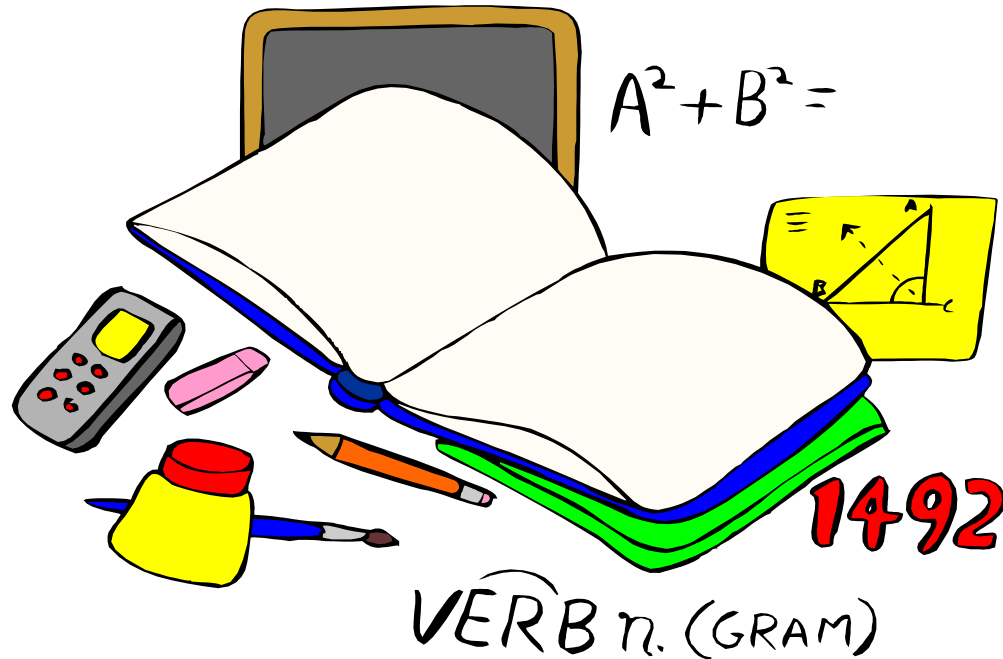
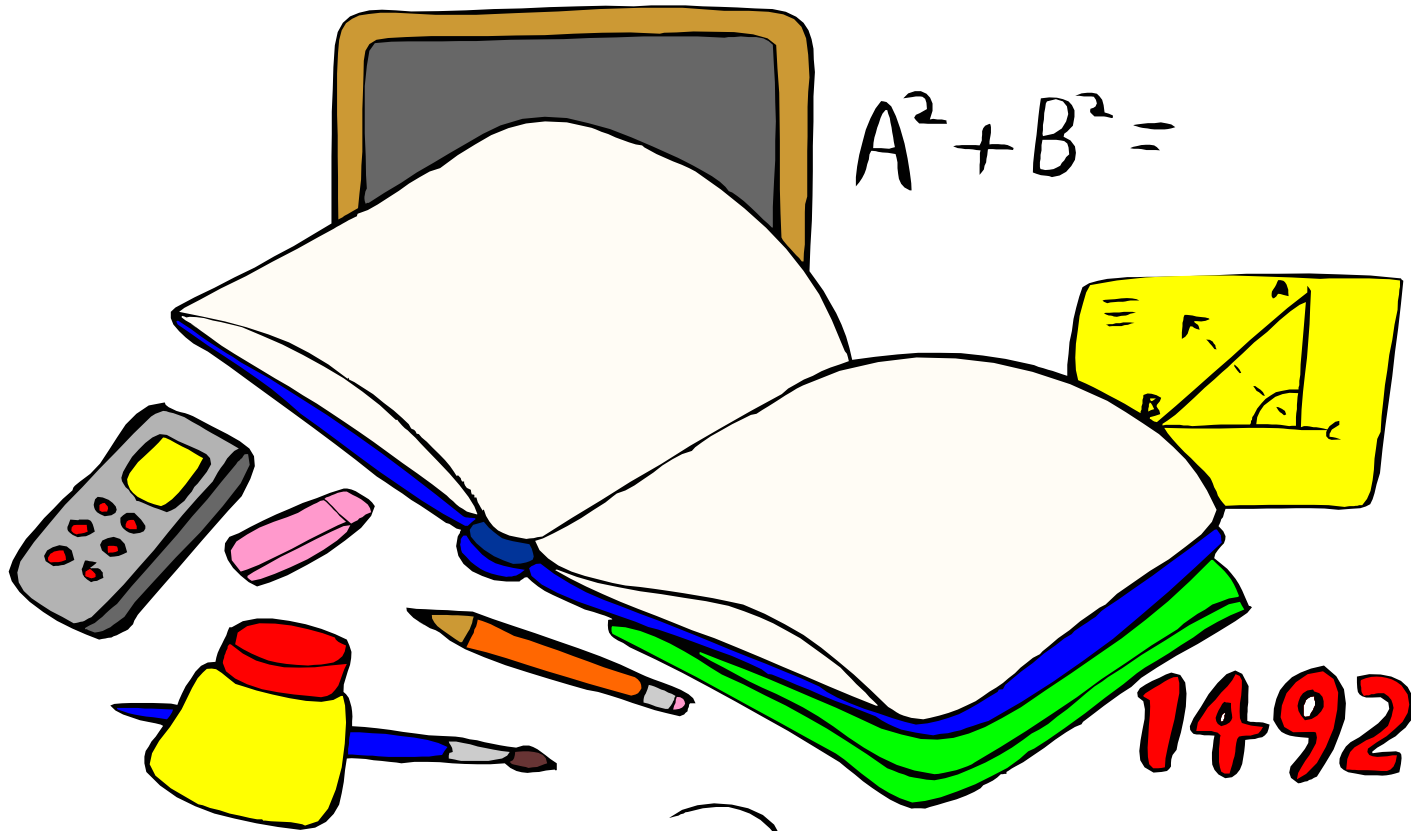


# CAREER AND TECHNICAL EDUCATION



## ACADEMIC CLASSROOM ASSESSMENTS

# WELCOME



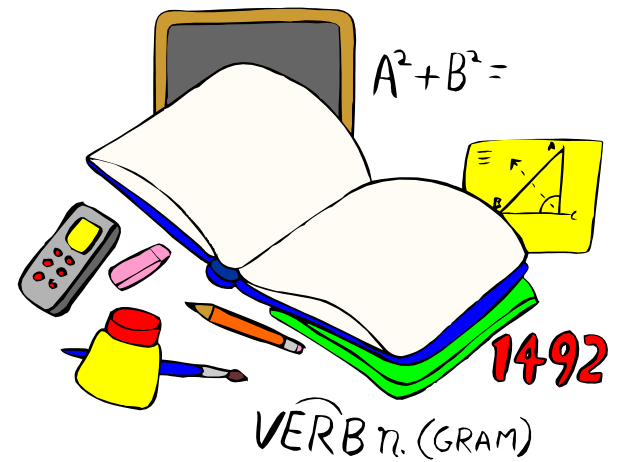
$$A^2 + B^2 =$$

1492

VERB η. (GRAM)

