

*Overhead 2A – Systemic Alignment Strand*

**Articulation Across Grades & Ages**

Cognitive soundness determined by best research & understanding criteria

- Behavioral, constructive, developmental levels (learning, cognitive development theory)
- Multiple/alternative assessments
- Appropriate progression of depth and complexity of content and concepts (K-16)

Unit of comparison

- Standards objectives and expectations
- Student growth vs. “pool” growth
- Norm-referenced tests, criterion-referenced tests, open-ended tests

Levels of agreement

- Full – developmentally appropriate
- All – “reasonable” progression (including individual consideration in established goals as “full-year” gain)
- Acceptable – most
- Insufficient – out of sync

**Articulation Across Grades & Ages**  
**Cumulative growth in content knowledge during student's schooling**

What Matters Most?

- A common understanding of developmental expectations.
- Vertical alignment

Units of Comparison

- Assessment is congruent with expectations (standards)
- Unit of growth from one grade to another

Scale of Agreement

- Depth of knowledge (Level)
- Range of knowledge

Need a way of determining what is “good enough” and what is appropriate at a particular grade level or a particular time of year.

## **Equity and Fairness**

### What matters most

- To restructure the educational system so that all students have equal access to knowledge and the opportunity to learn at high levels

### Unit of comparison

- Students have multiple opportunities to express their level of understanding in different ways

### Level of agreement

- Expectations and assessments must be aligned, varied, and equally robust
- Multiple assessment opportunities must be at high levels

## **Pedagogical Implications/Engagement of Students**

### What Matters Most

- The assessment tool supports effective classroom practice
- Instructional practices that are implied by the standard match those implied by the assessment

### Unit of comparison

- List of instructional practices Implied by the standard
- ←→
- List of instructional practices implied by the assessment
- Also vertical component

### Level of agreement

- Who decides? Teachers

## **Pedagogical Implications – Use of Technology**

If standards indicate that students should learn to routinely use technology, then the curriculum should regularly provide opportunities for students to use technology

### Unit of comparisons

- Expectations – too vague
- Assessment – too vague and subjective

### Scale of agreement

**System Applicability**  
(Includes resources, time)

What matters the most?

- Standards
- Assessments
- Standards and assessments are aligned

What's the unit of comparison?

- Degree that stakeholders buy-in to the standards and assessments pieces.
- Six weeks → Final exams → State exams  
(formative and summative assessments)

What is the scale of agreement?

Acceptable

- Favorable towards expectations (standards) and assessments
- Stakeholders do not fully understand link between standards and assessments