

An Introduction to  
**The Enacted Curriculum**



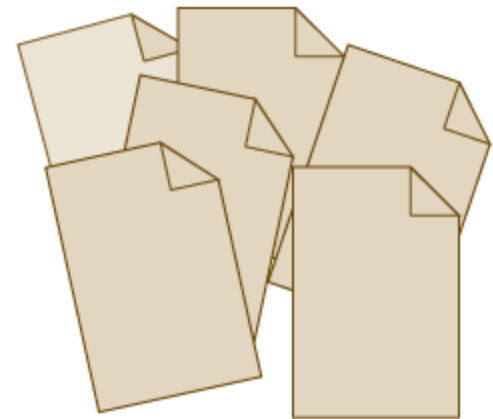
*Part A – Terminology*

Curriculum and Alignment Institute  
November 8 – 9, 2010

# Some Working Definitions

The “**Enacted Curriculum**” reflects the daily curricular experience of a student within instructional settings exemplified by assignments, instructional practices, and managed content.

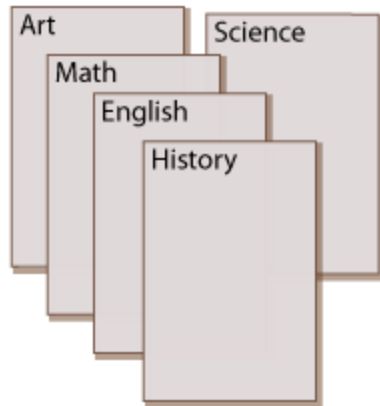
- *Textbooks & Workbooks*
- *Third-party consumables*
- *Teacher created lessons*
- *Computer-based training*
- *Virtual learning environments*
- *Social network group-learns*



# Some Working Definitions

*continued...*

The “**Adopted Curriculum**” sets the expectations of curricula for all students through official documents; such as, state content and performance standards, Common Core standards, etc.



*The student uses strategies to decode or comprehend meaning of words in text by...*

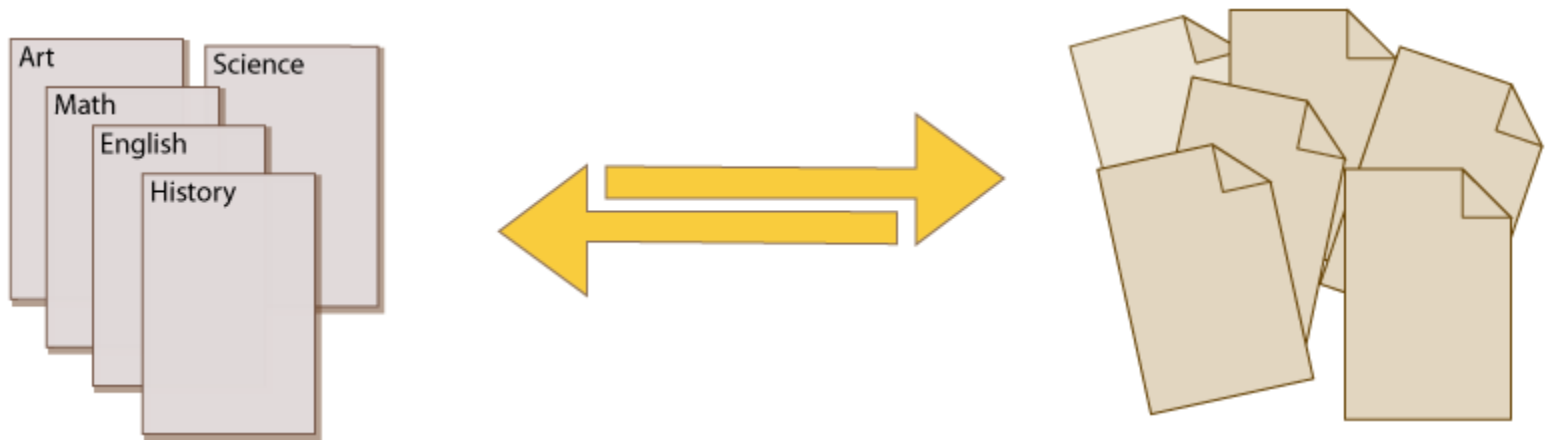
*Revise writing to improve the logical progression of ideas and supporting information ...*