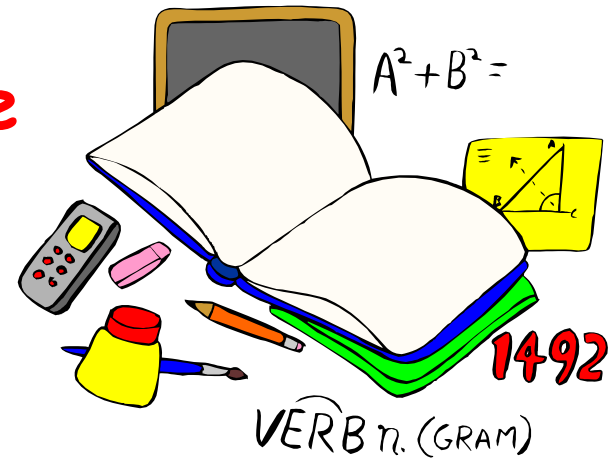
# PURPOSE

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

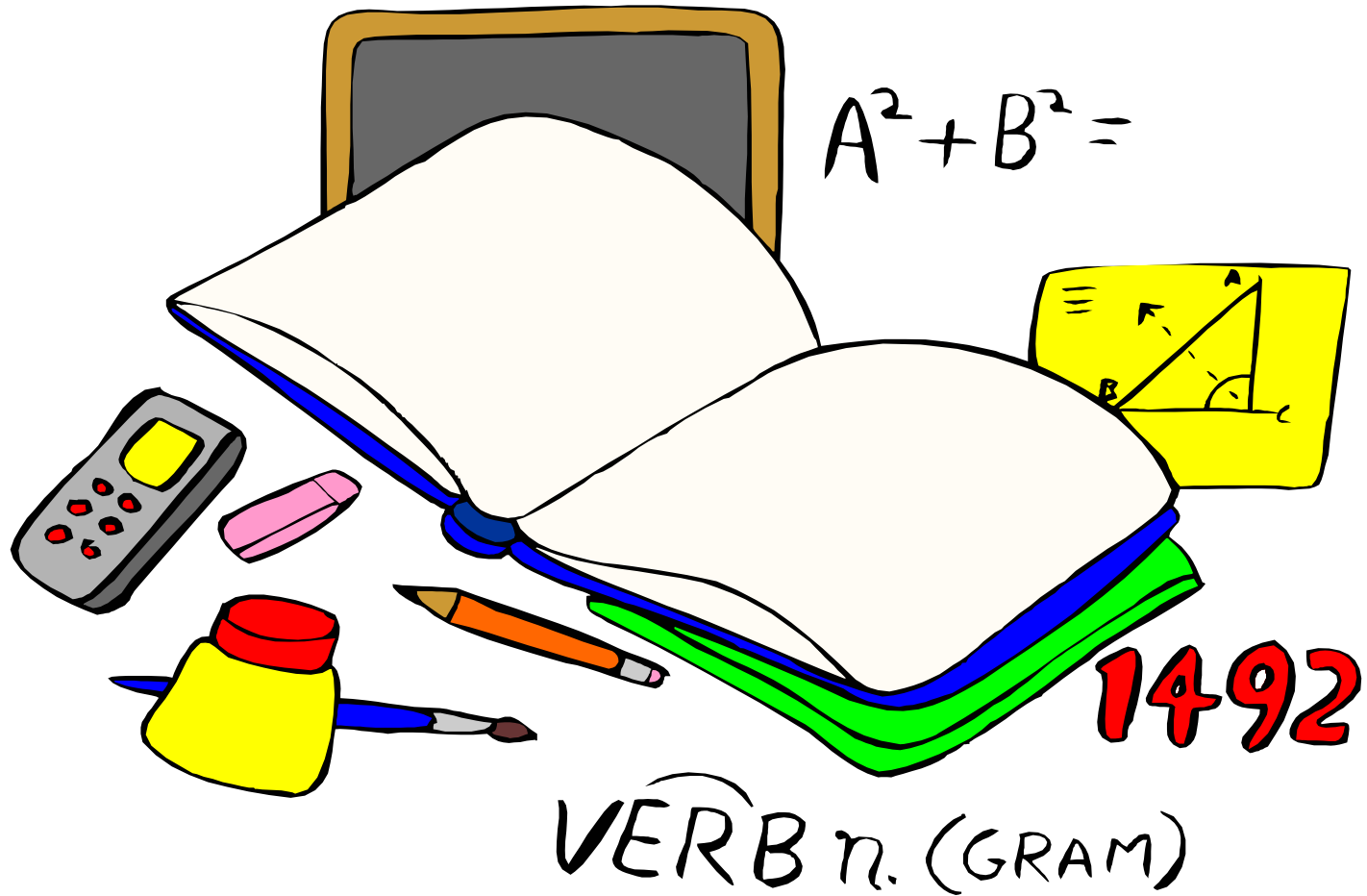


# PARTICIPANT EXPECTATIONS

- 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



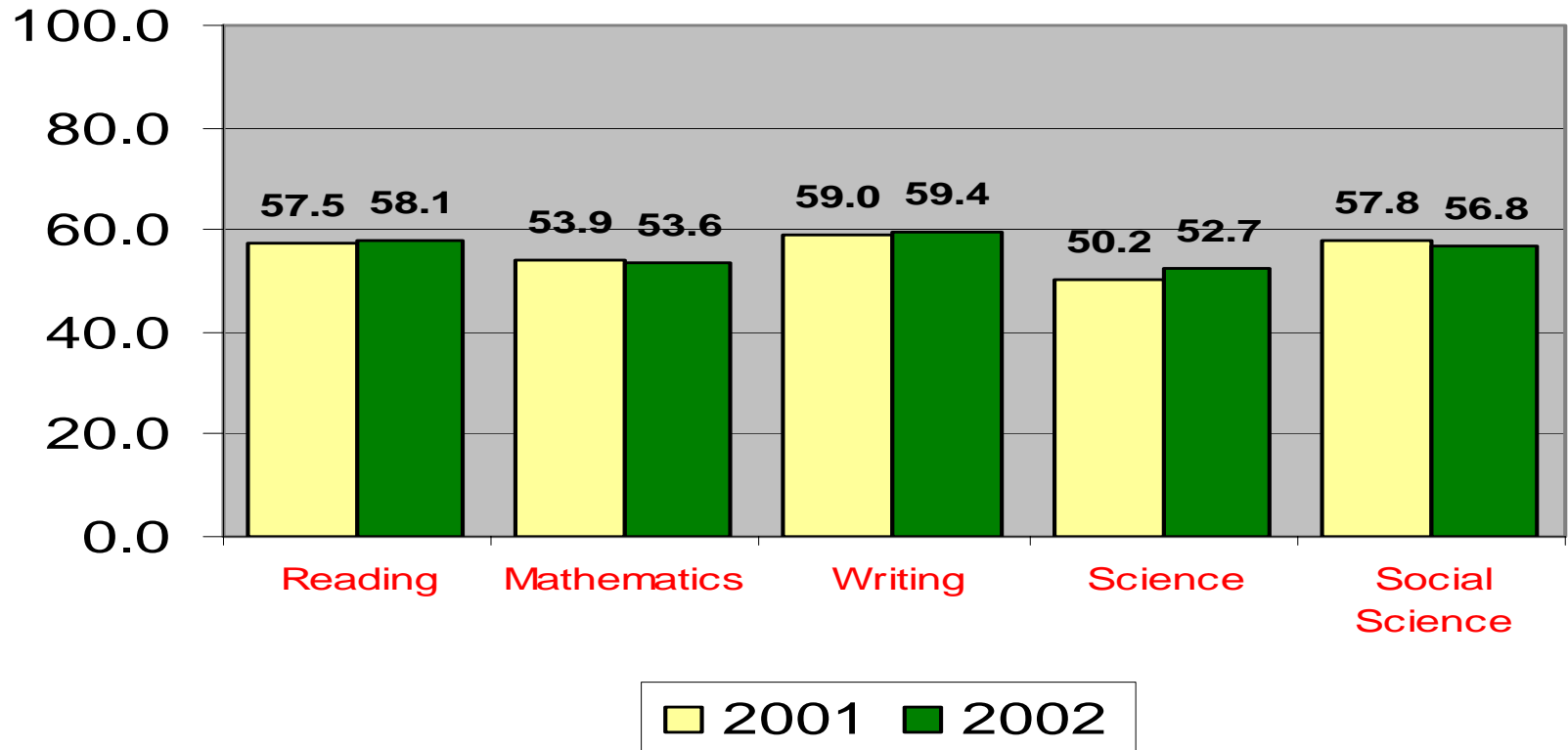
$$A^2 + B^2 =$$

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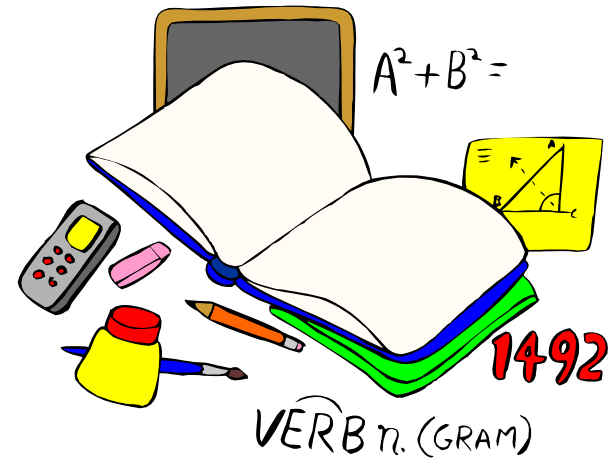
# PSAE RESULTS

## 2001-2002 PSAE Statewide Results Percent Meets and Exceeds



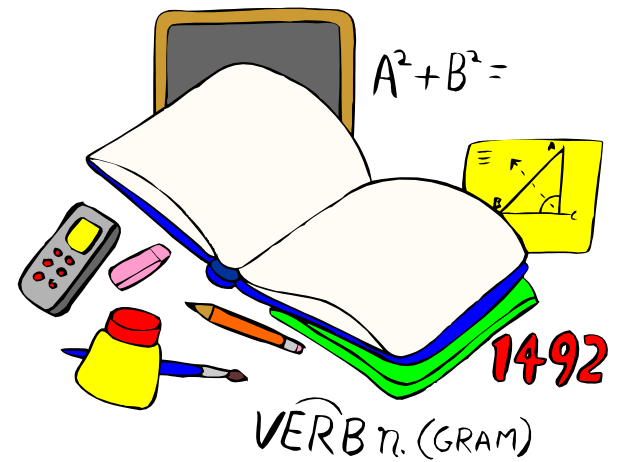
# NCLB ILLINOIS GOALS

- 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.



