

# Woodridge Local School District

## QUALITY ASSESSMENT OF CORE CURRICULUM PROGRAMS

If the District's core curriculum is to be effective each learning program must enable the learner to accomplish the outcomes established for that program. Six major components of an effective learning program are listed on the following pages. Under each component are the elements (characteristics) that should be present if the program is to produce the desired results with students.

### **ACTION STEPS**

1. ***Analyze each component to determine if the element is present***
  
2. ***Rate each element according to the following "learning-impact" scale:***  
  
E = present and the quality of the element is such that it will make its intended contribution to student learning  
  
A = present but the quality is such that with a few additions and/or revisions the element will make its intended contribution to student learning  
  
U = present but the quality is such that extensive additions and/or revisions will be needed for the element to make any contribution to student learning  
  
F = element is missing from the course of study or program
  
3. ***Develop priorities for modifying the program based on importance of the element to helping students attain the learning objectives and outcomes***
  
4. ***Decide upon actions to add high-priority missing elements or strengthen and/or inadequate elements***
  
5. ***Work with staff on proper implementation of the program***
  
6. ***Assess the extent to which there is a change in learning results***

**COMPONENT #1 - LEARNING OUTCOMES*****Why Needed:***

To communicate to all concerned what a student should be able to *integrate* and *apply* as a result of completing the program.

\_\_\_\_\_ There is a description of each **outcome** behavior and one or more activities which make it possible for students to demonstrate that they have accomplished the program's **intended learnings** and can integrate and apply them adequately.

\_\_\_\_\_ There is a statement of rationale explaining why it is important (how the learning will be useful) for students to accomplish the outcome(s).

\_\_\_\_\_ The **criteria** by which each outcome behavior is to be judged are stated.

\_\_\_\_\_ The **standards** of quality for each criterion are established and indicate both the *Minimum Acceptable Level of Quality (MALQ)* and the *Desired Level of Quality (DLQ)*.

\_\_\_\_\_ The program provides an appropriate means for communicating the outcomes to the students and their parents.

***Notes and Comments:***

## COMPONENT #2 - INTENDED LEARNINGS

### **Why Needed:**

To identify all of the new **knowledge**, **attitudes**, and **skills** a student must acquire as well as those that must be reinforced or extended in order for him/her to accomplish the expected outcomes.

\_\_\_\_\_ All of the understandings (knowledge), attitudes, and skills necessary to properly demonstrate the Learning Outcomes (behaviors) are identified for development, extension, or application.

\_\_\_\_\_ Each is described in terms of **demonstrable** behaviors.

### **Knowledge**

\_\_\_\_\_ Each understanding is identified as knowledge of a fact, a concept, or a cause-effect principle.

\_\_\_\_\_ The facts, concepts, and principles are properly sequenced both in terms of when developed, extended, or reinforced and their importance for development of other knowledge and/or skills.

### **Attitudes**

\_\_\_\_\_ Each attitude is described as a demonstrable behavior which indicates a **willingness to take an action(s) toward a referent** e.g. practice (action) the piano (referent), eat (action) spinach (referent), listen (action) to the opera (referent).

\_\_\_\_\_ Each attitude has a **standard** which describes the MALQ and DLQ of willingness (or unwillingness) to take the action.

\_\_\_\_\_ Each attitude is placed in its proper place in the learning sequence with regard to its influences on either knowledge/skill development or application of learning.

### **Skills**

\_\_\_\_\_ Each skill is described as a series of actions which produce a result that can be **improved through proper practice**.

\_\_\_\_\_ There is one/more criteria with standards by which to judge three aspects of skill learning - **result**, **performance**, and **attitude** toward performing the actions.

\_\_\_\_\_ Each skill is properly sequenced in terms of its basis for developing other skills and for accomplishing the intended learning outcomes of the course.

**Organization**

- \_\_\_\_\_ Knowledge, attitudes, and skills are correlated to one or more outcomes and organized into units of learning which reflect the proper sequencing.
- \_\_\_\_\_ Proper application of the **unit learnings** will make it possible for a student to adequately accomplish the **Learning Outcomes** of the course or program.
- \_\_\_\_\_ Concepts, principles, attitudes, and skills which transcend several courses of study or entire programs (e.g. communication, study habits, human relations) are incorporated appropriately for reinforcement and practice in application.

**Notes and Comments:**

**COMPONENT #3 - LEARNING ACTIVITIES*****Why Needed:***

To describe the thinking and other learning processes that students need to use in order to acquire the intended learnings in the program.

