Performance Objectives	Parallel Test Items
INSTRUCTIONAL GOAL	TERMINAL OBJECTIVE	SUMMATIVE ASSESSMENT
English Language Arts (ELA) curriculum developers and instructors will develop multiple valid and grade appropriate summative	When given a CCSS ELA Standard, ELA curriculum developers and instructors will use provided criteria and resources to write multiple	The Summative Assessment is meant to mimic an item development process similar to the way an item would be developed in the workplace (authentic). A variety of item

<p>assessment items that fully assess the components of Common Core State Standards (CCSS) for English Language Arts.</p>	<p>valid and grade-appropriate summative assessment items that measure all components of the standard.</p>	<p>types will be used, including MCQ, MCMR, MP, and CR.</p> <ol style="list-style-type: none"> 1. Identify the purposes of summative assessment (*this item is meant to ground learners in the assessment/set purpose and tie back to Part 1 of the module). 2. Read ELA Standard RL.8.5 (standard text). Which (number) statements describe the core knowledge, skills, and content students need to demonstrate mastery of the standard? 3. Read ELA Standard RL.8.5 (standard text). Which two phrases accurately describe the type and number of texts needed to assess the standard? 4. Read each of the four texts listed below (links to four texts). Which two texts could be used to assess CCSS ELA Standard RL.8.5? <p>TIP: be sure to look at the reading level of each text (refer to the college & career readiness chart as needed) and check for bias and sensitivity issues.</p> <ol style="list-style-type: none"> 5. Review your responses to Questions 1 - 4 and refer to the text pair you selected in the previous item. Then reread Standard RL.8.5. Then, write three to five summative assessment items that assess all components of ELA Standard RL.8.5. (this item will be scored by a Senior or Lead Curriculum Developer or immediate supervisor – meeting will be schedule online or in-person to provide specific feedback).
<ol style="list-style-type: none"> 1. Explain the purpose of summative assessment. 	<ol style="list-style-type: none"> 1. Given a text and video about types of assessment, accurately identify purposes of summative assessment. 	<p>Review key ideas from the video (title) <i>and</i> text titled (title of text). Then, answer the question.</p> <p>What are (number) purposes of summative assessment? (five to six answer choices will be provided; three to four correct/two to three incorrect)</p>
<ol style="list-style-type: none"> 2. Interpret CCSS ELA Standards accurately. 	<ol style="list-style-type: none"> 2. Given a CCSS ELA Standard, correctly 	<p>Read CCSS ELA Standard RI.7.7, “Compare and contrast a text to an audio, video, or</p>

	<p>identify what students are expected to know and be able to do to.</p>	<p>multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).”</p> <p>Which (number) statements are accurate interpretations of what students need to know and be able to do to master ELA Standard RI.7.7?</p>
<p>2.1 Analyze key terms and phrases in CCSS ELA Standards.</p>	<p>2.1 Given a CCSS ELA Standard, identify words and/or phrases that describe core skills, knowledge, and content, to accurately explain what students need to know and be able to do.</p>	<p>1. Read ELA Standard RL.6.1, “Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”</p> <p>A) Which four statements accurately describe the skills, knowledge, and content necessary to demonstrate mastery of the standard? (Answer Choices will include language from the standard that describes skills, knowledge, and content).</p> <p>B) Based on your response to Part A, explain what students need to know and be able to do to demonstrate mastery of ELA Standard RL.6.1. (a sample answer will be provided).</p>
<p>2.1.1 Identify key terms and phrases in CCSS ELA Standards.</p>	<p>2.1.1 Given a CCSS ELA Standard, correctly identify key terms and phrases by selecting descriptions of core skills, knowledge, and content.</p>	<p>Read ELA Standard RI.6.4, “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.”</p> <p>Which four key terms in the standard describe core skills, knowledge, and content?</p>
<p>3. Select appropriate content to assess CCSS ELA Standards.</p>	<p>3. Given multiple CCSS ELA Standards, select the text(s) that will best address each standard.</p>	<p>1. Read ELA Standard RL.7.5, “Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.”</p> <p>Which text could be used to assess standard RL.7.5? (answer choices will contain titles of and links to texts, and the FK or Lexile level will be provided; distractors will contain bias/sensitivity issues and/or lack a clear structure).</p>