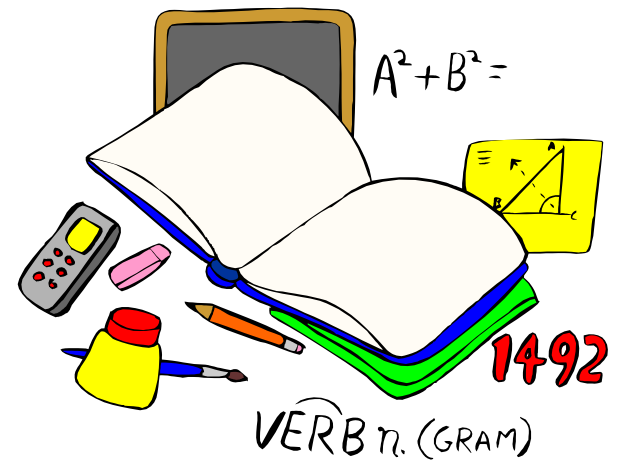
# QUESTION:

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



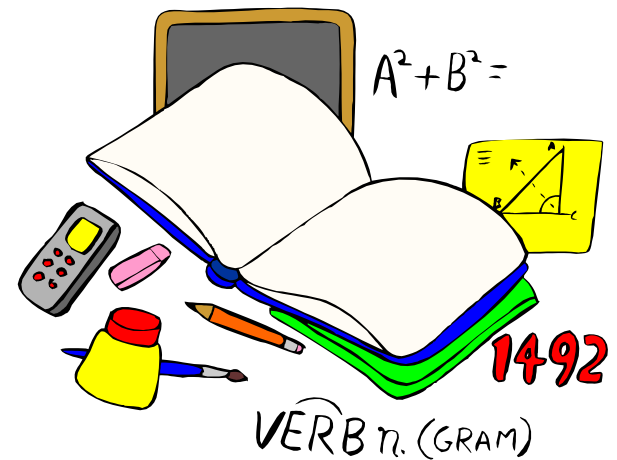
# QUESTION:

What have you done?



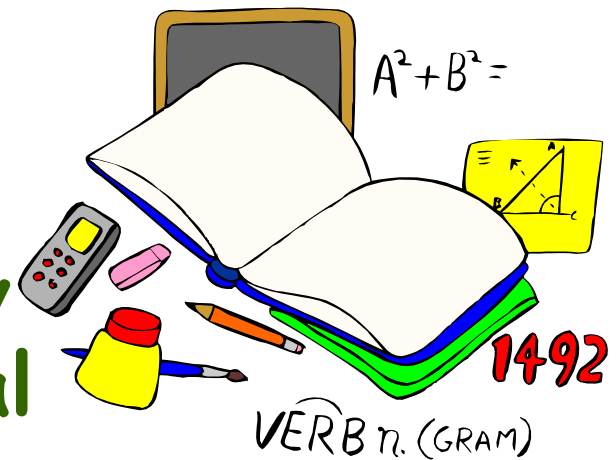
# WORKSHOP PREMISES

- 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.



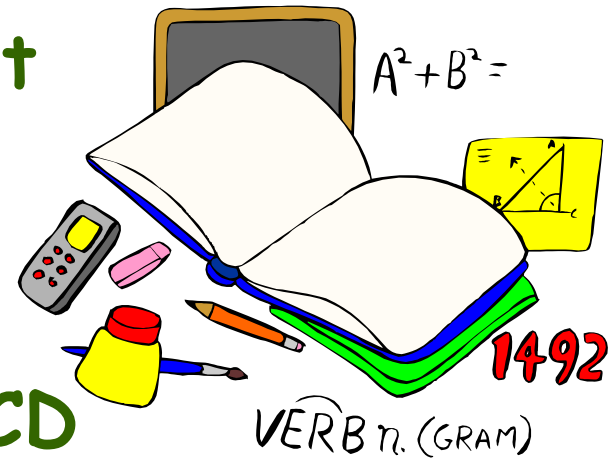
# KEY CONCEPTS

- 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.



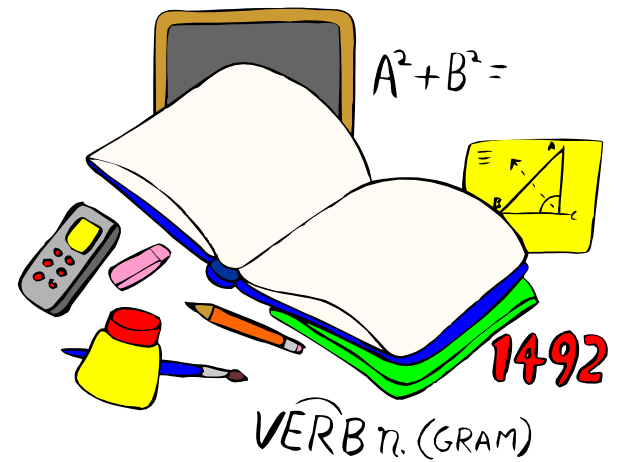
# WORKSHOP GOALS

- 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!!!

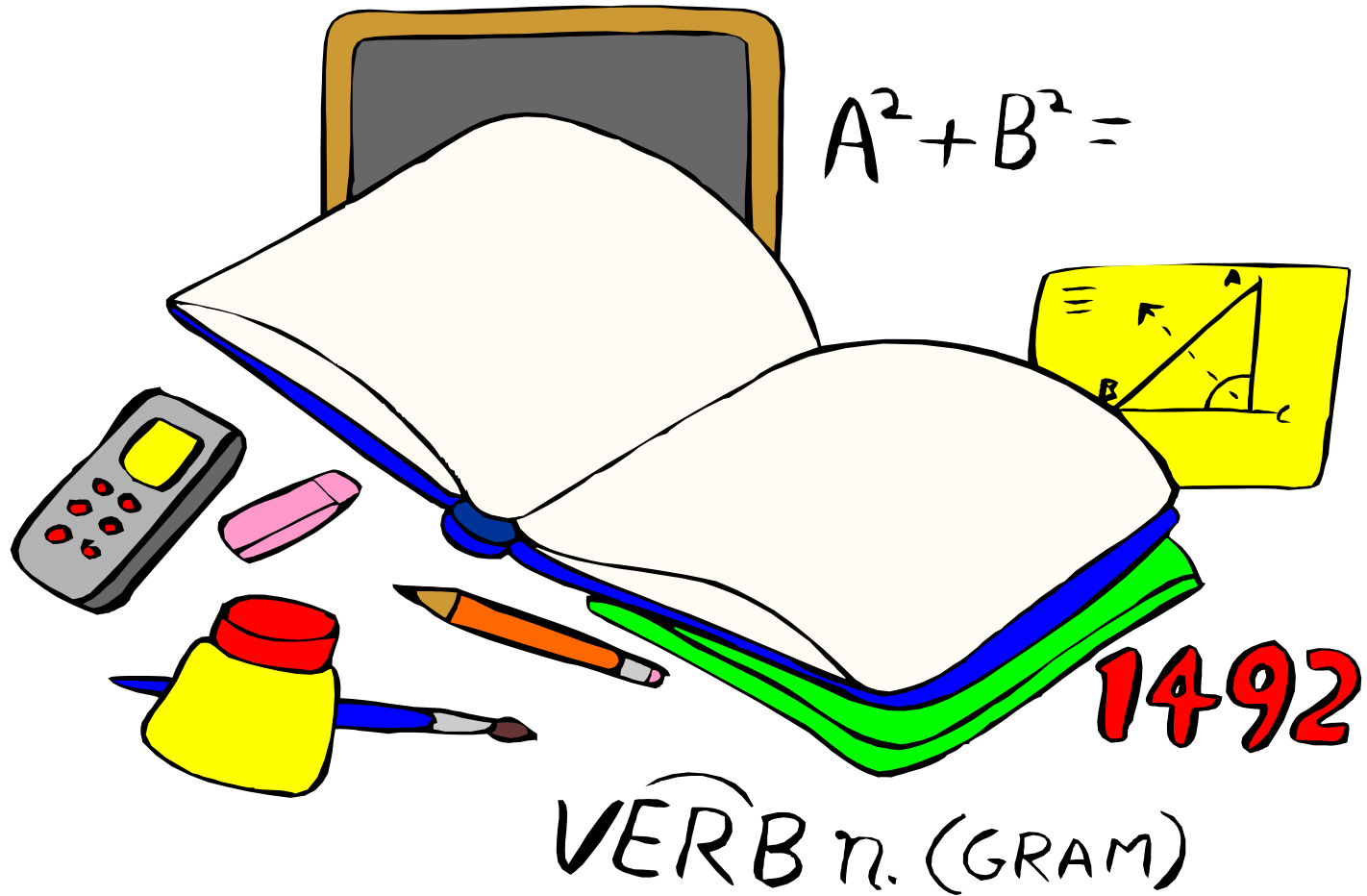


# AGENDA

- Setting the Stage
- Using CTE Academic Classroom Assessments
- Applying the Assessment Mindset
- Developing Assessments
- Reflection
- Taking It Home
- Wrap Up

