



Exercise #1: Developing a Domain Analysis for a Course

- With one or two partners pick a course that is a core part of the curriculum and that one or more of you currently teaches (or a part of such a course)
- Try to begin specifying the elements of a domain analysis for the course
 - 2-5 “big ideas” (i.e., core principles of the domain)
 - The related “enduring understandings” (i.e., major aspects of a “big idea” that students must understand)
 - The “practices” (i.e., major forms of reasoning expected of students with the domain knowledge)
- See if you can agree on some aspects of this beginning domain analysis and where you differ



Report Back

- Take 20 minutes attempting this initial part of an ECD exercise
- Report back on the challenges and successes in attempting to do it.
 - What was difficult, unclear etc.?
 - What did you learn from the process?
 - What implications does this have for how you might take the next step in ECD – developing a Domain Model to guide the process of designing or choosing assessments for your course?



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Exercise #2: Developing a Domain Model for the Course

- With your partners use your beginning “domain analysis” to begin specifying aspects of a “domain model”
- Start by specifying claims you would want to make about what students should “know and be able to do” relative to combining “big ideas” and “practices”
 - Create a “learning performance”
- Specify the forms of evidence that would support the given claims
 - What observable features of the work should be present
- Describe one or more tasks that could provide the necessary evidence
 - What are the task features; how is it scored?



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Step 1: Develop Claims

- A claim is about what the student “knows” and “understands” and how they do so
- Incorporates both content and cognitive skills/practices
- Uses descriptive and specific verbs to clarify learning performances. For example:
 - describe, analyze, compare and contrast, design
 - explain content using evidence and reasoning
 - build and describe models

| Level I Performances: Simple behavioral/ cognitive objectives | Level II Performances: Behaviors requiring application of more complex mental operations | Level III Performances: Behaviors requiring application of more complex mental operations |
|---|--|--|
| <u>The student is able to . . .</u> find gather data describe do make compute Measure use illustrate examine manipulate apparatus recognize identify classify recognize and cite evidence for | <u>The student is able to . . .</u> prove organize data apply construct distinguish between (or among) state a problem contrast compare interpret identify the variables differentiate relate discriminate reformulate justify estimate specify the limitations and assumptions analyze | <u>The student is able to . . .</u> synthesize infer generalize from data predict deduce discuss critically integrate discover formulate hypotheses reorganize manipulate ideas propose reasons and defend them |



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2. Define Evidence

- What will you accept as *evidence* in support of a *claim* that a learner has the desired knowledge?
- Specific learner performances and/or work products that you would accept as indicative that a *claim* has been satisfied.
- The *features* of the work products and performances that you expect to see and their value and importance in supporting a *claim*



3. Design Situations or Tasks

- What particular tasks, questions or situations will
 - bring about a response
 - provide sufficient evidence to support the student learning claim
- A single task or situation may provide evidence for more than one claim.
- Multiple tasks and performances may be necessary to provide evidence in support of a single claim.



Report Back

- Take 20 minutes attempting this second part of the ECD exercise
- Report back on the challenges and successes in attempting to do it.
 - What was difficult, unclear etc.?
 - What did you learn from the process?
 - What implications does this have for how you might go about the process of designing or choosing assessments in your program?



Beyond Today: Applying These Ideas

- What are the big ideas in “my course”?
 - What claims about student knowledge and competence do I want to make as a result of my course?
 - What are my assessments assessing?
- What are the big ideas that run through our collection of courses and our program?
 - What claims do we want/need to make -- for ourselves and our students?
 - What evidence do we have to support those claims?
- Given the assessments and data that we have now, what claims are they capable of supporting?
 - What’s missing? What should be changed?



A Final Comment on the Benefits of an ECD Approach

- Two ways to make use of an ECD approach regarding assessment activities
- Forward Direction – design new sets of assessment tasks/situations aligned with the goals of curriculum and instruction
- Backward Direction – reverse engineer existing assessments to determine what claims can be supported by the specific forms of evidence available from the tasks