		<p>2. Read ELA Standard RI.8.9, “Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.”</p> <p>Which text set could be used to assess standard RI.8.9? (answer choices will contain titles of and links to texts, and the FK or Lexile level will be provided; distractors will have an incorrect text type, have bias/sensitivity issues, or lack a difference)</p>
<p>3.1 Identify the type(s) of text needed to assess CCSS ELA Standards.</p>	<p>3.1 Given CCSS ELA Standards, select the correct type(s) and number of text(s) needed to address each standard.</p>	<p>A. Select the type(s) and number of text(s) needed to address ELA Standard RL.6.1.</p> <p>B. Select the type(s) and number of text(s) needed to address ELA Standard RI.8.7.</p>
<p>3.2 Evaluate a text for bias and sensitivity issues.</p>	<p>3.2 Given a literature text, correctly identify bias and sensitivity issues within the text.</p>	<p>Read (title of literature text). Which (number) bias and/or sensitivity issues are in the passage?</p>
<p>3.3 Use Lexile.com and Flesch-Kincaid in Word to measure text complexity.</p>	<p>3.3.1 Given a 100-200 word informational text, use Lexile.com and a grade level equivalency chart to correctly determine the text’s grade level complexity.</p> <p>3.3.2 Given a 100-200 word informational text, use Flesch-Kincaid (FK) in Word to correctly determine the text’s grade level complexity.</p>	<p>1. Download the passage <i>NASA Designing Shapeshifting Robots for Saturn’s Moons</i> and save it to your computer desktop (to save, be sure to “enable editing”).</p> <p>Then, measure the complexity of the text using Lexile.com and Flesch-Kincaid in Word.</p> <p>TIP: Remember to convert and save the text as plain text, before uploading to Lexile.com.</p> <p>Once you have both measurements, record responses to 1-3 (below) in the provided answer space:</p> <p>1. Note the Lexile range of the text.</p> <p>2. Note the grade-level equivalent of the Lexile range.</p>

		3. Note the FK grade-level year and month.
4. Write valid and grade-appropriate summative assessment items that accurately measure student mastery of CCSS ELA Standards.	4. Given a CCSS ELA Standard and assessment text, write multiple valid and grade-appropriate summative assessment items that addresses all components of the standard.	<p>NOTE: An appropriately aligned text at a grade range 6 reading level will be provided for this item.</p> <p>Read ELA Standard RI.6.2, “Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.”</p> <p>Refer to the language of standard RI.6.2 and use the text titled (title of text) to write two to four valid and grade-appropriate summative assessment items that measure all components of standard RI.6.2. (sample answer will be provided for comparison/self-reflection).</p>
4.1 Identify best practices regarding summative assessment item development.	4.1 Given a text about assessment development, correctly identify best practices for developing summative assessment item sets.	<p>Read the text (title). Then, answer the question.</p> <p>Which (number) statements describe best practices for developing summative assessment items?</p>
4.2 Evaluate summative assessment items for validity and grade appropriateness.	4.2 Use provided “Assessment Item Criteria” and word lists to accurately evaluate the validity and grade appropriateness of summative assessment items.	<p>Refer to the “Assessment Item Criteria” and word lists (CWWB, EDL, Living Word). Then, answer each question.</p> <ul style="list-style-type: none"> A. Which assessment question is text-based? (learners will be provided sample assessment items to choose from) B. Which item stem is most clear and precise? (learners will be provided sample assessment items to choose from) C. Which (number) items contain vocabulary that would be inappropriate for a grade 7 assessment item? (learners will be provided sample assessment items to choose from) D. Which (number) items contain an outlier? (learners will be provided sample assessment items to choose from)

Instructional Strategy Alignment

Before starting the module, learners will be asked to complete a pretest and establish a personal learning path based on responses to pretest items (instructions will be provided). Then, participants will be asked to read an engaging quote with an accompanying question related to the purpose of assessment, which they will access in the Introduction section of the module. The chart below details each of the four clusters/sections of learning that learners will engage with, following the pretest and introductory activity. Note the multiple points at which learners complete Assessments/CFUs, which are meant to maintain learner engagement and help solidify key ideas and skills addressed in each section/cluster. After completing all four sections/clusters, participants will be prompted to complete the Summative Assessment and module survey.