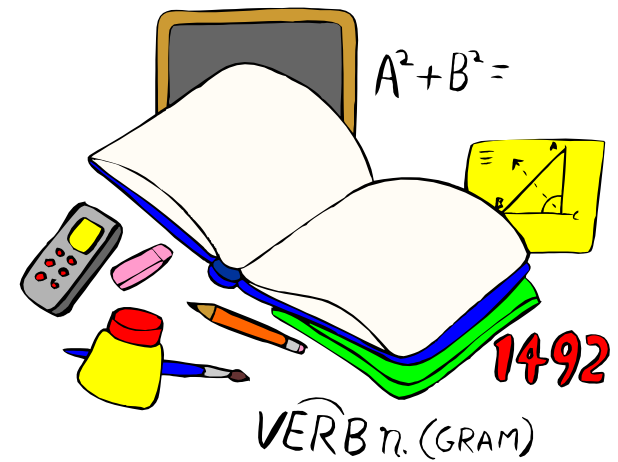


# USING CTE ACADEMIC ASSESSMENTS



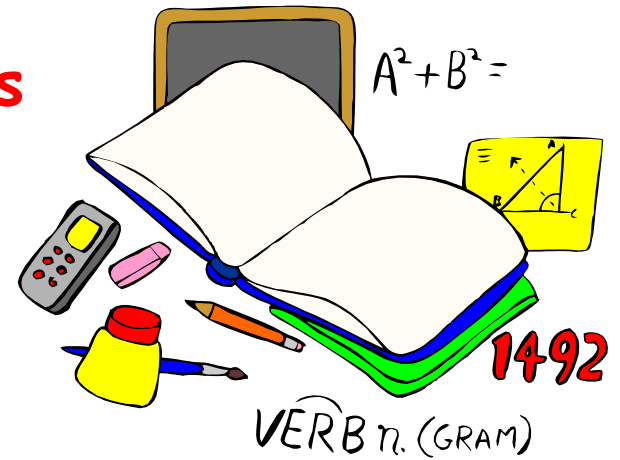
# WHY DID CTE GET INVOLVED?

- 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



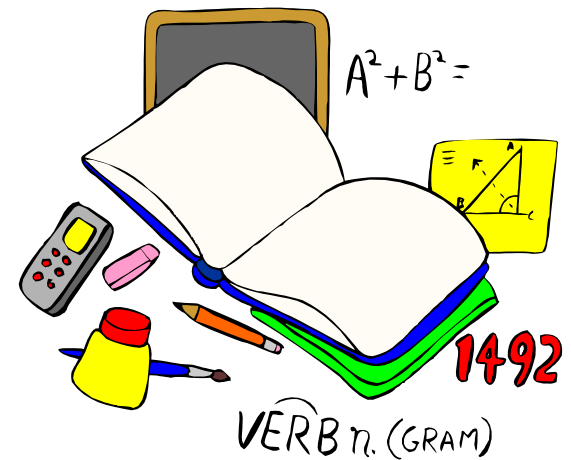
# WHY DID WE ADAPT THE ACADEMIC ASSESSMENTS?

- To assist CTE instructors
  - Could have done it themselves
  - Lack of time
- Hope to make your life easier



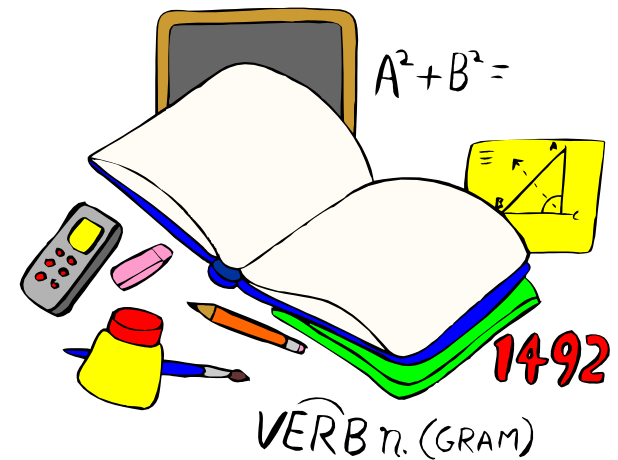
# WHAT HAS BEEN DONE TO DATE?

- 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



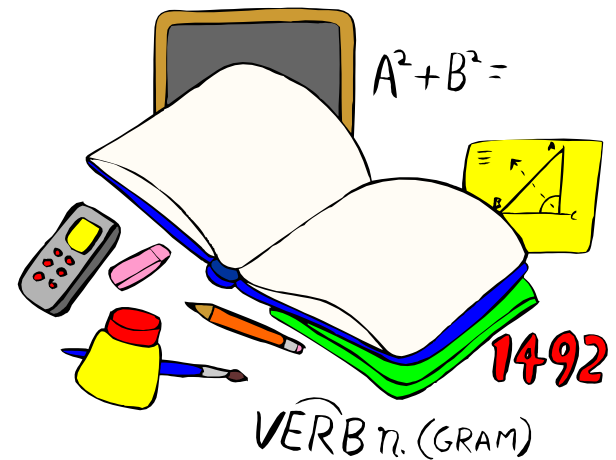
# GOALS, STANDARDS AND PERFORMANCE DESCRIPTORS

- 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



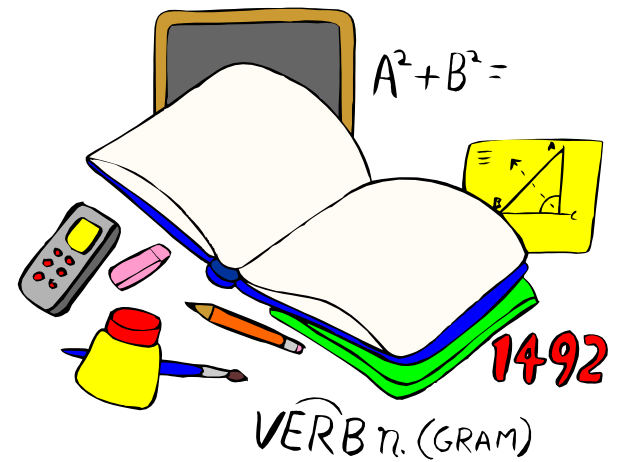
# ORIGINAL ASSESSMENT

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



# SOLUTION

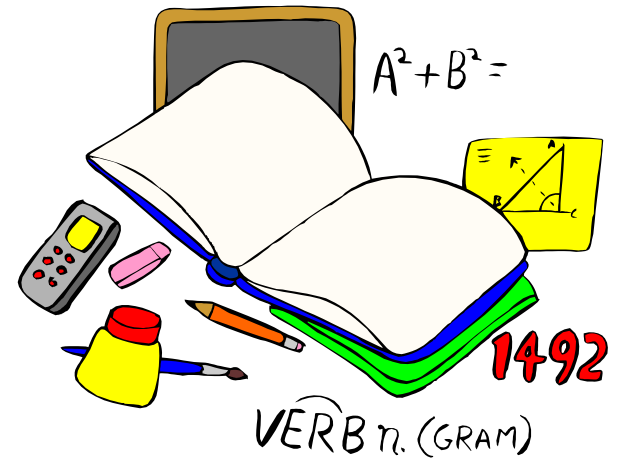
- $32.11 \times .4 = 12.85$
- $32.11 + 12.85 = 44.96$
- $44.96 =$  lowest sale price
- $44.96 = .9x$
- $49.96 =$  lowest regular price