*The student accurately solves problems (including real-world situations) by ...*

# Some Working Definitions

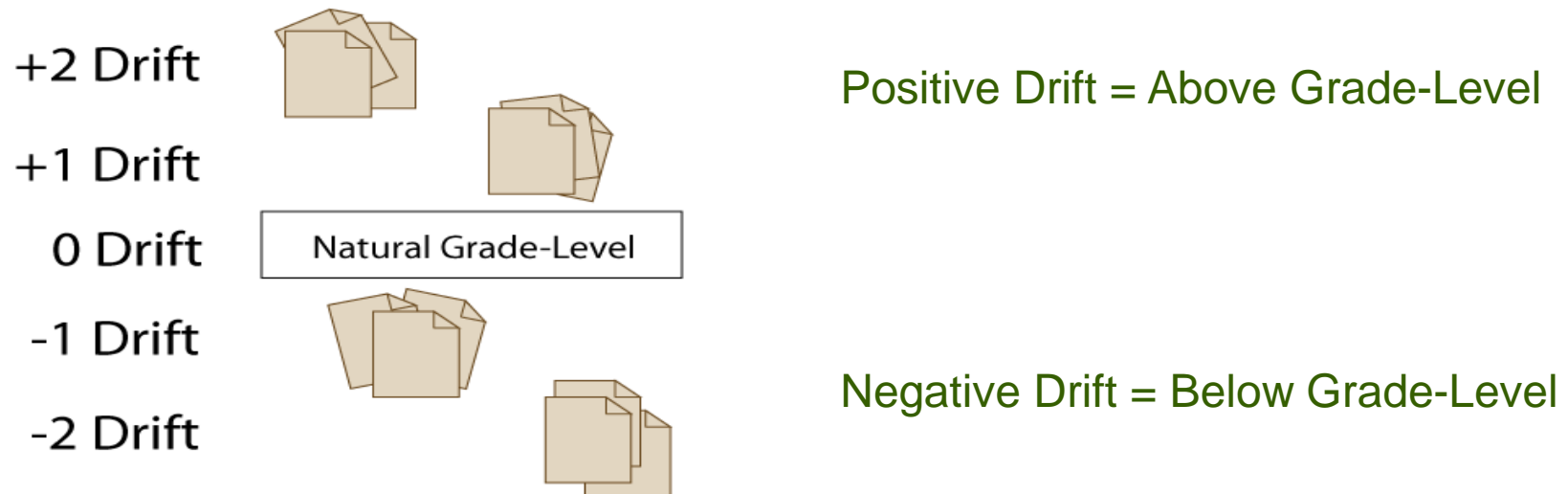
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The “**alignment**” expresses a degree of connection between the Adopted and Enacted curriculum by means of grade-level drift, vertical and lateral standard supports and cognitive rigor.



# Digging Deeper

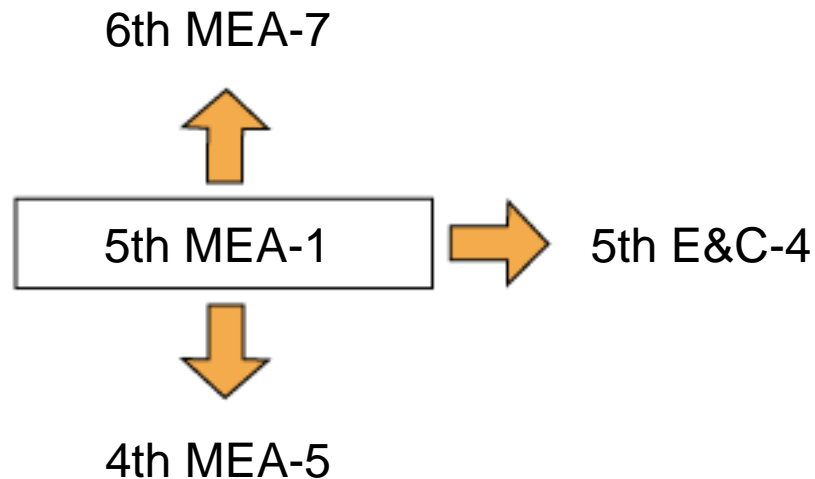
The “**drift**” (or grade-level proximately) represents the number of grade-levels an item or assignment strays from the natural grade-level of the student.



