Aligning Curriculum, Instruction, and Assessment to Standards

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ND Title I Program Improvement Workshop
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Question 1:

• What does it mean to align curriculum, instruction, and assessment to standards?

Question 2:

• How do you align curriculum, instruction, and assessment?
Standards are statements that define what all students need to know, understand and be able to do.

Standards form the framework of the curriculum by stating the most important big ideas, concepts, and skills. Curriculum is used to refer to lessons as well as courses or whole-year frameworks in a subject. *Shifting Gears*, p.23.
Remember

The standards are NOT the curriculum, but they are the foundation for the curriculum.
• **Curriculum** – a plan developed for and by teachers to use in classrooms by which the standards, content, and scope and sequence of content is defined. The process of arranging standards and benchmarks as building blocks within a timeframe (a unit of weeks, a semester, a school year, or a sequence of years) is the infrastructure of a curriculum. The curriculum is the interplay among standards, assessments, content, and instruction. As such it describes activities that will lead students to understand the knowledge and skills they should acquire.
The grade-level or subject area curriculum wedds standards with themes or subject area topics in an orderly sequence alongside instructional methods that give students ample opportunities to learn content and skills. Standards curricula must be rigorous and worth doing.
# Definitions

<table>
<thead>
<tr>
<th>Intended Curriculum</th>
<th>The content specified by the state, district, or school to be addressed in a particular course or at a particular grade level.</th>
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<tbody>
<tr>
<td>Delivered Curriculum</td>
<td>The content actually delivered by the teacher.</td>
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<tr>
<td>Achieved Curriculum</td>
<td>The content actually learned by students.</td>
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(Marzano, 2003)
• **Curriculum** - Describes possible activities that will lead students to understand the things that they should know and be able to do. This is also known as the INTENDED curriculum. Remember a textbook is NOT the curriculum, only a guide in helping you form your curriculum.
• **Instruction** - Illustrates how to effectively teach what students should know and be able to do. This becomes the DELIVERED curriculum – the instruction and opportunities to learn that actually occurs in the classroom.
• **Assessment** - Demonstrates what students know and are able to do. This becomes the ACHIEVED curriculum – what the assessment data *says* that students know and are able to do.
ND Title 1 Program Improvement Workshop

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Instruction

Standards

Assessment

Curriculum
Content Aligned to Standards

Curriculum Standards
✓ Frameworks
✓ Benchmarks
✓ Performance Objectives
✓ Learning Goals
✓ Essential Questions
Instructional Plan

✓ Instructional Strategies
✓ Scope and Sequence
✓ Coherent Learning Activities
✓ Teaching Resources
✓ Student Opportunities to Learn
✓ Differentiated Instruction
Assessment Systems

- ✔ Formative/Summative
- ✔ Assessment Plans
- ✔ Common Assessments
- ✔ Rubrics
- ✔ Performance Assessments
- ✔ Portfolio Assessment
- ✔ Peer/Self Assessments
What does it mean to align curriculum, instruction, and assessment to standards?

✓ Align content, assessment and instruction
✓ Are coherent across grade levels and courses
✓ Provide opportunities for all student to learn
✓ Align the intended curriculum with the implemented curriculum with the achieved curriculum
How do you align curriculum, instruction, and assessment?

1. Conduct a curriculum audit to find out what is being taught and if it is consistent between teachers in a building and among teachers within a district.

2. Align key concepts identified in the curriculum to state and district standards to determine gaps and overlaps.

3. Find out the instructional approaches that teachers are using and how they students are learning.
Curriculum Audit

• Step 1  Teachers align individual course curricula to the standards

• Step 2  Departments or grade level groups fill out an Alignment matrix showing how the standards are being met in each course curriculum.

• Step 3  Based on the alignment work, course outlines are created by groups of teachers of a common course curriculum

• Step 4  Information is used to prepare school, grade level or course outlines that are vertically aligned.
Guaranteed and Viable Curriculum

Step 1. Identify and communicate the content considered essential for all students.

Step 2. Ensure that the essential content can be addressed in the amount of time available for instruction.

Step 3. Sequence and organize the essential content in such a way that students have ample opportunity to learn.

Step 4. Ensure that teachers address the essential content.

Step 5. Protect the instructional time that is available.


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Unpacking Key Concepts

- Breaking down standards and benchmarks
- Identifying Big Ideas
- Identifying Key Concepts related to the big ideas
- Identifying Knowledge and Skills related to the key concepts
Unpacking

**Knowledge**
- Concepts
- Principles
- Generalizations
- Similarities and Differences
- Facts
- Vocabulary

**Procedures & Skills**

**Inquiry**
- Raise questions
- Identify patterns in data
- Use procedures
- Practice skills

**Application**
- Design Inquiry
- Solve problem
- Draw conclusion
- Think flexibly

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Improvement Workshop

April 2007
Guaranteed and Viable Curriculum

What can schools and district do to improve?

Create a guaranteed and viable curriculum based on standards that requires schools and districts to provide sufficient time and opportunities for all students to learn!
Assessment Plan

During instructional planning, create an assessment plan to determine what students know and are able to do.

Decide how teachers will know that students are learning. Plan for formative and summative assessments.

What evidence of learning will students provide?

What happens when student aren’t learning?
Planning for Assessment

- Is the planned assessment a good measure of conceptual understanding?
- For your units, when will you have assessments, what type and why?
Assessments

Determine Acceptable Evidence of Student Understanding

- Performance Tasks
- Quizzes, Test, Prompts
- Formative Assessments
- Teacher Observations
- Student Self-Assessments
- Journals and Portfolios
Questions Teachers Should Ask When Designing Assessments

1. What are the consequences of the assessment?
2. Is the assessment fair?
3. Does this assessment map to important, rigorous content?
4. Will the results of this assessment generalize to other settings?
Questions Continued

5. Is the assessment task cognitively complex?
6. Is this assessment meaningful?
7. Is this assessment cost-effective?
8. Is this assessment developmentally appropriate?
Effective Assessments

- An effective standards-based assessment system promotes learning and provides accurate and meaningful information about student achievement.
- The assessment system includes individual assessments that are themselves effective.
- Effective assessments are linked to standards and reflect important content that is taught.
- The assessments accommodate diverse students and preferred modes of expression.
- Assessments are cognitively complex and authentic.

*Developing a Standards-Based Assessment System, West-Ed, (2000)*
Instructional Planning Approaches

Step 1. Identify relevant standards.

Step 2. Design and select assessments through which students have opportunities to demonstrate what they know and can do.

Step 3. Decide what learning experiences will enable students to learn what they need to know and to do.

Step 4. Plan/implement high quality lessons that ensure that each student has adequate opportunities to learn.

Step 5. Conduct assessments and use data to provide feedback; re-plan and re-teach, or repeat as needed.
Using Standards to Improve Student Achievement

1. Goals and Standards
2. Vision (Learning, Teaching, Assessment, Support)
   - Curriculum Framework and Instruction Plans
   - Professional Development
   - Assessment Plans
3. Support Systems
4. High Quality Teaching
5. Improved Student Learning (Assessment)
Alignment Process in Support of School Improvement

- District Curriculum and Instruction Framework
- District Curriculum Alignment
- District Support for Research-based Instruction
- District use of Data to Close Achievement Gaps
- District Support for Interventions and Extended Learning Opportunities