# CTE ADAPTATION

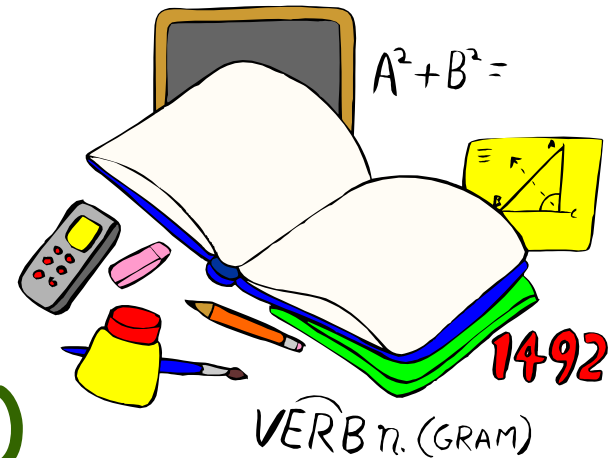
- Calculating Garden Center Pricing

- Standard 6D.H
- Connection to Rubric
- Standard
- CTE Paragraph
- Procedures 2-4
- Evaluation
- Student Work
- Time Requirements
- Resources



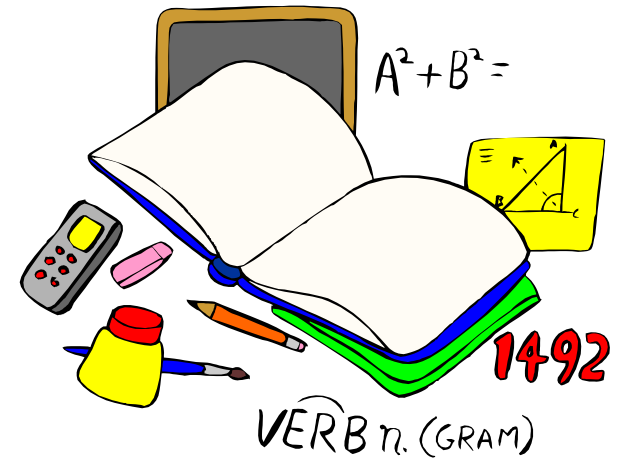
# CTE ADAPTATION

- Student Task Sheet
- Rubric
- Student Work (Meets)
- Student Work (Exceeds)

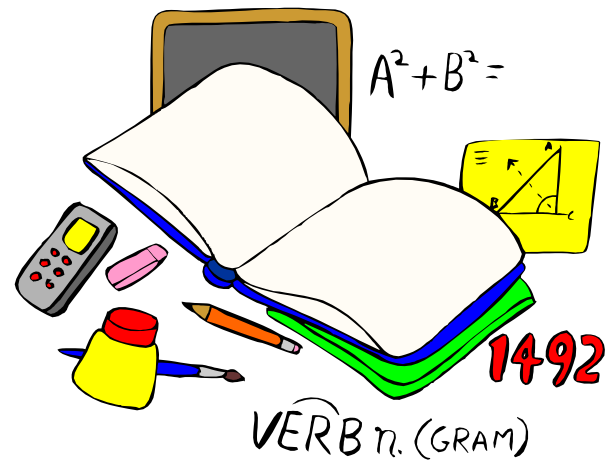


# USING ACADEMIC RUBRICS

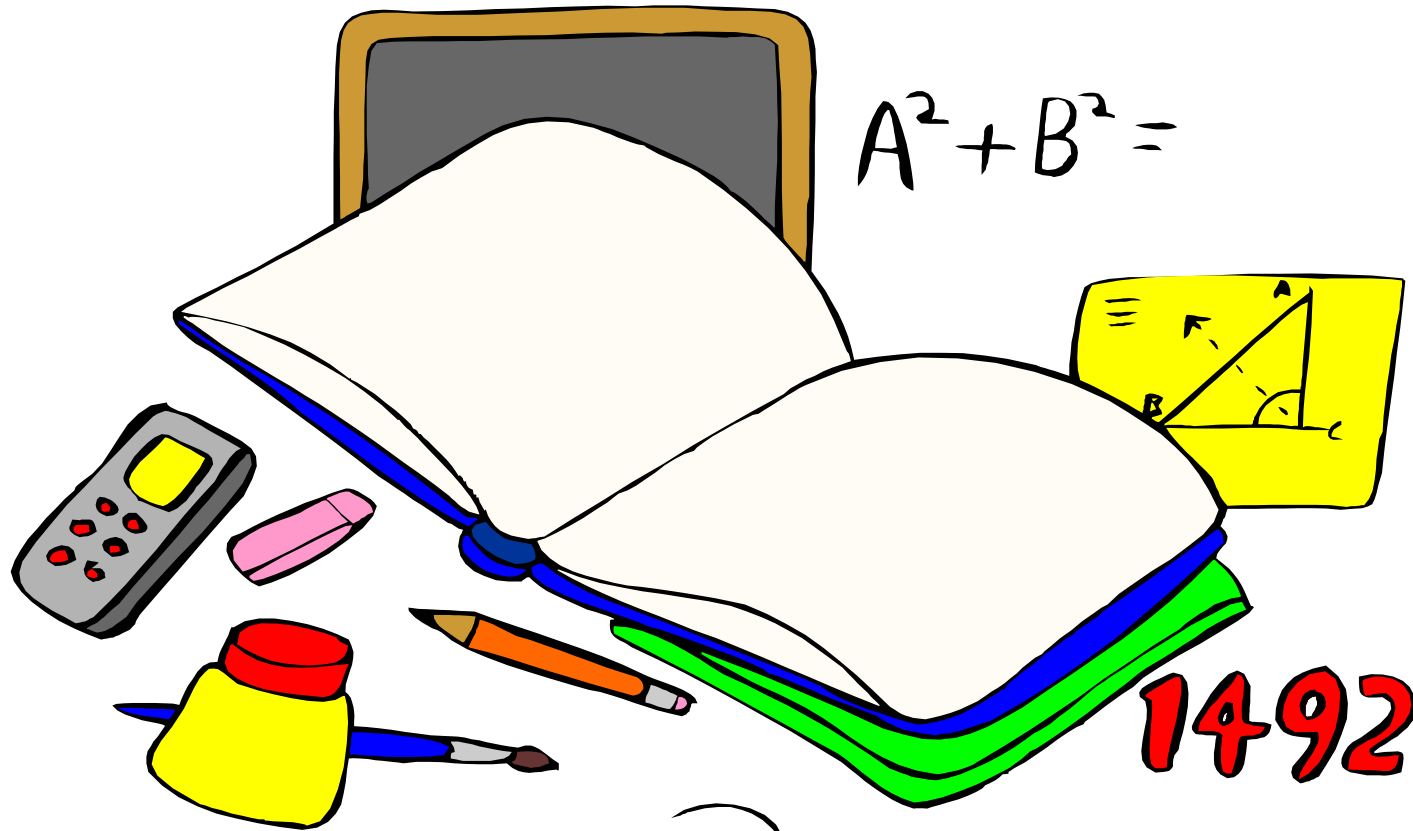
- Mathematics
- Social Science
- Language Arts
  - Reading
  - Literature
  - Writing
  - Listening and Speaking
  - Research
- Multi-dimensional Rubrics for CTE



# CD DEMO

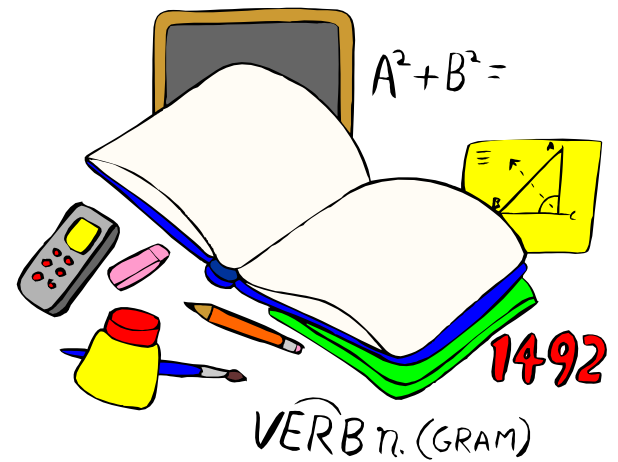


# APPLYING THE ASSESSMENT MINDSET

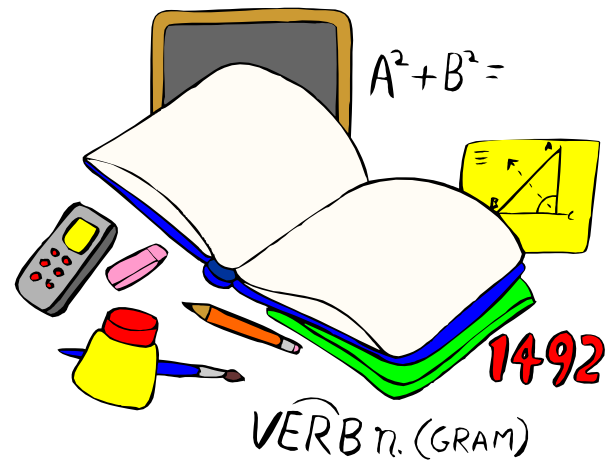


VERB  $\eta$ . (GRAM)

