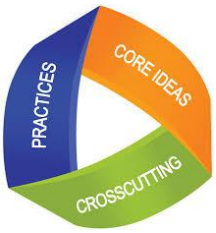
Creating 3-Dimensional Science Assessments, prepare students for the Elementary and Intermediate Science Exams



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Course Description

Participants will begin with a review of existing question clusters aligned with the new Elementary and Intermediate Science Tests and analyze skills students need to answer them. Participants will then focus on the selection of grade-level appropriate phenomena/stimuli as the first step in developing question clusters that incorporate the 3-Dimensions (Science & Engineering Practices, Cross-Cutting Concepts, and Disciplinary Core Ideas) with a lens on strategies for ELLs and SWD. The course will culminate in the creation of original science assessments incorporating multiple phenomena/stimuli that can be used immediately in their science lessons.

Dates and Times to Remember

The course begins on October 23 and concludes on November 6. The following chart details expectations and assignments. Participation in the discussions is a requirement of the course. Please use proper "Netiquette" when communicating in discussions.

Date	Assignment	Expectation	Due
Day 1 2/3	Review existing question clusters for both the 5th and 8th grade science exam	Identify skills students need to answer each question Identify content students need to answer each question	2/5 5 points
Day 2 2/5	Identify stimuli that can be used to develop assessments / question clusters that incorporate the 3 dimensions of NYSSLS instruction (Science & Engineering Practices [SEP], Cross-Cutting Concepts [CCC],	Use sites posted plus your own research to find examples of stimuli/ phenomena Identify a Disciplinary Core Idea from the NYSSLS that you want to use to build an assessment	2/7

	and Disciplinary Core Ideas [DCI]). These can be reading passages, graphs, datasets, charts, short videos, or pictures.	Share at least 2 stimuli and the DCI that you have chosen and provide feedback on how the 3 dimensions can be applied to the stimuli	15 points
Day 3 2/7	Develop a question using one stimulus that incorporates either a CCC OR SEP	Identify skills needed to answer the question Incorporate strategies for ELLs and SWDs Post question and provide constructive feedback to at least two peers	2/8 15 points
Day 4 2/8	Develop a question using one stimulus/phenomenon that incorporates either a CCC OR SEP (whichever one you did not already do)	Identify skills needed to answer the question Incorporate strategies for ELLs and SWDs Post questions and provide constructive feedback to at least two peers	2/10 15 points
Day 5 2/10	Develop a question using one stimulus/phenomenon that incorporates **<u>both</u>** an SEP and a CCC	Identify skills needed to answer the question Incorporate strategies for ELLs Post questions and provide constructive feedback to two peers	2/12 15 points
Final Project	Create a full assessment that incorporates up to 5 stimuli/phenomena and contains 6-7 questions that incorporate the 3 dimensions. These should increase in complexity and build from what you have already done.	Submit final assessment	2/14 35 points