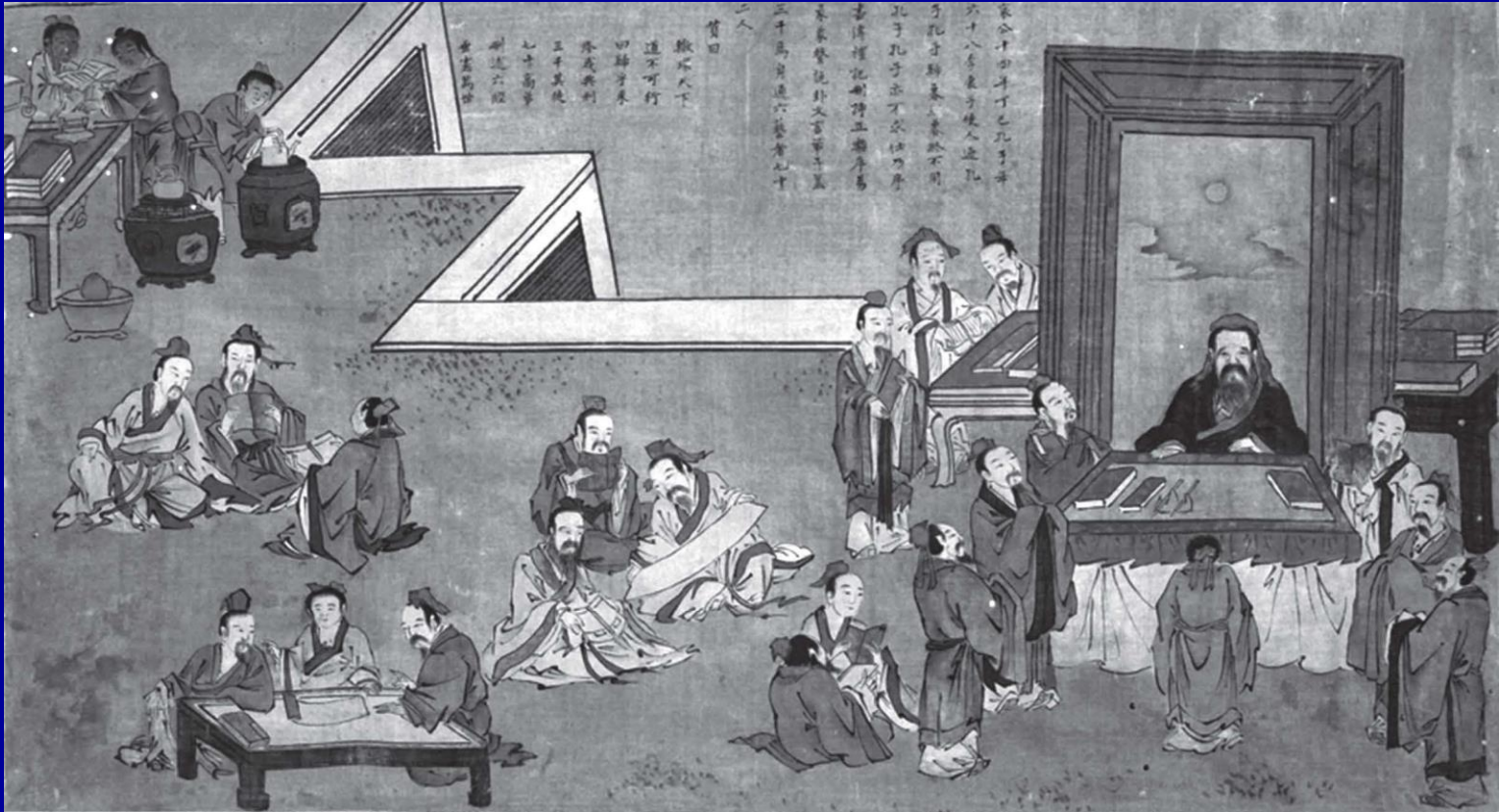


# Curriculum Mapping and Formative Assessments



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# Background and Purpose

- In Spring, 2022 the Roots of Contemporary Issues program undertook a curriculum mapping project to identify assignments that can be used in a new embedded assessment model
- The intention is to allow diversity of assignment structure and content while consistently addressing course SLOs across all sections and campuses
- The first step was to construct a curriculum map of both summative and formative assessments

