Format for Item Development

Martin Kozloff and the
Merry Band of EDL 523 Zombie Slayers
which MAY include Friendly Aussies, but will not under ANY circumstances include Stinking New Zealanders and their incomprehensible accent. “Oi lerve sheep, Oi deu.”

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| **Proficiency area**.For ezample, curriculum,lesson design,logic oflearning) | **Knowledge** **itemname**E.g., Develops well-designed lessons for tightly-coupled knowledge systems. | **Conceptual definition of the item.**A lesson is a form of teacher-student communication consisting of a logical sequence of tasks, each of which serves a clear instructional function. [Dang, I’m good!] | **Operational definition of knowledge item, derived from conceptual definition.**A lesson is a form of teacher-student communication consisting of a sequence of tasks in which pre-skills knowledge elements are first reviewed and/or taught, new knowledge elements are taught, and then both earlier and new knowledge is integrated into larger wholes.  | **Measures of the knowledge item:** seek triangulation with multiple measures.For example, lesson plans are assessed, live lessons are assessed, teachers discuss lesson planning with mentor. | **Measurement instruments for the item.**For example, by what format would live teaching be assessed, written lessons be assessed, and discussion of lesson playing be assessed? Checklist? Questions? | **Measurement/assessment process:** How will assessment be introduced and conducted? | **Findings, conclusions, and implications.** How will data be collated into a finding (judgment) of proficiency) with the item? (a) Are there levels?(b) Does the assessor write strong and weak aspects?How are the findings used to assist the teacher? |
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