# SUPPLY AND DEMAND

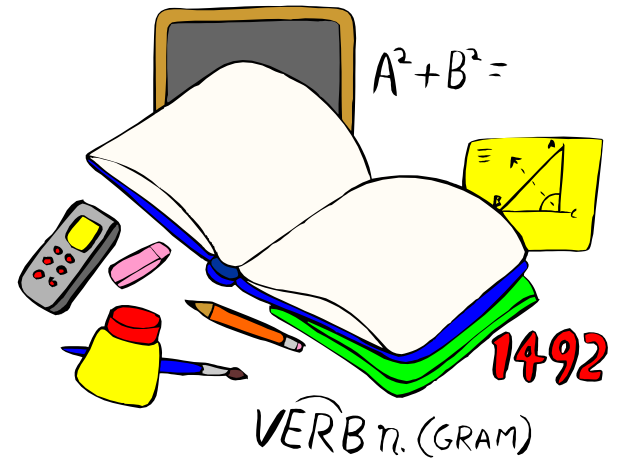


# JOB APPLICATION LETTER



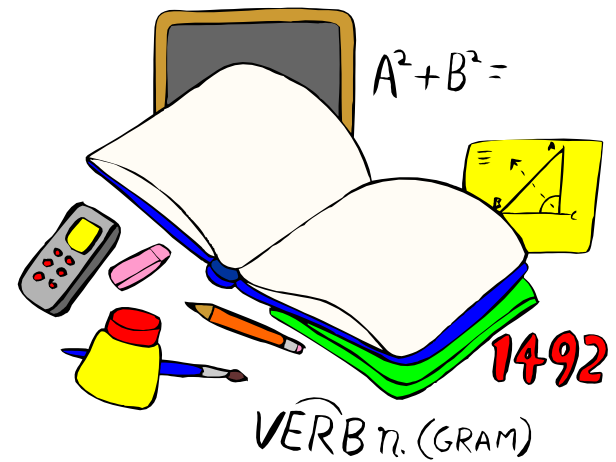
# ACADEMIC ASSESSMENT RUBRIC

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



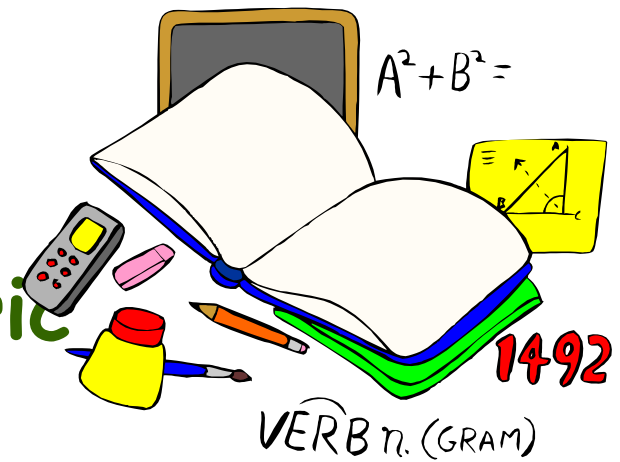
# SUCCESSFUL EMPLOYEE

- Possess Job Skill (Knowledge)
- Application of Skills (Reasoning)
- Communicate Knowledge and Application to Others (Communication)

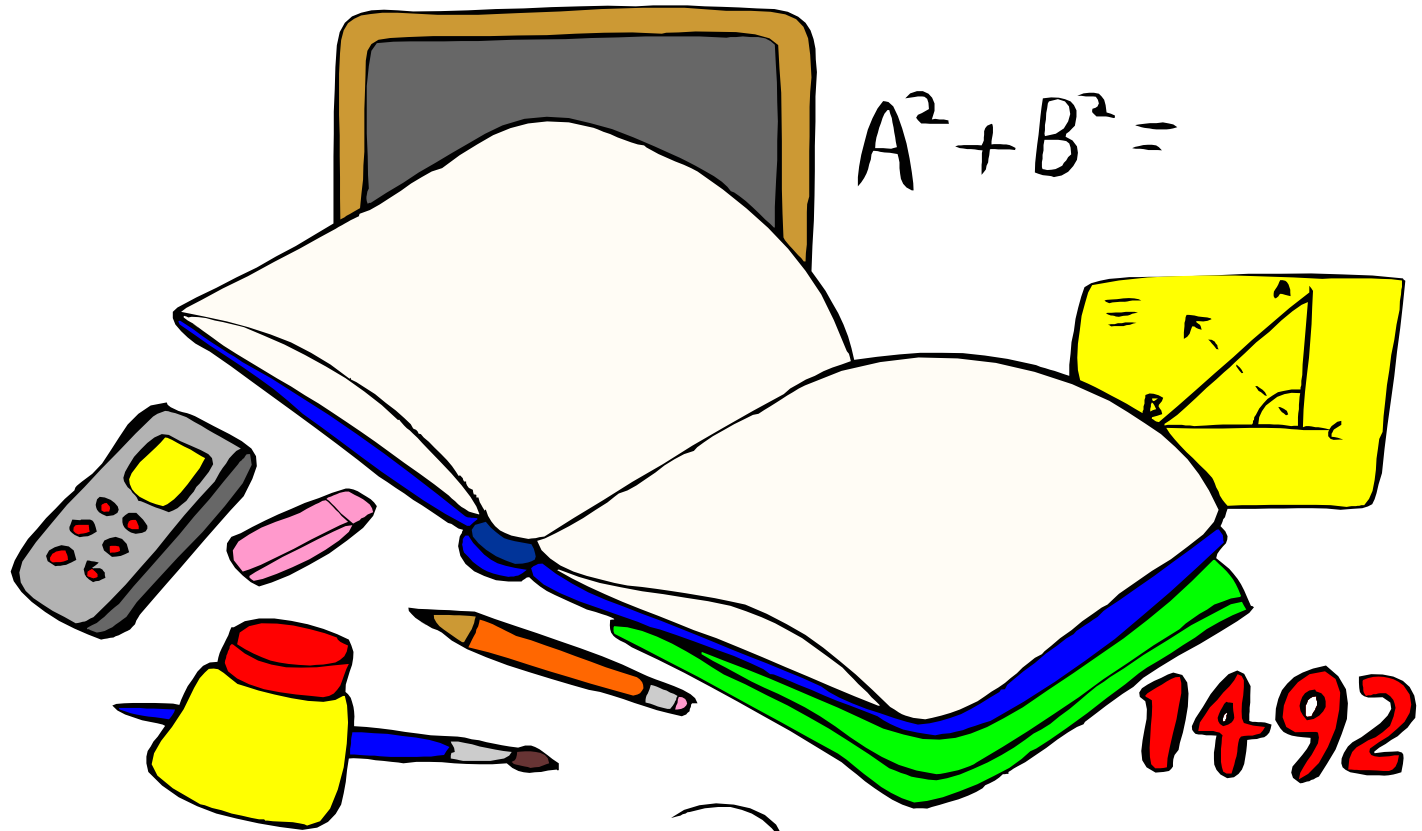


# APPLYING RUBRICS TO CTE

- CTE instructors should also employ a three-dimensional scoring rubric whenever appropriate.



