**Task Analysis and Assessment**

There are several tasks you need to complete below. It is best to download this and put in your answers in a different color or using highlights. Then upload when you are done. All of the examples are in italics.

Chose one standard that you believe you will be teaching during your unit plan.

**HS.SE.1 Analyze issues and practices of responsible behavior when using resources.**

*Example: Taken from* North Carolina Essential Standards, Grades 9-12, Information and Technology Essential Standards

*HS.SI.1Evaluate resources needed to solve a given problem.*

*Taken from:* <http://www.ncpublicschools.org/docs/acre/standards/new-standards/info-technology/grades9-12.pdf>

**1. Task Analysis**

Before lesson planning begins, we need to analyze the task we are teaching, especially if it is a new skill or concept. Construct a task analysis for the standard you chose by answering the following questions:

a) What are the prerequisite skills needed to do the task asked for in the standard?

**Prerequisite skills: basic understanding of money, concept of supply and demand, problem solving, appropriating funds**

b) What steps and sub-steps are needed to accomplish the task? Write approximately 4-8 steps.

**Step 1: Create a theoretical budget**

* **Determine income**
* **Determine expenses**

**Step 2: Balance check book**

* **Monitor incoming capital**
* **Monitor outgoing expenses**

**Step 3: Play lemonade stand game online**

* **Determine stock expenses**
* **Decide how to use stock**
* **Monitor incoming capital**
* **Watch other factors**

**Step 4: Evaluate use of resources**

* **After learning about budgeting create a new budget**
* **Determine cost/benefit of different expenses**
* **Find expenses that can be cut**

**Step 5: Create long term plan**

* **Make theoretical goals**
* **Make theoretical long term budget**

*Example:*

*Standard: HS.SI.1Evaluate resources needed to solve a given problem.*

*Task Analysis*

*Prerequisite skills: understand browsers, urls, how the internet works,*

*Step 1. Searching for quality electronic resources relevant to topic.*

* *Familiarity with different search engines*
* *How to determine good search terms*
* *How to access library databases and journals*

*Step 2. Determining reliable and credible sources.*

* *Finding sources and authors plus investigating which are reputable*
* *Making sure there are more than one data sources*

*Step 3. Organize electronic research*

* *Online bookmarking tools*
* *How to organize and download material*

*Step 4. Plagiarism, appropriate and inappropriate use of electronic work.*

* *When you have to cite electronic resources and when you do not*
* *How to cite electronic resources*

Note: When creating task analysis for an individual student, it is best to conduct an error analysis first, when creating a task analysis for a class, you would first conduct a pretest for formative evaluation to see which prerequisite skills the class had.

**2. Writing Goals and Objectives**

Once you have analyzed the task, now we are ready to write goals and objectives. Well written objectives give you concrete ways to assess your instruction and your student's learning.

Goals: broad statements of desirable outcomes

Objectives: more specific statements of desirable outcome

[Given…(condition) the student will … (capability verb) by …(action) . Then criteria. ]

*ABCDs of Writing Objectives*

• A-Audience: The who. "The student will be able to…"

• B-Behavior: What a learner is expected to be able to do or the product or result of the doing. The behavior or product should be observable.

• C-Condition: The important conditions under which the performance is to occur.

• D-Degree: The criterion of acceptable performance. How well the learner must perform in order for the performance to be considered acceptable.

Now take two of the steps of your task analysis. Write one goal for the entire task and two objectives for steps.

**HS.SE.1 Analyze issues and practices of responsible behavior when using resources.**

**Step 1: Create a theoretical budget**

* **Determine income**
* **Determine expenses**

**Goal: The students will learn the concept of budgeting resources.**

**Objective 1: After learning about the distribution of resources the student will determine what expenses a typical family would have by creating a list including at least 7 from the following list: rent, utilities (water, electric, trash), cable, transportation (car, gas, buss pass, taxi fare), groceries, internet, phone, medical expenses, savings, spending money.**

**Objective 2: After determining a list of potential expenses the student will create a budget using 800 dollars without overdrawing their account.**

**Step 2: Balance check book**

* **Monitor incoming capital**
* **Monitor outgoing expenses**

**Goal: The students will learn how to manage money through balancing a checkbook**

**Objective 1: Figure out what monthly expenses there are**

**Objective 2: Balance income with expenses**

*Example: HS.SI.1Evaluate resources needed to solve a given problem.*

*Goal: The students will use electronic resources for research*

*Objective 1: When given a topic for research, the student will write three appropriate search terms that will locate a minimum of ten sources for his or her topic.*

*Objective 2: When locating five electronic sources for research, the student will identify the authors of the five sources and explain how they determined if the source was credible or not.*

Some examples of behaviors (not full objectives, but the behavior part) based on the old standards are at: [http://www.hsedu.ccs.k12.nc.us/Task\_Analysis.htm](http://www.hsedu.ccs.k12.nc.us/Task_Analysis.htm%20)

