CAREER AND TECHNICAL EDUCATION

ACADEMIC CLASSROOM ASSESSMENTS
WELCOME

\[ A^2 + B^2 = \]

VERB n. (GRAM)

1492
PURPOSE

Provide an increased understanding of the CTE Academic Assessments and the role of the workshop participants in promoting the use of the assessments.
PARTICIPANT EXPECTATIONS

• **As a table team...**
  - Reach consensus on three key expectations of this workshop
  - Write each expectation on an index card (one per card)
SETTING THE STAGE

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# PSAE RESULTS

## 2001-2002 PSAE Statewide Results

### Percent Meets and Exceeds

<table>
<thead>
<tr>
<th>Subject</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>57.5</td>
<td>58.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>53.9</td>
<td>53.6</td>
</tr>
<tr>
<td>Writing</td>
<td>59.0</td>
<td>59.4</td>
</tr>
<tr>
<td>Science</td>
<td>50.2</td>
<td>52.7</td>
</tr>
<tr>
<td>Social Science</td>
<td>57.8</td>
<td>56.8</td>
</tr>
</tbody>
</table>

![Bar Chart showing PSAE Results](chart.png)
NCLB
ILLINOIS GOALS

• By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

• All students will graduate from high school with a regular diploma by 2013-2014.
QUESTION:

What pressures are you feeling in your district regarding curriculum alignment with and assessment of the Illinois Learning Standards?
QUESTION:

What have you done?
WORKSHOP PREMISES

• CTE students cannot successfully perform many occupational specific skills without successful application of academic skills.

• CTE instructors know the curriculum content connection to the ILS.

• Unless CTE instructors assess the academic skills required to successfully complete an occupational task, some may question whether CTE courses actually incorporate academic skills into this curriculum.
KEY CONCEPTS

• **CTE** adds value to student achievement of the Illinois Learning Standards.

• **CTE** connects with many standards across several learning areas.

• **CTE** instructors can stretch their curriculum.
WORKSHOP GOALS

• Ability to speak the standards and assessment language
• Have an assessment mindset
• Understand the parts of a CTE academic assessment
• Understand the content of the assessment Guide and CD
• Ability to adapt sample assessments
• Go forth and share the word!!!
AGENDA

• Setting the Stage
• Using CTE Academic Classroom Assessments
• Applying the Assessment Mindset
• Developing Assessments
• Reflection
• Taking It Home
• Wrap Up
USING CTE ACADEMIC ASSESSMENTS

\[ A^2 + B^2 = \]

VERB n. (gram)
WHY DID CTE GET INVOLVED?

• CTE adds value to Illinois Learning Standards
  - CTE left out of ILS
  - Left out of assessment development
• CTE content connects to many Illinois Learning Standards
• CTE should have been involved
WHY DID WE ADAPT THE ACADEMIC ASSESSMENTS?

• To assist CTE instructors
  - Could have done it themselves
  - Lack of time

• Hope to make your life easier
WHAT HAS BEEN DONE TO DATE?

• 146 CTE assessments for Language Arts, Mathematics and Social Science
  - Agriculture (34)
  - Business, Marketing and Computer Education (31)
  - Family and Consumer Sciences (33)
  - Health Occupations (23)
  - Industrial Technology (25)

• Cover 40 of 54 Illinois Learning Standards
GOALS, STANDARDS AND PERFORMANCE DESCRIPTORS

• Goal 6
• Standard D
• Stages H, I and J
  - Further delineate goals, standards and benchmarks
  - Stage H (9-10)
  - Stage I (10-11)
  - Stage J (11-12)
  - Increased academic skills
ORIGINAL ASSESSMENT

- Sample of Math Assessment
- Selling Price
  - Computer game pricing
  - Determine price increase and price decrease
- Teacher Instructions
- Student Task Sheet
SOLUTION

• \(32.11 \times .4 = 12.85\)
• \(32.11 + 12.85 = 44.96\)
• \(44.96 = \text{lowest sale price}\)
• \(44.96 = .9x\)
• \(49.96 = \text{lowest regular price}\)
CTE ADAPTATION

• Calculating Garden Center Pricing
  - Standard 6D.H
  - Connection to Rubric
  - Standard
  - CTE Paragraph
  - Procedures 2-4
  - Evaluation
  - Student Work
  - Time Requirements
  - Resources
CTE ADAPTATION

- Student Task Sheet
- Rubric
- Student Work (Meets)
- Student Work (Exceeds)
USING ACADEMIC RUBRICS

• Mathematics
• Social Science
• Language Arts
  - Reading
  - Literature
  - Writing
  - Listening and Speaking
  - Research
• Multi-dimensional Rubrics for CTE
APPLYING THE ASSESSMENT MINDSET

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VERB n. (GRAM)
SUPPLY AND DEMAND
JOB APPLICATION LETTER
ACADEMIC ASSESSMENT RUBRIC

- Knowledge
- Reasoning (Strategic Knowledge)
- Communication (Explanation)
SUCCESSFUL EMPLOYEE

- Possess Job Skill (Knowledge)
- Application of Skills (Reasoning)
- Communicate Knowledge and Application to Others (Communication)
CTE instructors should also employ a three-dimensional scoring rubric whenever appropriate.
DEVELOPING ASSESSMENTS

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VERB n. (GRAM)
KEY QUESTIONS

• Who teaches anything about...
  - Speaking Effectively (Language Arts - 4B)
  - Measuring Accurately (Math 7A)
  - Investment and Economic Growth (Social Science - 15A)

• What do you teach and what do you expect students to know and be able to do?

• How do you assess the knowledge that the student has regarding this skill?

• How do you have students apply this knowledge during the assessment process?

• How do students communicate that they understand the knowledge and have the ability to apply it?
REFLECTION

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VERB n. (GRAM)

1492
TAKING IT HOME

\[ A^2 + B^2 = \]

VERB n. (GRAM)

1492
TAKing IT HOME

• Where are our instructors now?
• Where should they be?
• How do they get there?
• How should we distribute the CD’s to our schools?
• What assistance do you need?
WHAT SHOULD I DO NEXT?

1. Read the Guide
2. Take the CD home and begin looking at the assessments
3. Try 2-3 sample assessments and rubrics in your classroom
FURTHER INFORMATION

• For further information or assistance contact:
  - Career Development Division
    217/782-4620
WRAP UP

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VERB n. (GRAM)
KEY POINTS

• Sample Assessments (146)
  - Language Arts
  - Mathematics
  - Social Science
• Guidebook and CD
• Parts of a Sample Assessment
• Speaking the Language
KEY POINTS (CONT.)

• Assessment Mindset
• Applying Scoring Rubrics
  - Knowledge
  - Application
  - Communication
KEY POINTS (CONT.)

• CTE Adds Value
• CTE Teaches to MANY Learning Areas and Standards
• Connect with District Activities to Improve Student Performance
• Connect with Academic Staff
• Stretching the Curriculum