# Digging Deeper

*continued...*

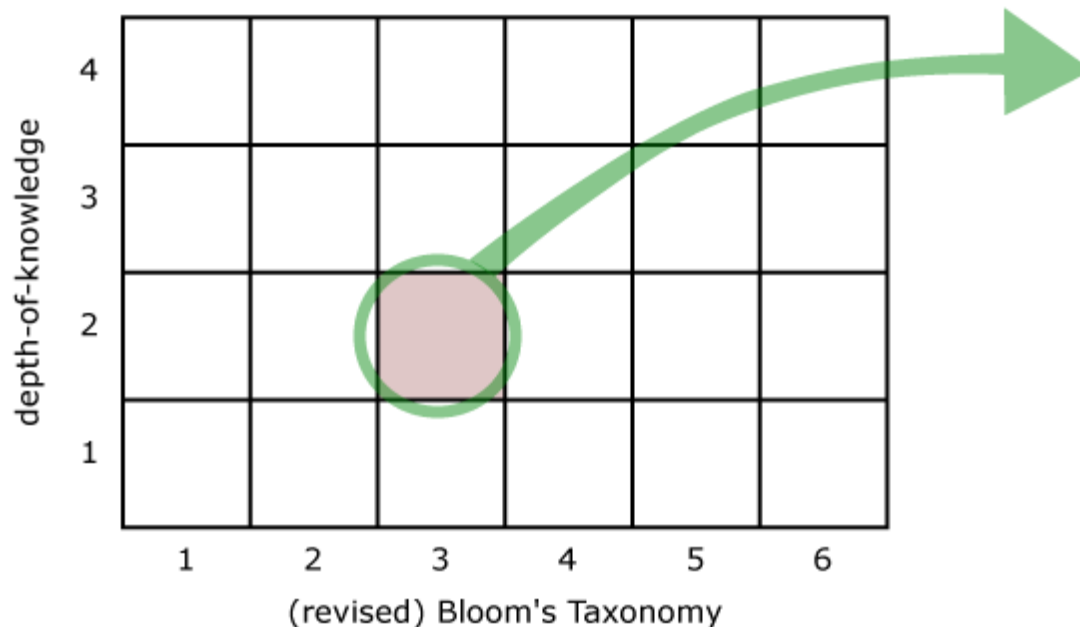
The “**standard supports**” address the conceptual similarity between standards at the same grade-level (**Lateral**) or through grade-levels (**Vertical**) relative to the key lesson objective.



# Digging Deeper

*continued...*

The “**Cognitive Rigor**” creates a cross-tab relationship between the revised Bloom's Taxonomy and Norman Webb's depth-of-knowledge (DOK.)

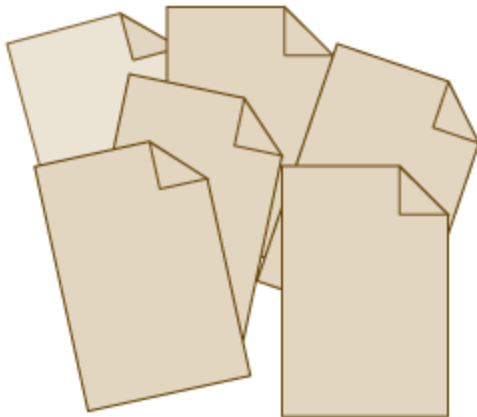


Here the item exhibits a Bloom's level of 3 and a DOK level of 2

# Process Evidence

*A first step...*

Since the enacted curriculum reflects the daily curricular experience of a student, collecting graded student assignments provides the foundation for describing that experience.