# DEVELOPING ASSESSMENTS



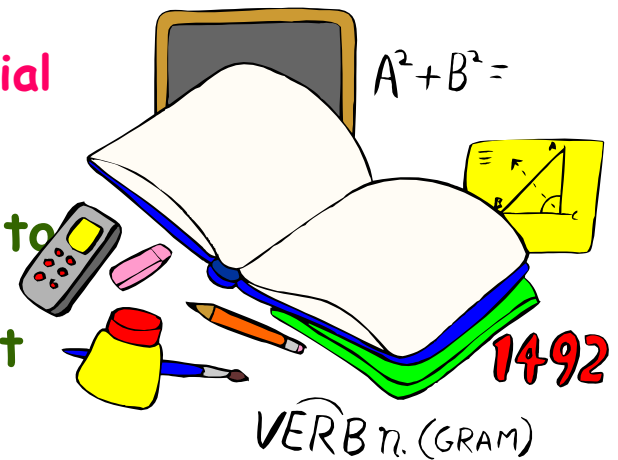
$$A^2 + B^2 =$$

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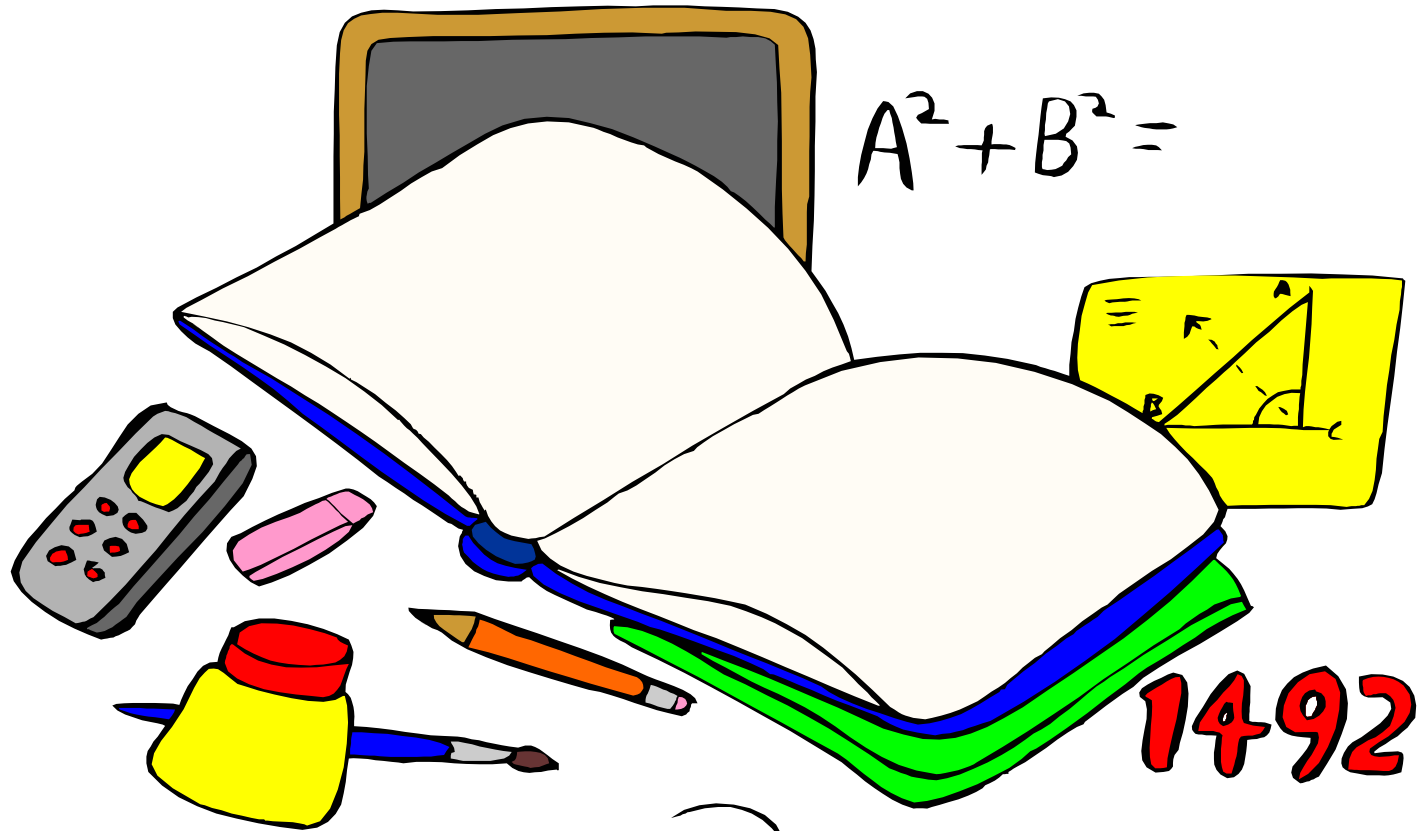
VERB 7. (GRAM)

# 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

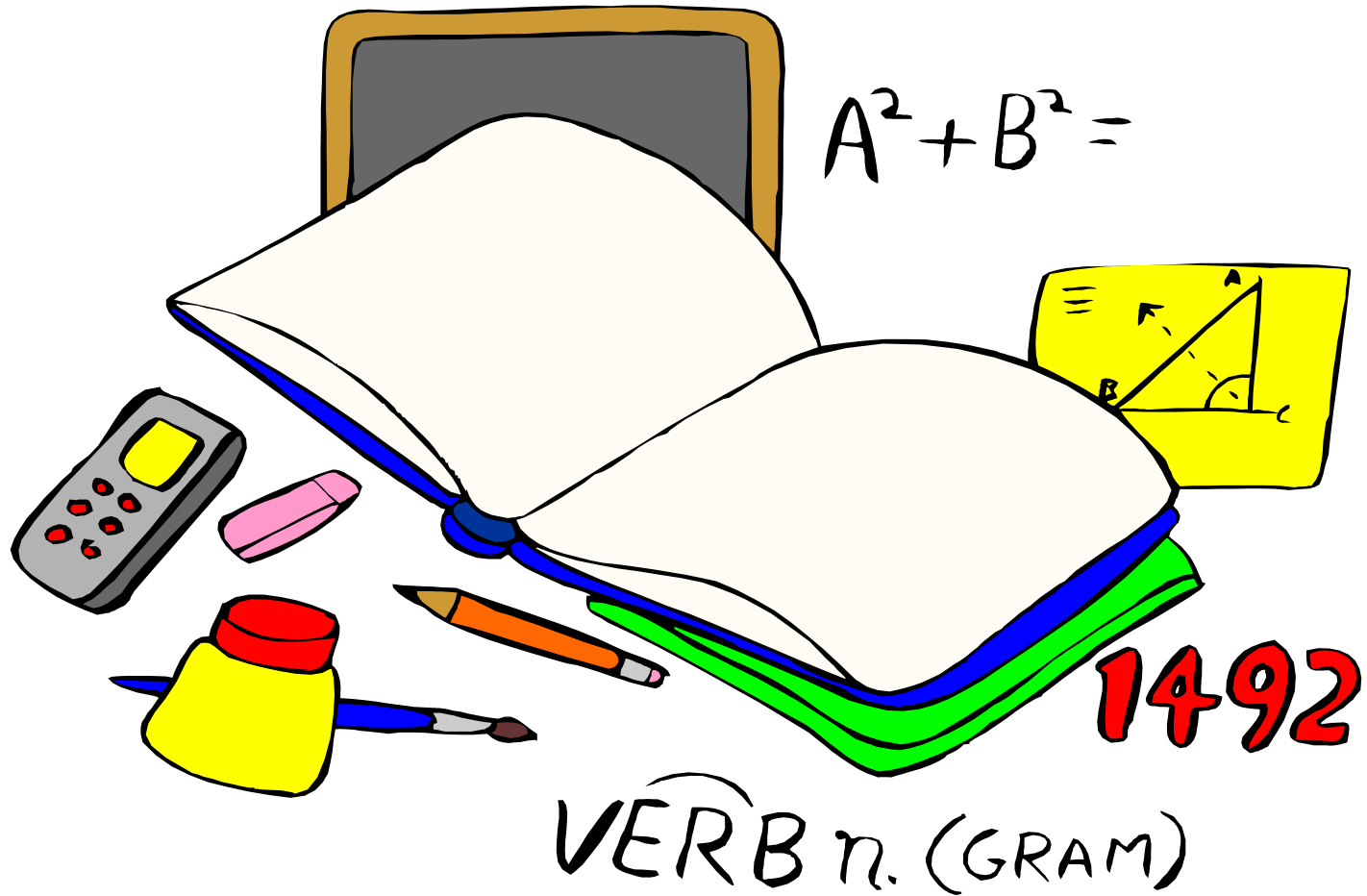


$$A^2 + B^2 =$$

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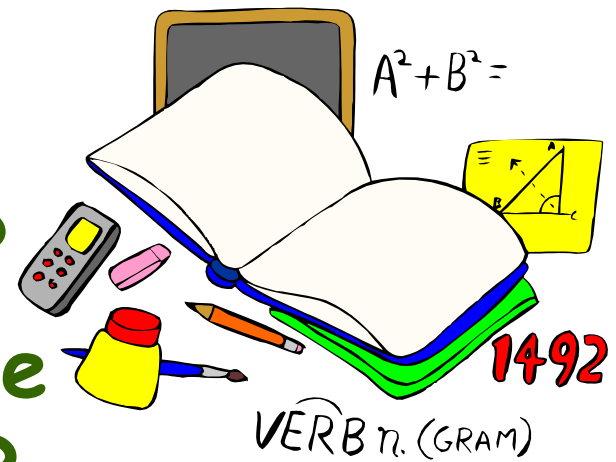
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# TAKING IT HOME