Learning Component	Design Plan
<p>Determining the Purposes of Assessment</p>	<p>Objective:</p> <ol style="list-style-type: none"> 1. Given a text and video about types of assessment, accurately identify purposes of summative assessment. <p>Content Presentation <i>Content:</i> Participants will be asked to think about and record what they already know about assessments (types and purposes). Then, learners will watch a video and read a text (infographic) that discusses different types of assessment (formative/summative) and their purposes. Afterwards, learners will be asked to consider and record their thoughts about how their understanding of assessment changed and/or remained the same after watching/listening to the video or reading the text. Then, students will respond to the Check for Understanding #1.</p> <p><i>Example:</i> students will think about and record what they already know about assessments. Then, they will watch a video and read an infographic, followed by a reflection about how their understanding of assessment changed or remained the same, prior to completing the assessment/check for understanding (CFU).</p> <p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; YouTube or TedEd video and infographic will be used to support participants' understanding of the purpose of summative assessment (as compared to formative assessment)</p> <p>Student Participation <i>Practice Items and Activities:</i> Before viewing the video or text, students will be asked to record their current understandings about assessment in a blank answer space or word document. After viewing the video or text, students will be asked to review what they wrote prior to viewing, then record similarities and differences between their initial understanding and new understandings, based on content from the video or text.</p> <p>Before moving on to the next instructional cluster, students will be asked to:</p>

	<p>Review key ideas from the video (title) <i>and</i> text titled (title of text). Then, answer the question.</p> <p>What are (number) purposes of summative assessment? (five to six answer choices will be provided; three to four correct/two to three incorrect)</p> <p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; YouTube or TedEd video and infographic will be used</p>
<p>Interpreting CCSS ELA Standards</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 2. Given a CCSS ELA Standard, correctly identify what students are expected to know and be able to do. <ol style="list-style-type: none"> 2.1 Given a CCSS ELA Standard, identify words and/or phrases that describe core skills, knowledge, and content, to accurately explain what students need to know and be able to do. <ol style="list-style-type: none"> 2.1.1 Given a CCSS ELA Standard, correctly identify key terms and phrases by selecting descriptions of core skills, knowledge, and content. <p>Content Presentation</p> <p><i>Content:</i> Canva presentation will start by defining key terms in ELA standards as descriptions of core skills and knowledge students must demonstrate in order to show mastery of the standard and ELA Standard SL.3.2 will be shown with key terms (identified as skills, knowledge, and content) – following the example, participants will complete Check for Understanding #1 related to objective 2.1.1 (an explanation will be provided for students to compare their answer to). Then, ELA Standards SL.3.2, SL.4.2, and SL.5.2 will be shown on a single slide with key terms highlighted and explanations of what key terms indicate students need to know and be able to do to master the standard will be provided (explanation will also include information about the similarities and differences between the standards to highlight different/similar expectations at each grade level for the same standard strand) – following the examples and explanation, participants will complete Check for Understanding #2 related to objective 2.1 (an explanation will be provided for students to compare their answer to). An image/graphic of key points related to interpreting CCSS ELA Standards will then be shared, prior to learners completing the Section 2: Assessment related to objective 2.</p> <p><i>Examples:</i> modeling/examples of standards with key terms highlighted and explanations of what the key words in each standard indicate students need to know and be able to do will be shared via a PowerPoint presentation or other tool (possibly Canva); a graphic/image will be used to summarize key points about standards interpretation</p>

	<p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; presentation software, a graphic, and assessment/CFU items will be used</p> <p>Student Participation <i>Practice Items and Activities:</i> Participants will read/view information and examples on slides and image/graphic. They will pause after each instructional chunk related to an objective to complete an assessment/CFU item (an explanation will be provided for each assessment/CFU item for participants to compare their responses to/refine understanding as needed).</p> <p>Assessments/CFUs students will complete are:</p> <ol style="list-style-type: none"> 2. Read ELA Standard RI.6.4, “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.” <p>Which four key terms in the standard describe core skills, knowledge, and content?</p> <ol style="list-style-type: none"> 3. Read ELA Standard RL.6.1, “Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.” <p>C) Which four statements accurately describe the skills, knowledge, and content necessary to demonstrate mastery of the standard? (Answer Choices will include language from the standard that describes skills, knowledge, and content).</p> <p>D) Based on your response to Part A, explain what students need to know and be able to do to demonstrate mastery of ELA Standard RL.6.1.</p> <ol style="list-style-type: none"> 4. Read CCSS ELA Standard RI.7.7, “Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).” <p>Which (number) statements are accurate interpretations of what students need to know and be able to do to master ELA Standard RI.7.7?</p> <p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; presentation software, a graphic, and assessment/CFU items will be used</p>
<p>Selecting Appropriate Content to Assess CCSS ELA Standards</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 3. Given multiple CCSS ELA Standards, select the text(s) that will best address each standard.

- 3.1 Given CCSS ELA Standards, select the correct type(s) and number of text(s) needed to address each standard.
- 3.2 Given a literature text, correctly identify bias and sensitivity issues within the text.
- 3.3 3.3 Use Lexile.com and Flesch-Kincaid in Word to measure text complexity.
 - 3.3.1 Given a 100-200 word informational text, use Lexile.com and a grade level equivalency chart to correctly determine the text’s grade level complexity.
 - 3.3.2 Given a 100-200 word informational text, use Flesch-Kincaid (FK) in Word to correctly determine the text’s grade level complexity.

