The Systematic Design of Instruction

Chapter 7 K-12 Case Study with Guidance for Your Original ID Project

After studying all instruction for this chapter	Create these materials
7	A design evaluation chart with all the subordinate skills (and their codes) from the goal analysis listed in column 1, the correlated performance objectives listed in column 2, and the assessments in column 3.

Sample Template for Developing Assessment Instruments

Terminal Objective: (Your objective here)		
1 **Subordinate Skills** **(from instructional analysis in Chapter 4)**	**2** **Performance Objectives** **(based on Chapter 6)**	**3** **Assessments** **(to be completed for Chapter 7)**
1.1	1.1	1.1
etc.	etc.	etc.

K-12 Case Study Example

Instructional Goal

In writing short stories, students will use a variety of sentence types based on sentence purpose and the idea or mood being communicated.

Assessment Instruments for the Story Writing Goal

The example that follows is based on step number 5 from the goal analysis and subskills analysis illustrated in Chapters 3 and 4. Assessment items are entered into the following design evaluation chart for subskills 5.1 through 5.11.

Design Evaluation Chart Containing:
- **Subordinate Skills**
- **Performance Objectives**
- **Parallel Test Items**

Subordinate Skills	Performance Objectives	Parallel Assessments
5.1 Define subject.	5.1 Given the term *subject*, define the term. The definition must include that the subject names a topic.	1. Define the subject part of a sentence.
		2. What does the subject part of a sentence do?
		3. The subject part of a sentence names the _____.
5.2 Define predicate.	5.2 Given the term *predicate*, define the term. The definition must include that the predicate says something about the subject or topic.	1. Define the predicate part of a sentence.
		2. What does the predicate part of a sentence do?
		3. The predicate part of a sentence tells something about the _____.
5.3 Classify subjects and the predicates in complete sentences.	5.3 Given several complete, simple declarative sentences, locate all the subjects and predicates.	Directions: Locate the subjects and predicates in following sentences. Draw one line under the subject and two lines under the predicate in each sentence.
		1. After the space ship landed, G24 slowly opened the hatch.
		2. The soccer team was victorious this season.
		3. Susan got an after-school job weeding flower beds.
		4. Feeling foolish, Juan hurried to find George.

Subordinate Skills	Performance Objectives	Parallel Assessments
5.4 State that a complete sentence includees both a subject and a predicate	5.4 Given the term *complete sentence*, define the concept. The definition must name both the subject and the predicate.	1. Define a complete sentence.
		2. What elements does a complete sentence contain?
		3. A complete sentence contains both a(n)_____ and a(n) _____.
5.5 Classify complete and incomplete sentences.	5.5.1 Given several complete and incomplete declarative sentences, locate all those that are complete.	Directions: Locate complete and incomplete sentences. Place an X in the space before each complete sentence.
		_____1. John closely followed the directions.
		_____2. The team that was most excited.
		_____3. The dog sled jolted and bumped over the frozen land.
		_____4. Found the lost friends happy to see her.
		_____5. The plants in the garden.
	5.5.2 Given several complete and incomplete declarative sentences, locate all those missing subjects and all those missing predicates	Directions: Locate missing subjects and predicates. Place a P before all of the items that are missing a predicate. Place an S before all items that are missing a subject.
		_____1. John closely followed the directions.
		_____2. The team that was most excited.
		_____3. The dog sled jolted and bumped over the frozen land.
		_____4. Found the lost friends happy to see her.
		_____5. The plants in the garden.
		_____6. Played on the beach all day.
5.6 State the purpose of a declarative sentence.	5.6 Given the terms *declarative sentence* and *purpose*, state the purpose of a declarative sentence. The purpose should include to convey/tell information.	1. What purpose does a declarative sentence serve?
		2. The purpose of a declarative sentence is to _____.