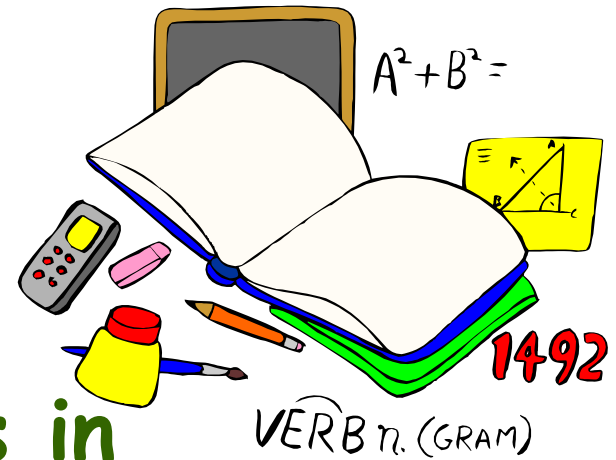
# TAKING IT HOME

- 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?

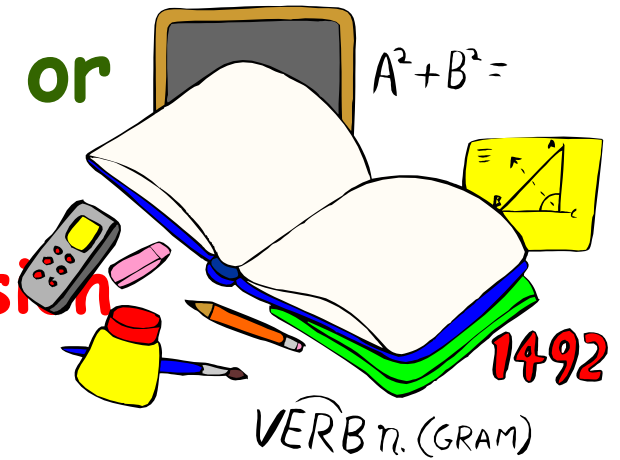
1. Read the Guide
2. Take the CD home and begin looking at the assessments
3. Try 2-3 sample assessments and rubrics in your classroom



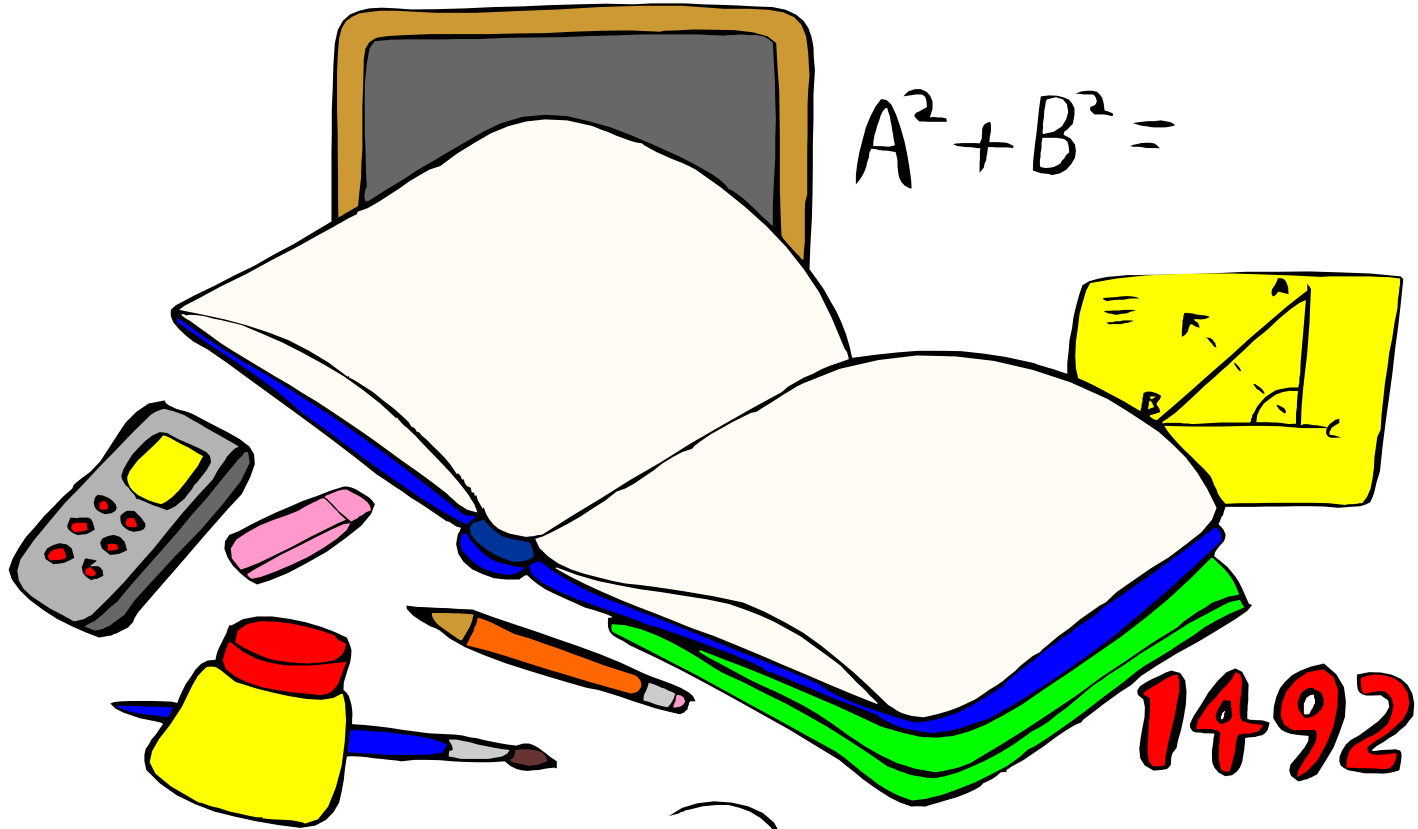
# FURTHER INFORMATION

- For further information or assistance contact:

- Career Development Division  
217/782-4620



# WRAP UP



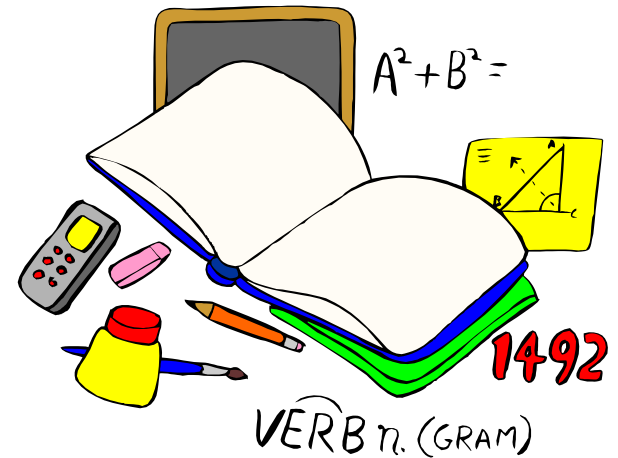
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VERB  $\eta$ . (GRAM)

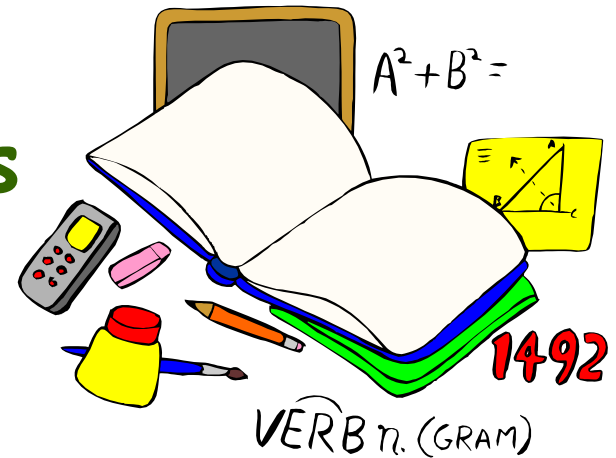
# KEY POINTS

- 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