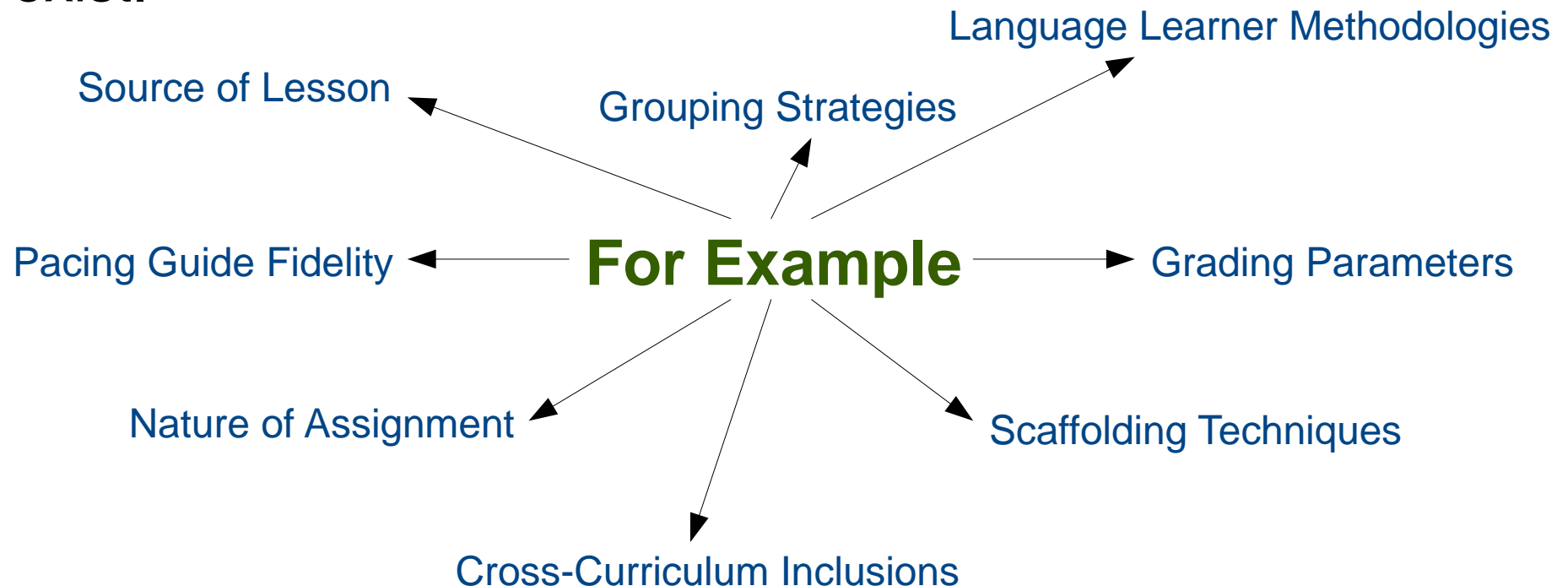


- Grades allow us to model the academic acceptance
- Assignments allow mapping of Standards and Cognitive Rigor
- Standards allow mapping of Drift and supports

# Process Evidence

*Other factors...*

During the collection of student assignments, opportunities to gather other data relating to the instructional experience exist.



# Big Picture Examples

In 2008, Nevada and Oklahoma conducted state-wide studies of their enacted curriculum to better understand the dynamics between curriculum in the classroom, instructional practices, and student performance.

- Collected 230K samples of actual graded student assignments in mathematics and Language Arts from 3<sup>rd</sup> to 8<sup>th</sup> grade classrooms
- Compiled 1.75 million records of instructional data
- Captured 507K instances of DOK, Blooms Revised Taxonomy, and alignment to standards directly from samples
- Gleaned 317K triplets (linked data for DOK, Blooms, and Standards) from samples
- Extracted 75K triplets supported by three or more blind sample reviews

# Questions to Consider

What benefits to scaffolding might supporting vertical and lateral standards provide?

How would you expect high ranges in Drift to affect an assignment?

What consequences on learning would you anticipate from lessons with low levels of DOK and Bloom's?

# Open Q & A

We have some time left, so if any burning questions remain please feel free to ask.

# Contacting the Presenter

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