Content Presentation

Content: Canva presentation will start by focusing on terms that describe the types of texts referenced in CCSS ELA Standards (e.g., media, audio, print, digital, etc.) and provide commonly accepted definitions/examples of each type of text – followed by Check for Understanding #1 related to objective 3.1 (an explanation will be provided for students to compare their answer to). Then, Canva presentation will discuss common bias/sensitivity issues found in texts and why it is important to avoid them; a list of bias/sensitivity issues will be provided for participants to download and an example text with bias/sensitivity issues will be shared, with issues highlighted/explained – followed by the assessment/CFU item related to objective 3.2 (an explanation will be provided for students to compare their answer to). Participants will then be asked to watch/listen to a video about how to measure text complexity with Lexile.com and Flesch-Kincaid (FK) in Word, followed by links to two texts at very different complexity levels for learners to practice measuring (there will be brief explanations about the qualitative features that make each text more or less complex) – followed by the assessment/CFU item related to objective 3.3.1 and 3.3.2 (an explanation will be provided for students to compare their answers to; a downloadable resource will be available for students who got incorrect answers, which provides tips about how to make sure a text document can be measured using Lexile.com or FK, e.g. plain text and settings in Word). An infographic of key points related to selecting appropriate content to assess CCSS ELA Standards will be shared, prior to learners completing the assessment item related to objective 3.

Examples: examples will be provided via slides, downloadable documents (list of bias/sensitivity issues, Lexile.com and FK resource), a video, and an infographic

Student Grouping and Media Selection: participants will work independently to complete the online module; presentation software, downloadable documents (PDF or Word), a video, an infographic, and assessment/CFU items will be used

Student Participation

Practice Items and Activities: Students will read/view information and examples on slides, downloadable documents, and infographic. They will also watch a video. Participants will pause after each instructional chunk related to an objective(s) to complete an assessment/CFU (an explanation will be provided for each assessment/CFU item for participants to compare their responses to; downloadable resources will be available as well, for student reference).

Assessments/CFUs students will complete are:

1. Select the type(s) and number of text(s) needed to address ELA Standard RL.6.1. (text of standard will be provided)
2. Select the type(s) and number of text(s) needed to address ELA Standard RI.8.7. (text of standard will be provided)
3. Read (title of literature text). Which (**number**) bias and/or sensitivity issues are in the passage?
4. Download the passage *NASA Designing Shapeshifting Robots for Saturn's Moons* and save it to your computer desktop (to save, be sure to "enable editing").

Then, measure the complexity of the text using Lexile.com and Flesch-Kincaid in Word.

TIP: Remember to convert and save the text as plain text, before uploading to Lexile.com.

Once you have both measurements, record responses to 1-3 (below) in the provided answer space:

1. Note the Lexile range of the text.
2. Note the grade-level equivalent of the Lexile range.
3. Note the FK grade-level year and month.
5. Read ELA Standard RL.7.5, "Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning."

Which text could be used to assess standard RL.7.5? (answer choices will contain titles of and links to texts, and the FK or Lexile level will be provided; distractors will contain bias/sensitivity issues or lack a clear structure).

6. Read ELA Standard RI.8.9, "Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation."

	<p>Which text set could be used to assess standard RI.8.9? (answer choices will contain titles of and links to texts, and the FK or Lexile level will be provided; distractors will have an incorrect text type, have bias/sensitivity issues, or lack a difference)</p> <p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; presentation software, downloadable documents (PDF or Word), a video, an infographic, and assessment/CFU items will be used</p>
<p>Writing CCSS ELA Summative Assessments Items</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 4. Given a CCSS ELA Standard and assessment text, write multiple valid and grade-appropriate summative assessment items that addresses all components of the standard. <ol style="list-style-type: none"> 4.1 Given a (text/video/other source about assessment development), correctly identify best practices for developing summative assessment item sets. 4.2 Use provided “Assessment Item Criteria” and word lists to accurately evaluate the validity and grade appropriateness of summative assessment items. <p>Content Presentation</p> <p><i>Content:</i> First, learners will read a text that lists/explains best practices for developing summative assessment items (e.g., item sets should contain a variety of item types, they should combine to assess all components of the standard, should use appropriate text(s), etc.) – followed by the assessment/CFU item related to objective 4.1 (an explanation will be provided for students to compare their answer to). Learners will then be given a link to download “Assessment Item Criteria” and three word lists (CWWB, EDL, Living Word), with a description and explanation of each resource (e.g., use CWWB for grade 6 and below items, EDL for grade 7 and above words that do not have multiple meanings, Living Word for multiple meaning words, all grade levels, etc.); several sample summative assessment items will be shown with explanations that point out/highlight issues related to criteria and using words that are not appropriate for the grade level – followed by the assessment/CFU item related to objective 4.2 (an explanation will be provided for students to compare their answer to). Then, standard RI.4.2 will be shared/discussed to point out/highlight the key terms/core skills/knowledge of the standard and the type of text needed to assess the standard; an example summative assessment item set and text aligned to RI.4.5, as well as a Summary of key points (related to best practices/criteria/word lists) will be provided, prior to learners completing the assessment item related to objectives 4.</p> <p><i>Examples:</i> examples will be provided via slides, downloadable documents (best practices, criteria, word lists), a text and video</p>

