

## CURRICULUM BASED ASSESSMENT – EXTRA SKILLS C

Level C refers to the approximate level of difficulty, at about Grade 3. Extra Skills Level C is an adjusted version of the Level C materials, designed for students with some additional needs.

The Extra Skills Level C materials include an adjusted assessment that is freely available, either as hardcopy or in electronic format. This assessment, for Extra Skills Level C, is also included in the Teacher Manual and on the CD.

This Curriculum Based Assessment focuses directly on the Three Level Question Guide. These question levels have been termed generically “closed” and “open” questions and included in recent resources freely available to teachers in schools through the Strategic Questioning DVD from Curriculum Corporation.

The terminology used in these materials includes both Right There, Think & Search and On My Own Questions (RT, TS & OMO), along with Here, Hidden and Head. These labels can be interchanged as they refer to the same concepts for where to find answers to questions.

In Extra Skills Curriculum Based Assessments, the text is titled in the same way as the matching approximate grade level, (E for about Grade 5). This assists in keeping all students on what appears to them to be a similar task. The adjustments to the content include shortening the text, and a smaller number of more easily worded questions. The concepts presented are at a similar level of difficulty, this is not a “dumbed down” assessment. The Extra Skills Curriculum Based Assessment also comes with a scoring rubric. This rubric includes actual student responses.

These are curriculum-based assessments because the texts and questions have been written, at approximate grade levels, to reflect the content of this program, as adjusted for students with special needs.

Each text and matching questions have been included within the last lesson of Extra Skills materials at the adjusted level. This provides an inbuilt posttest, hopefully reflects the improvements in student performance following instruction.

Teachers can use these texts to assess the needs of their students, prior to purchasing or using the materials.

The purpose of this Curriculum Based Assessment is to highlight directions for future instruction, that is, "Assessment for Learning", again linking directly with Curriculum Corporation's DVD.

Directions for Administration: Students should be asked to read the text, and write full sentences answers to questions. If students have difficulty with one question, they should go on to the next question, and come back to complete difficult questions if time allows. This direction can be displayed on a whiteboard or data projector, and is orally stated by the teacher once only. You can allow about 30 minutes, or more time if needed for some students. This can be completed with a scribe for some students. And, adjusted administration could include reading the text aloud to the student.

The scoring rubrics remain as drafts, purposefully.

It is not likely that any author or instructional designer can read the minds of every teacher or student who uses their resource. Therefore, it is not likely that the complete range of possible responses to inferential questions can be printed for these assessments.

Also, workshops and collaboration with teachers has shown that we can all have acceptable comprehension and have slight differences of opinion. This is normal and acceptable.

The effectiveness of this Curriculum Based Assessment will only be evident from the use of subsequent instruction to improve student performance. Other levels are available, and the numbers and different types of questions vary across estimated grade levels, with more Right There (Here) questions in the early grades, and more On My Own (Head) questions in higher grades.

Feel free to change the rubric

If you and other teachers at your school disagree with where student responses have been placed within the rubric, feel free to change them. The discussion you and your colleagues have is likely to be more beneficial and to impact positively on your instruction than just “accepting” where the student response has been placed.

Feel free to allow further adjustments, where you judge appropriate, for the special needs of the students in your class or school.

There is no way that any one assessment can be presented so that it can be automatically used with all students with a diverse range of special needs.

Please feel free to contact me, via phone or email, to discuss any such adjustments you might feel the need to make for your students. One teacher has already discussed the possibility of making the program available in Braille for a student in her class.

I would be most grateful if you emailed me ([gailbrown@designedlearning.com.au](mailto:gailbrown@designedlearning.com.au)) with any feedback about the rubrics and your discussions. This feedback will be incorporated into future versions of the assessments over time and on my website.

Many thanks, in advance,

Gail Brown, PhD.

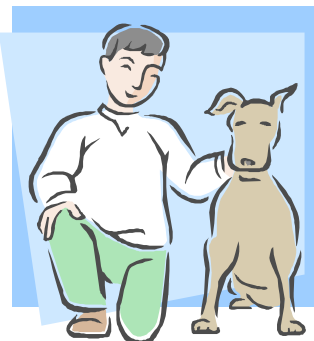


## Brad and his Dingoes Level C

Brad was a young man who lived near Sydney. He was afraid of dogs. Brad was even more afraid of dogs who lived in the bush and wild dogs. He also feared dingoes. He finished school and wanted to study more. Firstly, Brad went to a uni and began studying native animals. He looked at possums. Then he watched bandicoots. He also studied wallabies.

Brad started to think he might study dingoes in the bush. He thought he might not be so afraid of dingoes if he knew more about them. He asked his mum if this was a good idea. Brad's mum agreed that learning about dingoes might make Brad less scared. His dad agreed too.

Now, after all his study, Brad thinks dingoes are very smart. He likes watching them and is no longer afraid of dingoes. Brad even thinks he might have one as his pet!



Name:.....Date:.....

QUESTIONS: Write full sentence answers to each question.

1. After all his work, what does Brad think about dingoes?\_\_\_\_\_

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2. Who thought it would be good for Brad to study dingoes?\_\_\_\_\_

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3. Where did Brad live?

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4. Why might Brad have been afraid of dingoes?

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5. How long has Brad been watching dingoes?

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6. What native animals did Brad study first?

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7. What can you learn from Brad watching the dingoes?

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## Scoring Rubric for Answers

Question	Correct	Half Correct	Incorrect
1. After all his work, what does Brad think about dingoes? (RT, Here)	Very smart	Smart; Likes them; Wonderful; Loves them and knows all about them	Very nice Might study dingoes in the bush;
2. Who thought it would be good to study dingoes? (TS, Hidden)	Brad and his parents	Any one or two	He thought he might study dingoes; When he was afraid of dingoes
3. Where did Brad live? (RT, Here)	near Sydney.	In Sydney	Near the bush In the bush Near the city
4 . Why might Brad have been afraid of dingoes? (OMO, Head)	He might have been attacked or bitten when he was young; He never grew up with any dogs near; He had seen scary pictures of dingoes.	They are nasty, vicious; Could bite or hurt him; Could pop out of nowhere; Wild animals; Could eat him alive; Because he was scared of dogs; Scared of their teeth	They eat meat; They are killers; He's still a kid; He might not be afraid if he knew about them;

<p>5. How long has Brad been watching dingoes? (TS, Hidden)</p>	<p>A few years</p>	<p>A couple of years; years</p>	<p>Two years A long time A specific number Many years</p>
<p>6. What native animals did Brad study first? (RT, Here)</p>	<p>Possums, bandicoots, wallabies</p>	<p>Any 1 or 2</p>	<p>dingoes</p>
<p>7. What can you learn from Brad watching the dingoes? (OMO, Head)</p>	<p>Studying isn't so bad; Learn how to hunt &amp; live in the bush; Not to be afraid to study; That you should face your fears to overcome them</p>	<p>Dingoes are very clever Dingoes are very smart Dingoes are social animals; what dingoes eat; Not to be afraid of dingoes; Not to get too close to dingoes; Dingoes won't hurt you if you know about them;</p>	<p>Go to uni You should always do things(?) Never underestimate your opponent; That dingoes were very smart; That Brad is smart;</p>