

Curriculum Embedded Performance Assessment (CEPA) Validation Checklist for Southwick Regional School

Purpose: By designing Curriculum Embedded Performance Assessments we will be providing our students opportunities to transfer their understanding of concepts in a more meaningful way. This validation checklist will be used as a tool by our school to reflect on the quality, intentionality, and level of knowledge we are asking our students to demonstrate and give constructive, pertinent feedback to your peers.

Protocol:

Step 1: Teacher presentation-background/context/pertinent information that we would need to understand CEPA.

Step 2: Ask peers for any clarifying questions.

Step 3: Teacher will identify areas that they would like peers to focus on for feedback.

Step 4: Reading and Analysis of CEPA

Step 5: Go over SRS Validation Checklist together as a group

Step 6: Presenting teacher reflects on feedback

Step 7: Group reflects on process

Authenticity

- Student task is authentic.
- Student roles are authentic.
- Audience is authentic.
- Application of skills to a new situation is evident.

Comments and Recommendations for Authenticity:

Alignment

- Reflects Enduring Understandings and Essential Questions of unit.
- Aligned to standards
 - Priority/Power standards are assessed
 - Identify where standards are assessed in CEPA:

- Evidence of 21st Century Skills is purposefully embedded in CEPA:
 - Critical Thinking and Problem Solving
 - Communication
 - Collaboration
 - Creativity and Innovation
 - Digital Literacy

- Aligned to Literacy & Math CCSS
- Aligned to Transfer Goals
- Student task is aligned to Depth of Knowledge (DOK) levels for standards. (tasks may provide multiple DOK levels)
 - DOK 1: Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.
 - DOK 2: Covers level 1 plus: Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.
 - DOK 3: Students must support their thinking by citing references from text or other sources. Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.
 - DOK 4: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation. Usually applies to an extended task or project that brings the student outside of the context.

Comments and Recommendations for Alignment:

Evaluation Criteria/Rubric

- Criteria for evaluation is clear for students
- Descriptors in rubric show a clear progression of mastery
- Aligned to standards that are being assessed

Comments and Recommendations for Evaluation Criteria/ Rubric:

Time

- Allows students to receive constructive feedback from teacher through construction of CEPA. Multiple touch points
- Students have appropriate time to complete

Comments and Recommendations for Time:

Universal Design for Learning (UDL)

- Task provides multiple entry points for all students at all levels
- Intentionally provides student choice
- Wording is clear and precise for student understanding of their task

Comments and Recommendations for UDL:

Massachusetts Transfer Goals

*Massachusetts transfer goals were written to provide an explicit connection between the standards-based Model Curriculum Units and College and Career Readiness. These are long range goals that a student will work towards over the course of their PK-12 academic experience.**

ELA

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts.
- Develop the habit of reading for enjoyment.

History & Social Science

Students will be able to independently use their learning to:

- Understand how recurring patterns in history can inform judgments about current events and other issues.
- Analyze and resolve conflicts in order to work and live in an inter-connected world society.
- Understand how physical and human geography can inform responsible interactions with environment.
- Apply knowledge of political and social systems to participate actively as an informed citizen of a democracy.
- Critically appraise historical and contemporary claims/decisions.
- Apply concepts and systems of economics to participate productively in a world economy.
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question, form an opinion, or to solve a problem
- Write to inform and explain a topic, concept, or process to a variety of audiences.
- Research and evaluate the credibility of sources and develop and/or defend an argument, or claim.

Mathematics

Students will be able to independently use their learning to:

- Interpret and persevere in solving complex mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.
- Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.
- Apply mathematical knowledge to analyze and model mathematical relationships in the context of a situation in order to make decisions, draw conclusions, and solve problems.

Science, Technology & Engineering

Students will independently be able to use their learning to:

- Engage in sustained, complex and successful scientific inquiry.
- Engage in public discourse of scientific and technical issues in the news or the community.
- Use principles of the physical world and genetic programming to analyze living systems. (1s)
- Analyze mechanisms of cause and effect in natural and designed systems based on physical and chemical principles. (ps)
- Analyze the implications of earth as a set of interconnected systems -- atmosphere, hydrosphere, geosphere, and biosphere -- when making personal and civic decisions. (ess)
- Use principles of the physical world to assess designed products and systems based on social needs and wants. (t/e)
- Argue for and act on the importance of energy to life. (1s)
- Assess the energy use of biological and physical systems. (1s)
- Make personal and civic decisions that respect how living systems maintain balance and stability, minimizing impact on factors that disturb stability. (1s)
- Make informed decisions about personal and societal use of energy. (ps)
- Interpret and critique claims about the use of energy from public and private sources. (ps)

Health and Physical Education

- Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/ drug use throughout one's life.
- Play a chosen game skillfully and with good sportsmanship.

Performing & Fine Arts

- Find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
- Respond by analyzing and interpreting the artistic communications of others.

World Language

- Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.