Subordinate Skills	Performance Objectives	Parallel Assessments
5.7 Classify a complete sentence as a declarative sentence.	5.7 Given several complete simple sentences that include declarative, interrogative, and exclamatory sentences that are correctly or incorrectly closed using a period, locate all those that are declarative.	Directions: Locate declarative sentences. Place the letter D in the space before the sentences that are declarative.
		_____1. Place the stamp in the upper right corner of the envelope.
		_____2. Are you hungry.
		_____3. Sarah selected a mystery book.
		_____4. The woods looked quiet and peaceful.
		_____5. Wow, look at that fire.
		_____6. Some birds do not migrate.
		_____7. Which of the birds migrate.
5.8 State that periods are used to close declarative sentences.	5.8 Given the terms *declarative sentence* and *closing punctuation*, name the period as the closing punctuation. The term period must be spelled correctly.	1. The closing punctuation used with a declarative sentence is called a _____.
		2. Declarative sentences are closed using what punctuation mark?
5.9 Select the punctuation used to close a declarative sentence.	5.9 Given illustrations of a period, comma, exclamation point, and a question mark; and the terms *declarative sentence* and *closing punctuation*, select the period.	1. Circle the closing punctuation used to end a declarative sentence. , ! . ? "
5.10 Recognize a declarative sentence with correct closing punctua-tion.	5.10 Given several simple declarative sentences with correct and incorrect punctuation, select all the declarative sentences with correct closing punctuation.	Directions: Locate correct punctuation for a declarative sentence. Place the letter D in the space before all the declarative sentences that end with the correct punctuation mark.
		_____1. John likes to read space stories?
		_____2. I ride two miles to school on the bus.
		_____3. I got an A on the spelling test!
		_____4. Juanita is traveling with her parents.

Subordinate Skills	Performance Objectives	Parallel Assessments
5.11 Write declarative sentences with correct closing punctuation.	5.11 Write declarative sentences on: (1) selected topics and (2) topics of student choice. Sentences must be complete and closed with a period.	1. Directions: Write five declarative sentences that describe today's school assembly.
		2. Directions: Choose an event that happened in our class during the last two weeks. Write five declarative sentences about the event that could be used in a "news" story.

Rubric for Evaluating Assessments

The following rubric was included in the Chapter 7 web site to pull together the considerations involved in developing assessments. It is repeated here for your use in evaluating the assessment work that you do as part of your own instructional design project. When requesting feedback from others, please share this rubric so they are aware of the criteria for evaluating these materials.

I. Develop Objective Test Items	Not Relevant	No	Yes
A. Goal-centered Criteria. Based on the terminal objective and performance objectives, are the items congruent with the:			
1. Conditions?			
2. Behavior?			
3. Content?			
4. Criteria?			
B. Learner-centered Criteria. Are the items and directions congruent with the target learners':			
1. Vocabulary, language level?			
2. Complexity for developmental level?			
3. Contexts?			
4. Background and experience?			
5. Motivation and interest?			
6. Special needs?			

C. Context-centered Criteria for Assessments.			
1. Are the items and directions: a. Authentic with the learning and performance contexts?			
b. Feasible for the contexts?			
2. Are required equipment/ tools available?			
3. Is adequate time available for administration, scoring, analysis?			
4. Are adequate personnel available for administration?			
D. Assessment-centered Criteria.			
1. All information required to answer provided?			
2. Language clear and parsimonious?			
3. Correct grammar, spelling, and punctuation?			
4. Item formatting riles followed (consult measurement text)?			
5. Professional looking?			
II. Develop Product, Live Performance, and Attitude Assessments			
A. Central Criteria. Are instructions and criteria:			
1. Goal-centered?			
2. Learner-centered?			
3. Context-centered?			
4. Assessment centered?			
B. Directions. Do directions clearly indicate:			
1. What is to be done?			
2. How it is to be done?			
3. Any needed resources, facilities, equipment?			
4. Any constraints on time, format, etc.?			
5. Appropriate guidance for task and learner needs?			
C. Elements or Features to be Rated. Are elements on rating scale or check list:			
1. Important?			
2. Observable?			
3. Paraphrased?			
4. Sequenced?			
5. Stated either neutrally or positively for consistent rating direction?			
D. Rating or Quality Judgment. Are the rating categories:			
1. Consistent in directionality ("yes" reflects a positive rating and "no" reflects a low rating)?			
2. Labeled using both numbers and verbal descriptions?			
3. Number of rating categories fits quality complexity of task (rarely over three).			
4. Fair in that 0 used only when element is totally missing?			
5. Likely to yield reliable ratings that are:			
a. consistent across time?			
b. agreed upon by two or more persons?			