



# *Curriculum & Assessment Designer*

## Module Overview

### **BIG IDEAS**

- Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Marzano and Schmoker, 1999)
- Develop standards, assessments, and curriculum that reflect today's needs and tomorrow's requirements (National Center on Education and the Economy, 2007)
- Curricula focused on key questions and big ideas worthy of understanding, more convincing evidence of understanding by students, and more engaging learning will result in observable and measurable improvements in student performance (Wiggins and McTighe, 1998)
- "Assessment for Learning" is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there (Assessment Reform Group, 2002)
- Assessment *for* learning is not the same as assessment *of* learning. Assessment of learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. Assessment *for* learning, on the other hand, acknowledges that assessment should occur as a regular part of teaching and learning and that the information gained from assessment activities can be used to shape the teaching and learning process. (Qualifications and Curriculum Authority, UK)

### **ESSENTIAL QUESTIONS**

*In a standards-based system, what is the role of curriculum?*

*What are the qualities of an excellent curriculum, given current research about how people learn?*

*What criteria would you use to evaluate curriculum?*

*How can it be determined whether instruction is focusing on the "right stuff"?*

*What are the most important differences between assessment for learning and assessment of learning?*

### **OUTCOMES**

1. Compare and contrast multiple aspects of standards-based curriculum and classroom practice to non-standards-based systems
2. Apply criteria to evaluate curriculum documents and propose revisions
3. Facilitate the process of selecting essential learning targets from a comprehensive curriculum
4. Contrast assessment of learning and assessment for learning, and analyze your school's current practices in this area
5. Describe the range of assessment options and purposes at the classroom, grade, and school levels.
6. Align essential learning targets to specific assessment methods
7. Identify multiple forms / characteristics of rubrics and their different purposes