



Kathy W.'s Portfolio

Breaking Apart a Content Standard

Week 2 - Activity 3

This activity focuses on the course goal: Understand and use the Five Standards of Assessment Quality, focusing in particular on the goal: Assessments arise from and reflect clear learning targets.

Performance Indicator for Grades 6-8: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Applicable standards categories to which the performance is linked:

- Social, ethical, and human issues
- Technology research tools
- Technology problem-solving and decision-making tools

1. What do the students need to know to meet this standard?

- how to search for information using a wide variety of tools and resources
- how to access online databases of materials
- how to determine the source of information
- how information retrieved from the internet differs from library resources
- how to evaluate bias
- current techniques available to determine reliability of information (as technology changes, techniques must adapt)

2. What patterns of reasoning must students be able to apply?

- students must be able to analyze the variety of sources of information to determine which ones are most appropriate for their topic
- students can compare sources of information to determine bias and relevance
- when using search tools, students must classify types of sources (for example, sales information versus educational information)
- this performance largely asks to student to perform evaluative reasoning - they need a good understanding of the criteria they should be applying when they decide what sources they should and should not use and what the accuracy, relevance, appropriateness, comprehensiveness and bias is of the information and then be able to substantiate it.
- students would apply inductive reasoning when determining bias and accuracy of information based on word choice, sites that link to this information, etc.

3. What skills do students need?

- ability to use a computer and access internet and computerized information sources
- demonstrated ability to use a variety search tools, including using advanced search techniques
- understanding of use of keywords and ability to expand their search with the use of multiple keywords
- knowledge of online databases and ability to retrieve relevant information
- ability to request assistance from librarian/media specialists
- ability to write a citation
- strategies to locate resources, evaluate them, and determine what to use and when to stop searching

4. What products should they be able to create?

- citations of sources of information
- a list of a variety of sources from different backgrounds and sources to ensure the information represents several perspectives
- list of terms by which they evaluated their sources
- list of sources they decided not to use and reasons why they didn't use them
- written material that demonstrates their ability to select and reference information sources appropriately and without plagiarizing

5. What dispositions will students need to develop to meet this standard?

- willingness to learn new strategies as technologies change
- ability to ask for assistance and review from media specialists, teachers, and their peers

ISTE National Educational Technology Standards for Students (NETS*S)
retrieved June 10, 2006 from http://cnets.iste.org/students/s_profile-68.html

Personal Reflection on Activity: I found this activity particularly useful, but also quite time-consuming. I would like to think I (and all teachers) should do this for every standard and assessment but it would take a long time to accomplish this. Probably the major thing I learned from this course is to clearly define learning targets and this activity of breaking apart a standard is very helpful in doing this. Working through each of the questions forces you to clearly define what you expect the student to know and how you can determine whether or not they know and understand it. Learning for understanding is such an important part of teaching and the assessments need to play an important role in this. You cannot just assess on factual recall.

[Link to next Artifact](#)

[Link to Portfolio Home](#) | [Contact Kathy](#) | [Lesley University](#)

Page last updated: August 19, 2006

