Lindsey Savage

 1-27-13

 SEC 300

My answers are in purple!

**Task Analysis and Assessment**

There are several tasks you need to complete below. It is best to download this and put in your answers in a different color or using highlights. Then upload when you are done. All of the examples are in italics.

Choose one standard that you believe you will be teaching during your unit plan.

*Example: Taken from* North Carolina Essential Standards, Grades 9-12, Information and Technology Essential Standards

*HS.SI.1Evaluate resources needed to solve a given problem.*

*Taken from:* <http://www.ncpublicschools.org/docs/acre/standards/new-standards/info-technology/grades9-12.pdf>

**1. Task Analysis**

Before lesson planning begins, we need to analyze the task we are teaching, especially if it is a new skill or concept. Construct a task analysis for the standard you chose by answering the following questions:

a) What are the prerequisite skills needed to do the task asked for in the standard?

b) What steps and sub-steps are needed to accomplish the task? Write approximately 4-8 steps.

*Example:*

*Standard: HS.SI.1Evaluate resources needed to solve a given problem.*

*Task Analysis*

*Prerequisite skills: understand browsers, urls, how the internet works,*

*Step 1. Searching for quality electronic resources relevant to topic.*

* *Familiarity with different search engines*
* *How to determine good search terms*
* *How to access library databases and journals*

*Step 2. Determining reliable and credible sources.*

* *Finding sources and authors plus investigating which are reputable*
* *Making sure there are more than one data sources*

*Step 3. Organize electronic research*

* *Online bookmarking tools*
* *How to organize and download material*

*Step 4. Plagiarism, appropriate and inappropriate use of electronic work.*

* *When you have to cite electronic resources and when you do not*
* *How to cite electronic resources*

Note: When creating task analysis for an individual student, it is best to conduct an error analysis first, when creating a task analysis for a class, you would first conduct a pretest for formative evaluation to see which prerequisite skills the class had.

Standard: HS.TT.1 Use technology and other resources for assigned tasks.

Task Analysis

Prerequisite Skills: understand basic computer skills and programs, understand browsers, and understand assigned task

Step 1: Use appropriate programs to access information related to assigned task.

* How to make use of various search engines
* How to make use of various electronic databases

Step 2: Use relevant, accurate, and present information

* How to determine the difference between primary and secondary sources
* How to determine credibility of sources
* How to determine relevance of information found

Step 3: Organize information found

* How to use online note-taking tools
* How to use online bookmarking tools
* How to use graphic organizers

Step 4: Design products to share information found with other people

* How to produce multimedia presentations
* How to electronically share products produced with others

**2. Writing Goals and Objectives**

Once you have analyzed the task, now we are ready to write goals and objectives. Well written objectives give you concrete ways to assess your instruction and your student's learning.

Goals: broad statements of desirable outcomes

Objectives: more specific statements of desirable outcome

[Given…(condition) the student will … (capability verb) by …(action) . Then criteria. ]

*ABCDs of Writing Objectives*

• A-Audience: The who. "The student will be able to…"

• B-Behavior: What a learner is expected to be able to do or the product or result of the doing. The behavior or product should be observable.

• C-Condition: The important conditions under which the performance is to occur.

• D-Degree: The criterion of acceptable performance. How well the learner must perform in order for the performance to be considered acceptable.

Now take two of the steps of your task analysis. Write one goal for the entire task and two objectives for steps.

*Example: HS.SI.1Evaluate resources needed to solve a given problem.*

*Goal: The students will use electronic resources for research*

*Objective 1: When given a topic for research, the student will write three appropriate search terms that will locate a minimum of ten sources for his or her topic.*

*Objective 2: When locating five electronic sources for research, the student will identify the authors of the five sources and explain how they determined if the source was credible or not.*

Some examples of behaviors (not full objectives, but the behavior part) based on the old standards are at: [http://www.hsedu.ccs.k12.nc.us/Task\_Analysis.htm](http://www.hsedu.ccs.k12.nc.us/Task_Analysis.htm%20)

Writing Goals and Objectives

Standard: HS.TT.1 Use technology and other resources for assigned tasks.

Goal: The student will be able to use technological resources for tasks assigned in class

Objective 1: When given an assignment, the student will identify three online databases that can be used to find information on the assignment.

Objective 2: After finding six electronic sources of information, the student will then create a multimedia presentation that is to be electronically shared with others.

