



**ARE YOU
READY FOR A
ZOMBIE ATTACK**

Zombie Instructional Design

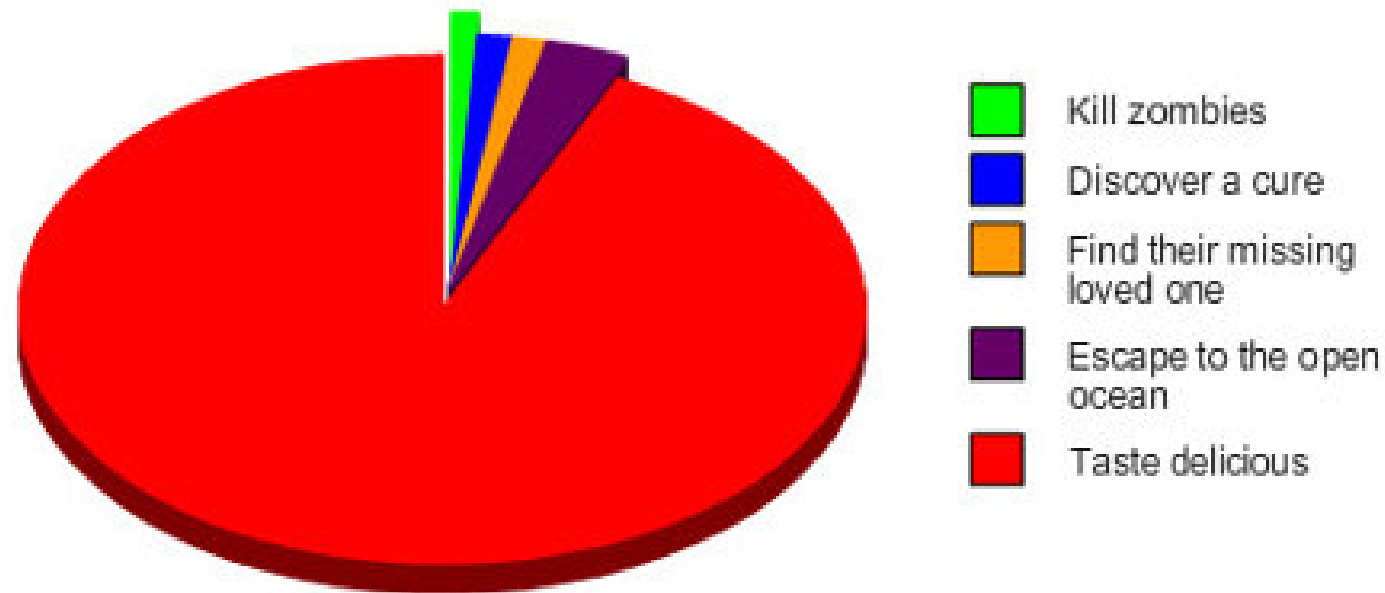
Assessment

Dick & Carey Ch 7

Assessment &
Testing

Dr. Codone

Things That An Average Person Would Do During A Zombie Apocalypse





Zombie Instructional Design Agenda

- Create the instructional goal
- Generate subordinate skills
- Generate entry skills
- Write objectives
- Create assessment items
- Give away a prize to student who answers the most questions correctly!

Create an Instructional Goal

1. Kill zombies.
2. Given a unique location, use specific strategies to protect yourself from a zombie attack with 100% success.





Subordinate Skills

Discriminate
between a zombie
and living human

Gauge extent of
threat – to life,
property, or
general health

Determine
correct response
to threat

Choose correct
response tool
(weapon, etc)

Deploy response
tool until threat
is successfully
eliminated

Evaluate
success of
threat
elimination

Assess area for
other **potential**
threats

End protective
action

Define zombie

Identify threat-
response tools





Zombie Objectives

1. Given two humanoids, use observation skills to discriminate between humans and zombies with 100% accuracy.
2. Given the appearance and proximity of the zombies, assess the potential threat to your life, health, or property within one minute.
3. Given an impending zombie attack and considering the location, determine the most appropriate defense response within 30 seconds.



Zombie Objectives

1. Given an impending zombie attack and considering the location, select and obtain the best tool for protection within 30 seconds.
2. Given a zombie within immediate proximity to yourself, deploy the tool until the zombie threat is eliminated to a 100% completion level.



Zombie Objectives

1. Given the zombie's temporary demise, step back and evaluate the success of the threat elimination until you have reached 100% certainty.
2. Using the surrounding area, assess any new potential zombie threats by identifying all possible additional zombies.



Zombie Assessment

- Determine type of test:
 - Entry Skills
 - Pretest
 - Practice Test
 - Posttest
 - Zombie SAT or ACT
 - Zombie Pop Quiz



Zombie Practice Test Goals

- Are students acquiring the intended knowledge and skills?
- What errors and misconceptions are they forming?
- Is instruction clustered appropriately?
- Is the pace of instruction appropriate for learners?
- Are zombies available for test purposes?



Zombie Assessment

- Identify the instructional goal and subordinate skills – are they:
 - Intellectual skills
 - Attitudinal
 - Psychomotor
- What is the desired mastery level?
- Choose the appropriate test item format (see Ch 7)



Zombie Assessment Types

- State, name, or identify
 - *Completion, short answer, matching, MC*
- Discriminate, select, or locate
 - *Short answer, matching, MC*
- Evaluate/judge, solve, discuss
 - *Short answer, matching, multiple choice, essay, project/demonstration, live performance*
- Develop/construct/generate
 - *Essay, project/demonstration, live performance*



YOU are a zombie ID'er

- Your job, right now, in class:
 - Using the subordinate skills and objectives, write appropriate test items (see p. 142 bottom)
 - Write directions for the test-taker (see p. 141)
 - Develop the scoring procedure
 - Ensure congruence between assessment & objectives
 - Use the rubric on p. 159 to evaluate your assessment items
 - Make sure your students can kill the zombies!