- \_\_\_\_\_ Each unit of learning provides the **learning activities needed** for the student to develop the knowledge, attitude, and skill objectives comprising the unit.
- \_\_\_\_\_ Pre and post assessment activities are provided which make it possible for the teacher and the students to determine how well the student has learned the knowledge, attitude, or skill relative to **established standards**.
- \_\_\_\_\_ For each type of learning - fact, concept, principle, attitude, and skill - activities are sequenced properly in terms of which are pre-requisite to development of the next learning.
- \_\_\_\_\_ For each type of learning, activities are rotated properly between **data-gathering, organizing/processing** the data, **synthesizing** the processed data, and **expressing** the learnings.
- \_\_\_\_\_ Within each learning sequence and/or rotation, activities provide opportunities for students to use more than one **learning mode** (reading, listening, observing, performing, illustrating, etc.) to acquire information, organize/process data, and express (apply) the learning.
- \_\_\_\_\_ For each unit of learning, there are appropriate **contingency** activities for use when students do not achieve the knowledge and/or attitude and/or skill objectives and **extension** activities for students who have already acquired the learnings.

***Notes and Comments:***

## COMPONENT #4 - METHODS OF INSTRUCTION

### **WHY NEEDED:**

To provide teachers with guidance and support by describing strategies and techniques which correlate to the thinking and learning strategies that students need to use to acquire the intended learnings.

\_\_\_\_\_ There is a description of (or reference to) one or more recommended strategies or techniques which have proved to be successful in helping students **learn** and **apply**:

- \_\_\_\_\_ factual information
- \_\_\_\_\_ concepts
- \_\_\_\_\_ cause/effect principles
- \_\_\_\_\_ attitudes
- \_\_\_\_\_ skills

\_\_\_\_\_ Each is applicable to the particular program for some or all of the students who will participate.

\_\_\_\_\_ Procedures are described (or referenced) which provide for a variety of effective means to **organize** and **manage** student learning including:

- \_\_\_\_\_ individualized learning
- \_\_\_\_\_ pair/group learning
- \_\_\_\_\_ total class learning

\_\_\_\_\_ Opportunities are provided for instructors to **cooperate** in the

- \_\_\_\_\_ planning
- \_\_\_\_\_ conducting
- \_\_\_\_\_ assessing

of learning activities and units.

### **Notes and Comments:**

## COMPONENT #5 - MATERIALS AND RESOURCES

### **Why Needed:**

To ensure that teachers are aware of the availability and location of books, machines, references, and people that provide the instructional support to the teacher's efforts.

\_\_\_\_\_ Materials which contain all of the information students will need to gather in each unit of learning are identified and readily available

\_\_\_\_\_ Materials containing needed information are available to students in more than one **medium** (print, graphic, audio, etc.)

\_\_\_\_\_ Information needed for **knowledge** and **attitude development** can be obtained by student through:

\_\_\_\_\_ direct experience with reality (observation, experiment, field trip, etc.)

\_\_\_\_\_ representations of reality (films, pictures, models, diagrams, etc.)

\_\_\_\_\_ symbols of reality (lectures, books, tapes, etc.)

\_\_\_\_\_ Information needed for the development of **skill** in using strategies or procedures can be obtained by students through:

\_\_\_\_\_ observation with real-life demonstration of the skill by a teacher, a student, or other resource person

\_\_\_\_\_ reviewing of visual materials containing demonstration of the skill

\_\_\_\_\_ reading or listening to a description of the skill

\_\_\_\_\_ Equipment needed to present information or help students organize, process, and apply is available and in proper working condition.

### **Notes and Comments:**

## COMPONENT #6 - ASSESSMENT

### **Why Needed:**

To ensure that all involved have a clear, valid, and reliable picture of what each student has actually achieved relative to expectations.

\_\_\_\_\_ Assessment (includes testing) activities are provided for:

\_\_\_\_\_ each Learning Outcome described in Component #1

\_\_\_\_\_ each unit of learning

\_\_\_\_\_ each knowledge objective

\_\_\_\_\_ each attitude objective

\_\_\_\_\_ each skill objective

\_\_\_\_\_ Each assessment activity provides (or references) the **criteria** which are to be assessed.

\_\_\_\_\_ Each assessment activity provides (or references) the **standards** which will differentiate **excellent**, **acceptable**, and **unacceptable** levels of learning.

\_\_\_\_\_ Each assessment activity provides a measurement that is

\_\_\_\_\_ **reliable** (measures the same thing for all students)

\_\_\_\_\_ **valid** (measures what is intended)

\_\_\_\_\_ Each assessment activity calls for a **comparison** between the standard and the measurement for each student.

\_\_\_\_\_ Final evaluation (grading) of student achievement requires instructors to identify each of the **factors being evaluated** and the **relative importance** of each in terms of the Learning Outcomes of the course or program.

\_\_\_\_\_ There is a means for communicating the results of the assessment to students, parents, and administrators whereby each gains an **appropriate understanding** of what was **accomplished** (learned) relative to expectations.

**Notes**

**and**

**Comments:**