# Benefits

- Provides a visual, chronological, representation of all activities and assignments and their relationship to course SLOs
- Activities may be intended to demonstrate “introductory,” “developing,” or “proficient” outcomes regardless of where they appear chronologically
- This method immediately makes apparent any activities that are too broadly or narrowly developed, are redundant, or if there are gaps in addressing certain SLOs

# Process

- Create a spreadsheet with all course SLOs on one axis and activities and assignments in chronological order on the other axis (it is useful to provide a short description of the activity or assignment as well)
- Review each item *as it is currently designed* and determine which SLOs it addresses and whether the expectation is that the student will demonstrate an “introductory,” “developing,” or “proficient” level of understanding; place that indicator in the appropriate box (color-coding these can be useful)
- Revise activities and assessments as needed for breadth and depth. Ideally any one assessment (especially smaller, formative assessments) should address only a subset of SLOs and be appropriately placed chronologically

Key: I = Introduce; D = Develop (practice, with feedback); P = Proficient for end of RC1

Core Assignments and Activities	Brief Description	Week	ROOT (History 105/305) Student Learning Outcomes & Asmt Criteria														
			Students who successfully complete a ROOT course (History 105/305) should be able to:														
			Integrative Learn: Examine multiple historical case studies that inform human life in the 21st century				Info Lit: Use appropriate evidence from primary and secondary sources to answer historical questions				Critical Thinking: Recognize the complexity of causes and outcomes of historical change			Diversity: Use historical approaches and evidence to understand the diversity of the human experience across time and space		Written Comm: Communicate historical ideas and evidence in written forms with intentionality, clarity, accuracy, and organization	
explain how contemporary issues have been shaped by deep historical processes across a range of geographic case studies	use historical understanding to enrich other disciplinary approaches to contemporary issues	recognize differences between primary and secondary source categories, and among genres of sources	select appropriate sources to answer questions and support claims	demonstrate a working awareness of the relationship between the nature of sources and the conclusions that can be drawn from them	use traceable citation methods to demonstrate the ethical need to cite sources	formulate historically significant research questions	use evidence to support historical contextualization	explain how structure and agency interact to create change over time	explain how structures of power and privilege are created and perpetuated	identify points of historical connection and departure among diverse perspectives	organize ideas and evidence in clear ways	follow written conventions	tailor decisions about style, tone, media, and delivery to the intended audience				
Dams and Dam Removal Activity	Students use evidence from multiple textual and visual sources to apply general considerations related to dam removal to a specific case study. Students are introduced to the components of	1				I	I							I		I	
LRA #1 Workshop	LRA #1 and begin a very preliminary brainstorming process.	2			I		I	I	I								
Evidence in Shiva Activity #1	Students practice identifying specific uses of evidence in a small section of the text as well as identifying and evaluating the sources of that	2			I		I	I									
Connecting Specific Evidence to General Themes (Aswan and	Students apply general categories of costs/benefits of dam building to the specific case studies of the Aswan High Dam and the	2					I				I					I	
LRA #1	Students brainstorm possible research topics, speculate on connections to historical roots, practice finding contemporary evidence on the topic, and draft a preliminary research question	2	I			I			I	I					I	I	I
Purification of the Thames	Students identify points of similarity and contrast between contemporary, Western views on water management, and Western views on	3	I	I	D			D			D	I	I	I	I	I	
The Anasazi and Angkor Wat	Students evaluate different uses of evidence across textual and visual sources and identify distinctions between different kinds of sources	3	D	I	D			D			D	I		D	D		
Sources and Citation Workshop	Students build on the brief activities requiring identification of evidence to more formal Chicago style citation, avoiding plagiarism, and	4			D	D			D								
Evidence in Shiva Activity #2	Students learn to distinguish between types of sources/evidence (government reports, newspaper articles, academic articles, etc.) from	4			D			D	D								
Ecological Footprint Activity	Students complete an activity quantifying their personal impact on the Earth's environment in the context of their own social and economic	4						D					I				
Short Paper #1	Students will construct an argument regarding the adequacy of Shiva's use of evidence to support her argument that humanity's	4	D	D	D	D	D	D			D	D		D	D	D	D
LRA #2 Activity	Students participate in an interactive source searching exercise, focused on academic journal articles	5			D			D	D								
Human Lifestyle and Disease Activity	Students read historical accounts of several pre-modern pandemics and generalize as to how human lifeways impact the ability of pandemic	5	D	D		D	D				D	D		D	D		D
Bubonic Plague Primary Source Activity	Students compare two different accounts of the Black Plague in small groups (half the class has one set of two documents, the other half has a	5			D	D	D				D	D		D	D		D
LRA #2	Students identify and evaluate sources related to monographs and appropriate historical academic sources	5			D	D	D	D	D	D				D			
Smallpox Primary Source Activity	Students read primary source information about smallpox in the Americas and consider how sources of information affect the variety of	6			D		D				D	D		D	D		D
1918 Flu Activity	Students read primary source information about the 1918 flu pandemic and identify a source related to the West African Ebola	6	D	D	D		D				D	D		D	D	D	
Ebola Activity	Students read sources related to human degradation of the environment and the spread of COVID and how that spread	7	D	D			D				D	D		D	D		D
COVID and Vaccination Activity	Students will construct an argument using how the social perceptions and impacts of the spread of COVID and how that spread	7	D	D	D		D	D	D	D	D	D		D	D	D	D
Short Paper #2	Students complete a human variation quiz as well as reviewing census forms from various	7	D	D	D		D	D	D	D	D	D		D	D	D	D
Quiz and Census	Students participate in a discussion on the visual images as primary sources and what	8	D	D	D		D				D	D		D	D		D
Cast Painting Activity	Students participate in a discussion on the	8	D	D	D		D				D	D		D	D		D