**3. Writing Test Questions**

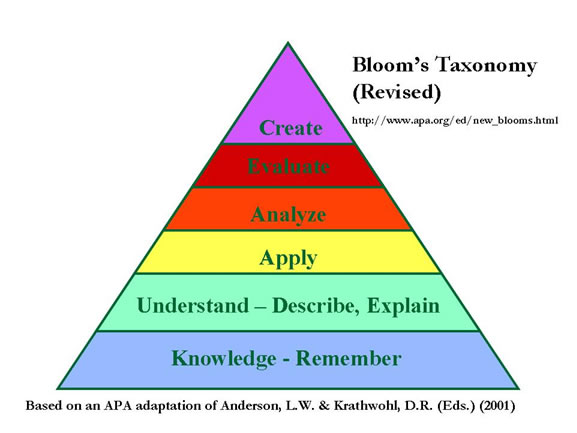
Now that you have analyzed the task and determined the objectives, we are ready to start learning how to assess student learning. Often we can assess student learning through authentic assessments where we observe and record student work productivity. But sometimes we need to give a test. Read the handout "Types of Test Questions." Construct test questions for your objectives. Make three different types of questions, your choice. For an online textbook on test construction as well as tons of examples you may want to look at "How to Write Tests for Students." Since you will write 6 questions for the next item you are welcomed to combine number 3 with number 4. You can use existing questions from the teacher’s guide of the textbook or from online resources.

*Example: (Taken from http://www.testdesigner.com/)*

[*Which of the following is a TRUE statement?*](http://www.testdesigner.com/questions/31585/which-of-the-following-is-a-true-statement)

1. *You are free to copy information you find and include it in a report.*
2. *You should never consult Web sources when you are doing a research report.*
3. *You do not have to cite the Web sources you use in your research report.*
4. ***Web sources must be cited in your report. You are not free to plagiarize.***

**4. Blooms Taxonomy and Test Questions**

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Read the handout, "Bloom's Taxonomy and Student Assessment." Now that you have an idea how to write test questions, write one (different types) for each level of Blooms Taxonomy for your unit plan. Also write possible projects you could have students do to demonstrate Application, Analysis, Evaluation, and Creation (one project for each).

**Remember:**

**1) The study of behavior of individual players in an economy, such as individuals, families and businesses is called what?**

**Economics**

***Microeconomics***

**Macroeconomics**

**Normative Economics**

**Understand, Describe Explain:**

**2) Economics can be dealt with on two different levels-macroeconomics and microeconomics explain the two in terms of size**

**Macroeconomics is large and microeconomics is small**

**Apply:**

**3) Have you ever considered pursuing a math related field in college, such as Engineering, Computer Science, Mathematics, Chemistry, Economics, etc.?**

**Answers will vary based on individual student. Example answer: I have always found computers to be very interesting. I think that I would really enjoy pursuing a degree in Computer Science when I go to college. The colleges that I have looked at include…. The careers that I plan to pursue with a Computer Science degree include….**

**Analyze:**

**4) Which of the following is NOT an example of a societal factor that can be associated with health disparities in the US?**

**Poverty**

**Racism**

**Dietary habits**

**Economics**

**Educational inequality**

**Evaluate:**

**5) If you do not have enough money to buy something, what can you do?**

**Answers will vary but can include: use of a credit card, borrowing money, earning the money, and working in exchange for the item, as well as anything else legal that would help to obtain the item.**

**Create:**

**6) Create a budget with monthly expenses based on a 900 a month income?**

**Answers will vary based on expenses that students choose to put in place, they must use rent, utility bills, transportation and grocery. Possible example:**

**Rent – 300**

**Electric – 100**

**Water – 75**

**Car – 100**

**Groceries – 100**

**Spending money - 125**

**All question examples as seen on testdesigner.com except question 6**

**Application Project: Use stock market online tools to simulate investment in the stock market and monitor gains or losses**

**Analysis Project: Make a business plan and determine what resources needed to be bought and what steps must be taken in order to operate the business**

**Evaluation Project: Create a handout or pamphlet about good personal finance tips to present to the class**

**Creation Project: Create a budget by using a theoretical budget and by incorporating a list of monthly expenses**

**5. Making Rubrics**

Projects are a wonderful way to give students differentiated instruction in the classroom. But the problem is how to grade the projects.

If you were to assign a project for your unit plan, use Rubistar to show me how you grade 2 different projects on 4 items each: <http://rubistar.4teachers.org/index.php>

For example, show me how you would grade a Multimedia Presentation and Making a Game. For each chose a minimum of 4 items you are grading them on.

It is best to provide you name, zip code and a title. Then submit your rubric. Then you can either download it or just copy and paste it into a MS word document.

**5. Test Resources for math**

<http://www.freemathtest.com/> (Pre Algebra)

<http://www.aplusmath.com/Worksheets/index.html> (Basic Algebra)

<http://mathonline.missouri.edu/> (Calculus)

<http://www.kutasoftware.com/freeia2.html> (Free Trial)

**Grade: 5 points total**

Task Analysis: 1point

1 Goal and 2 Objectives taken from NC standards: 1 point

6 test questions for each of Bloom’s taxonomy: 2 points

2 rubrics: 1 point