

21st Century Item Writing for WESTEST 2 - RLA

Check Here	Area	Use on Test
	<p>The focusing lens of the items should be based upon the interpretation of the skill sets of the CSOs. (It is easy to miss the intended skill set of the CSO. An example: The CSO skill set is to interpret relationships, but the item provided was actually measuring the student's ability to compare graphs.)</p>	
	Test Format	<p>Set the stage with high interest engaging topics; use graphic organizers, Venn diagrams, graphs, etc. that can be completed in the test booklet. <i>Chain or group passages/screen shots/graphics/etc. whenever possible; write items for each passage and also for the total group. Students may complete a chart/graphic organizer in the test book and then use those results to answer the actual question.</i></p>
	Rigor	<p>Items skill sets MUST match the rigor of the CSO skill sets. <i>Challenge the students on all levels. Refer to Dr. Webb's DOK explanations.</i></p>
	Language of 21 st Century Skills	<p>Use the types of skill sets found in the CSOs that students are expected to be able to use and apply. <i>When writing items, assume that students CAN achieve, not that they may fall short.</i></p>
	21 st Century Tools	<p>Use Information, Media and ICT (Information, Communication & Technology) Literacy Skills to develop item stems, answers, and scenarios. For example, you can build your items using</p> <ul style="list-style-type: none"> ▪ appropriate technology tools/scenarios ▪ information and communication technologies ▪ examples of ways to access, manage, integrate and evaluate information ▪ scenarios that might include audio, video, and other media and multimedia and digital tools ▪ item stems, answers, and scenarios that might include electronic probes, iPods, electronic white boards, etc. ▪ snap shots, graphics, and resources with access to online learning communities and resources <p><i>When possible and applicable, use the tools as a part of your question but not as the question itself. See Mothman questions 13 & 14.</i></p>
	Real World Application	<p>Frame language in item to real life experiences and applications in the 21st Century. Use examples, applications and settings from students' lives, communities and modern workplaces to frame items. <i>Place the student in a real life situation, i.e. participant on a field trip/fact finding project/community service project, member of student government, or an applicable situation such as with family or friends.</i></p>
	Critical Thinking	<p>The clear, precise and purposeful use of higher order thinking skills and strategies to include extrapolation and application. <i>Outcome based questions allow you to "see" the strategies the student used. Mothman questions 13 & 14.</i></p>
	Problem Solving	<p>Identify a problem, evaluate options, propose solutions and evaluate results. Problem solving items built upon the context of the grade level CSOs that align to thinking skills in the objectives. <i>Outcome based questions allow you to "see" the strategies the student use; scenarios allow choices. Mothman questions 13 & 14.</i></p>
	<p>When writing items the areas below are to be used to provide context, formats and scenarios, when appropriate, to the specific content of the CSOs. Please note, Policy 2520.14 will not be part of an alignment study, but certainly these are rich tools and skills to utilize in the manner defined above.</p>	
	Information and Media Literacy	<p>How modern media combines sound, image and text to communicate meaning. <i>Questions about how different mediums interact trigger critical thinking skills.</i></p>
	Visual Literacy	<p>Use images to communicate a message. <i>Web pages, art, graphics, advertisements, photographs, etc. can convey messages with and without words. How do the images (ads, Web pages, TV, etc.) we see affect our thinking/decisions/choices?</i></p>

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	Communication Skills	Convey messages across cultures and media. <i>When possible, emphasize the multicultural aspects of a passage or concept, using various types of media.</i>
	Systems Thinking	Recognize patterns. Understand how parts interact and how they form a whole system. <i>Students should be able to recognize underlying patterns within a set of passages. Using what they have learned from their reading along with their background knowledge, students should be able to answer questions that draw from the complete set of passages. See Mothman questions 13 & 14.</i>
	Adaptability	Ability to adapt to changing situations and environments while keeping in mind time constraints, budgets etc. <i>Read the story about Jim's ice sculpture. It is getting hot and the ice is melting, but Jim wants to keep it. What can Jim do?</i>
	Ethical Behavior	Act with integrity. <i>Read the story, "The Sneetches." What did they learn about having, or not having stars on their bellies?</i>
	Social/Personal Accountability	Accepting responsibility for one's own behavior. Understanding common good. <i>Passages with morals or messages convey social/personal accountability.</i>
	Project Planning and Development	Organize work (projects) and achieve goals. <i>Read the passage about Willie Nelson's quest for a cleaner burning fuel. What were the mishaps in the creation of biodiesel fuel and how did these affect realizing the goal? Why did this project involve such extensive planning? How did that affect the outcomes?</i>
	Global Awareness	Learning from and working with people from diverse cultures, religions and lifestyles. Include "green" environmental issues. <i>Read the passage about Sweden and the passage about daycare in the US. How does the Swedish approach to daycare impact the country? Would this work in the US? How might that system affect our country?</i>
	Financial, Economic and Business Literacy	Understanding business, economics and finance (personal too). <i>Read the story about the new airline Virgin America. Why did Richard Branson start this airline? How is VA different from other airlines? What future do you predict for VA and why?</i>
	Civic Literacy	Understanding one's role in government and how government affects our lives. <i>Read this passage about elections in Mexico. How are these elections different from American elections? What might be the impact on daily life in Mexico? Could you function in a country with a government that stretches the limits of democracy?</i>
	Health and Wellness Literacy	Understanding healthy lifestyles and their benefits. <i>Read the passages about sudden weight loss among young female celebrities and read the blog on teenage weight loss. How are the celebrities affecting the teenagers? What could be done to help the teenagers develop healthier habits? How do the media affect our health?</i>