	<p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; presentation software, downloadable documents (PDF or Word), a video and text, and assessment/CFU items will be used</p> <p>Student Participation</p> <p><i>Practice Items and Activities:</i> Students will read/view/watch and listen to information and examples on slides, downloadable documents, video and text. Participants will pause after each instructional chunk related to an objective to complete an assessment/CFU (an explanation will be provided for each assessment/CFU item for participants to compare their responses to; downloadable resources will be available as well, for student reference).</p> <p>Assessments/CFUs students will complete are:</p> <ol style="list-style-type: none">1. Which (number) statements describe best practices for developing summative assessment items?2. Refer to the “Assessment Item Criteria” and word lists (CWWB, EDL, Living Word). Then, answer each question.<ol style="list-style-type: none">A. Which assessment question is text-based? (learners will be provided sample assessment items to choose from)B. Which item stem is most clear and precise? (learners will be provided sample assessment items to choose from)C. Which (number) items contain vocabulary that would be inappropriate for a grade 7 assessment item? (learners will be provided sample assessment items to choose from)D. Which (number) items contain an outlier? (learners will be provided sample assessment items to choose from)3. Read ELA Standard RI.6.2, “Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.”<p>Refer to the language of standard RI.6.2 and use the text titled (title of text) to write two to four valid and grade-appropriate summative assessment items that measure all components of standard RI.6.2.</p> <p><i>Student Grouping and Media Selection:</i> participants will work independently to complete the online module; presentation software, downloadable documents (PDF or Word), a video and text, and assessment/CFU items will be used</p>
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Implementation Plan

I plan to pilot the module with two people. One individual is a former elementary English as a Second Language teacher. The other is a former colleague from the company and Lead ELA Curriculum Developer,

who developed curriculum and assessment for middle and high school grades. Neither are currently working or developing curriculum/assessment for an educational institution or company.

To conduct the pilot, I will send an email to each pilot member with a link to the module in Blackboard Coursesites. The email will contain an overview of the Blackboard Coursesites links and pages, as well as instructions about where within the course site each element of the module can be found (e.g., Start by going to Content – Introduction folder – Introduction: Course Overview and Pretest). The email will also contain a series of questions for participants to consider prior to testing the module, which mimic questions in the survey that participants will be asked to complete after testing the module.

Evaluation Plan

I will create a survey in the Content section of the Blackboard Coursesites, at the end of the module pages. The survey responses will be anonymous. A variety of item types will be used.

Sample Questions:

1. Please describe your experience using the platform/navigating the site and share any suggestions for improving the user experience.
2. Which materials did you find most useful and/or engaging?
3. Is the content and sequence of instruction appropriate for ELA curriculum developers and instructors? (yes/no). Please explain your response and/or provide suggestions for improvement.
4. Did the CFUs/Assessments align to instruction? (yes/no). Please explain your response and/or provide suggestions for improvement.
5. Does the Summative Assessment task mimic a real-world summative assessment item process? (yes/no). Please explain your response and/or provide suggestions for improvement.
6. What are your thoughts/attitudes about the learner choices that are provided throughout the module (e.g., instructional materials, pretest to establish a personal learning path)?
7. How much time did it take you to complete the module?
8. Is the tone and pacing of the module appropriate? (yes/no) Please explain your response and/or provide suggestions for improvement.

Learning Module

The e-learning module “Summative Assessment Development” was created in Blackboard Coursesites, a platform that is no longer in use. I plan to recreate the module in Articulate Storyline 360, at a later date/as needed.

REFERENCES:

Dick, W., Carey, L., & Carey, J. (2015). *The Systematic Design of Instruction* (8th ed.). Upper Saddle River, NJ: Pearson.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.