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			<b>Integrative Learn: Examine multiple historical case studies that inform human life in the 21st century</b>		<b>Info Lit: Use appropriate evidence from primary and secondary sources to answer questions</b>		
			explain how contemporary issues have been shaped by deep historical processes across a range of geographic case studies	use historical understanding to enrich other disciplinary approaches to contemporary issues	recognize differences between primary and secondary source categories, and among genres of sources	select appropriate sources to answer questions and support claims	demonstrate a working awareness of the relationship between the nature of sources and the conclusions that can be drawn from them
Dams and Dam Removal Activity	Students use evidence from multiple textual and visual sources to apply general considerations related to dam removal to a specific case study	1				I	I
LRA #1 Workshop	Students are introduced to the components of LRA #1 and begin a very preliminary brainstorming process	2			I		I
Evidence in Shiva Activity #1	Students practice identifying specific uses of evidence in a small section of the text as well as identifying and evaluating the sources of that evidence	2			I		I
Connecting Specific Evidence to General Themes (Aswan and Three Gorges)	Students apply general categories of costs/benefits of dam building to the specific case studies of the Aswan High Dam and the Three Gorges Dam	2					I
LRA #1	Students brainstorm possible research topics, speculate on connections to historical roots, practice finding contemporary evidence on the topic, and draft a preliminary research question	2	I			I	
Purification of the Thames	Students identify points of similarity and contrast between contemporary, Western views on water management, and Western views on	3	I	I	D		D

# My Revisions for Hist 105/305

•As my major summative assessments were already closely matched to SLOs, the most useful outcome of the curriculum map was the realization that many smaller formative assessments were far too broad:

Connections between Race and Slavery Activity	Students read two primary source documents describing laws related to salvery in two different colonial empires in two different eras. Students then identify evidence in the documents that increasingly connect race with the status of enslavement	9	D		D		D			D	D	D	D	D
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## •Original activity:

- For today you read two slave law codes. While they come from different time periods (one from the late 17<sup>th</sup> century, one from the late 18<sup>th</sup> century) and from different states (France and Spain), they do share some similarities.
- What, in your opinion, is the most important similarity?
- What is the most important difference?
- What might these documents tell you about the connection between race and slavery?



# My Revisions for Hist 105/305

## • Revised activity (thus far):

- For today you read two slave law codes. They were written in different time periods and regions, the first from the late 17<sup>th</sup> century French Empire, and the second from the late 18<sup>th</sup> century Spanish Empire.
- Compare the first document to the second document and identify at least two pieces of evidence suggesting connections between race and the status of enslavement grew stronger over the intervening period.
- Both documents describe a variety of legal “protections” for those enslaved. These protections represent an ideal, not daily lived reality of those enslaved. What do these provisions suggest about the conditions that enslaved people faced? Use at least two specific pieces of evidence to support your answer.
- What differences between the documents suggest different priorities between the two empires as well as differences in the daily lived experiences of those enslaved? Use at least two specific pieces of evidence to support your answer.



# My Revisions for Hist 105/305

- This revision reduced the number of SLOs from eight to three, making the assessment more intentional and targeted to specific SLOs
- Benefits include:
  - Clearer communication to students regarding the purpose of the activity
  - Focuses student effort
  - Allows for faster, more targeted review and debrief of the activity