**3. Writing Test Questions**

Now that you have analyzed the task and determined the objectives, we are ready to start learning how to assess student learning. Often we can assess student learning through authentic assessments where we observe and record student work productivity. But sometimes we need to give a test. Read the handout "Types of Test Questions." Construct test questions for your objectives. Make three different types of questions, your choice. For an online textbook on test construction as well as tons of examples you may want to look at "How to Write Tests for Students." Since you will write 6 questions for the next item you are welcomed to combine number 3 with number 4. You can use existing questions from the teacher’s guide of the textbook or from online resources.

*Example: (Taken from http://www.testdesigner.com/)*

[*Which of the following is a TRUE statement?*](http://www.testdesigner.com/questions/31585/which-of-the-following-is-a-true-statement)

1. *You are free to copy information you find and include it in a report.*
2. *You should never consult Web sources when you are doing a research report.*
3. *You do not have to cite the Web sources you use in your research report.*
4. ***Web sources must be cited in your report. You are not free to plagiarize.***

Test Questions

1. What are 3 online databases that you used for your assignment?

**Answers can be: JSTOR, Academic Search Complete, America: History & Life, etc.**

1. Is the following statement true or false: When creating a presentation, it can’t be electronically shared with other people? **False**
2. How many electronic sources should you have when completing your assignment?
3. 1
4. 2
5. 3
6. 6, or as many as it takes to complete the assignment

 **Answer is: D**

**4. Blooms Taxonomy and Test Questions**

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Read the handout, "Bloom's Taxonomy and Student Assessment." Now that you have an idea how to write test questions, write one (different types) for each level of Blooms Taxonomy for your unit plan. Also write possible projects you could have students do to demonstrate Application, Analysis, Evaluation, and Creation (one project for each).

Bloom’s Taxonomy and Test Questions

Knowledge-Remember:

One of the two locations on which the United States dropped atomic bombs were

a. Khe Sahn

b. Yokohama

c. Tokyo

d. Okinawa

e. Nagasaki

**Answer is: E**

Understand-Describe, Explain

Match the following people to the item that they are known for:

* Adolf Hitler Dictator of the Soviet Union
* Franklin D. Roosevelt Dictator of Fascist Italy
* Joseph Stalin United States president that instituted the New Deal
* Benito Mussolini Dictator of Nazi Germany

**Answers:**

**Adolf Hitler- Dictator of Nazi Germany**

**Franklin D. Roosevelt- United States president that instituted the New Deal**

**Joseph Stalin- Dictator of the Soviet Union**

**Benito Mussolini- Dictator of Fascist Italy**

Apply

Other than women joining the workforce, can you think of another change that society in the United States experienced during WWII?

**Answers can be changes in wartime production, distrust of Japanese Americans, etc.**

Possible Project: Make a poster detailing the change in society that you picked

Analyze

What were the main causes of the Great Depression other than the stock market crashing?

**Answers can be: The banks didn’t have enough money to pay people taking their money out, drought conditions, people stopped buying things after the stock market crash, etc.**

Possible Project: Write a report about what happened to cause the Great Depression

Evaluate

True/False: The Cold War wasn’t really a war at all. Can you defend your position?

**Answer: Depends on how they defend whether they chose true or false.**

Possible Project: Class debate on the Cold War

Create

Can you design a plan of action if the United States was to enter into a World War today?

**Answer: Depends on if their plan is plausible. (Many possible answers)**

Possible Project: Create a portfolio showcasing your ideas

**5. Making Rubrics**

Projects are a wonderful way to give students differentiated instruction in the classroom. But the problem is how to grade the projects.

If you were to assign a project for your unit plan, use Rubistar to show me how you grade 2 different projects on 4 items each: <http://rubistar.4teachers.org/index.php>

For example, show me how you would grade a Multimedia Presentation and Making a Game. For each chose a minimum of 4 items you are grading them on.

It is best to provide you name, zip code and a title. Then submit your rubric. Then you can either download it or just copy and paste it into a MS word document.

**5. Test Resources for math**

<http://www.freemathtest.com/> (Pre Algebra)

<http://www.aplusmath.com/Worksheets/index.html> (Basic Algebra)

<http://mathonline.missouri.edu/> (Calculus)

<http://www.kutasoftware.com/freeia2.html> (Free Trial)

**Grade: 5 points total**

Task Analysis: 1point

1 Goal and 2 Objectives taken from NC standards: 1 point

6 test questions for each of Bloom’s taxonomy: 2 points

2 rubrics: 1 point