

For this component of the instructional design process, I have decided to develop an “Entry Skills” test. This assessment will be used to assure the instructor that the learners are ready to begin my instructional program. The reason I have chosen to develop this type of instrument is that entry skills make up a very large part of the goal and task analysis I developed in Component 2. When the instructional goal is for teachers to “use the Lumio software platform to embed resources and create lesson content to use for anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, or closure in a lesson of their choosing,” it makes sense for the teachers to first be assessed on their understanding of those basic terms and their ability to plan a lesson in the first place. Another justification for an entry skills test is to prime the learners with the specific terminology that will be used in the instruction; in education there are many different acceptable terms for the same concept.

For the entry skills test, only the performance objectives for sub-skills 1 through 4 will be assessed. Because the achievement of the instructional goal by the learners depends first on their ability to design coherent lessons using a learning objective and found or created curricular content, the learners will be expected to master these entry skills before continuing with instruction.

Performance Objective	Mastery Level
1. Given a pre-defined curricular learning target such as a content area standard, teachers will write a learning objective that specifies an expected learner behavior, the prevailing conditions under which it will be performed, and the criteria with which it will be measured.	When given an incomplete performance objective, the learner will identify with 100% accuracy whether the behavior, condition, or criteria is missing. The learner will also use a sentence starter to compose their own performance objective.

2. Given the previously-created learning objective and their own pedagogical knowledge, teachers will select component parts to include in their lesson; including but not limited to anticipatory sets/bell-ringers, checks for understanding/assessment, enrichment, or closure.	The learner will accurately define/differentiate between each of the following terms: • Anticipatory set • Bell-ringer • Check for understanding • Assessment • Enrichment • Closure
3. Given their own pedagogical content knowledge and potential types of content delivery formats (including but not limited to videos, verbal instruction, visual presentations, games, and reflection activities), teachers will match lesson content to appropriate learning activities and delivery formats; including but not limited to verbal instruction, videos, games, reflection activities, and visual presentations.	The learner will judge whether given lesson content is matched with an appropriate delivery format. Because using one's judgment is a subjective exercise, the learner will also be required to defend/rationalize their judgments in writing.
4. Given their chosen learning activities/lesson parts and their own content knowledge, teachers will plan and develop the content for each learning activity/lesson part by either locating and using pre-existing content, locating and modifying pre-existing content, or creating original content.	The learner will determine an acceptable (legal) source for an educational image, paraphrase an author's description of the image, and create an entirely new description of the image to demonstrate the three criteria of this performance objective.

The test items below were aligned with the performance objectives using both goal-centered and learner-centered criteria. For all three items, a scenario-based approach was selected that placed learners in a familiar context. Because the learners are teachers, and the performance context of the goals and tasks of this instructional goal is the classroom, it can be safely assumed that placing teachers in this context will provide them with the best chance for success on this entry skills test. In Item A, learners are assessed on their ability to determine which component of a performance objective is missing (in this case, the criteria is missing). Through a combination of questions that identify missing components, label existing components, and using sentence starters to complete an objective, it can be assumed that learners

are able to write performance objectives. In Item B, learners are asked to choose a term that best describes the instructional technique or “part” of the lesson that is being used in the scenario.

Learners will be able to use context clues to determine that the activity is happening at the beginning of class, captures student interest by altering the learning environment in an unpredictable way, and invites students to wonder about what it is they are seeing. These are the characteristics of an anticipatory set. This format works well for assessing Objective 2, because the parts of a lesson may best be described through examples and narrative. Item C shows one component of Objective 4 – determining a source for an image that does not violate copyright. This test item demonstrates one way that a learner can be trusted to know how to use someone else’s content in their own lesson. Other test items that measure this objective would require learners to paraphrase or re-work an existing material and explain a concept in their own terms.

Sample Test Item A (Objective 1)

The following performance objective is missing one of the three required components. Circle the missing component.

“Given a sample equation in slope-intercept form, graphing paper, a pencil, and a ruler, students will graph the equation.”

A. Behavior

B. Criteria

C. Condition

Sample Test Item B (Objective 2)

The following scenario describes a teacher delivering a science lesson to a group of 7th grade students. Which term best describes the instructional technique or “part” of the lesson being used?

“As students enter the room for the start of class, they notice that the lights are turned off and that all of their desks have been turned to face the center of the room. In the center of a room is a glowing orb that is hanging from the ceiling by a near-invisible wire. The teacher quietly motions for them to choose any seat and to think quietly about whether they think humans have ever seen the ‘dark’ side of the moon.”

A. Closure

B. Assessment

C. Enrichment

D. Anticipatory set

Sample Test Item C (Objective 4)

Read the following scenario and answer the question.

“A teacher wants to include in her lesson materials a diagram of a flower with all of its parts labeled clearly.”

In order to best respect copyright laws, which would be the safest choice?

- A. Searching for the image on Wikimedia Commons
- B. Taking a photograph of a textbook page
- C. Saving a photo from a Google Image search
- D. Screenshotting a social media post