

Benchmark: Development of Instructional Content

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EID 500: Introduction to Instructional Design

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Link to Instructional Material

https://drive.google.com/file/d/1PCkre95ssmwnWyumd_-uULoJY4iqVJ40/view?usp=sharing

Link to Assessment

[Formative CER Assessment #1 – Fill out form](#)

Reflection

During development, I made two intentional adjustments to strengthen alignment to the objectives and to the classroom constraints described in my high-level design. First, I converted the scenario's property list into a simple test results table. This change clarifies what counts as evidence and directly supports Objective 2, which expects students to select at least two relevant pieces of evidence from a data source. Presenting the observations in a table also makes it easier for Emergent Bilingual learners and students with reading challenges to locate key information during writing.

Second, I expanded the planned "CER checklist" into a combined organizer and checklist that includes exemplars and a short word bank. This refinement was necessary because baseline data showed that students frequently omit evidence or provide reasoning that repeats the claim rather than linking evidence to a science concept. The exemplars and word bank provide immediate language support while still allowing gradual release as scaffolds are used across repeated class routines. This approach is consistent with research that adolescent writing improves when students receive explicit strategy instruction, modeling, and guided practice with feedback and revision opportunities (Graham & Perin, 2007; Hattie & Timperley, 2007).

The instructional material and assessment align tightly with the objectives, strategies, and delivery method. The formative 10-item task targets Objective 1 by requiring students to identify evidence versus inference and label CER parts. The post assessment also requires a complete CER response scored with a 0-2 rubric, aligning to Objective 3 and the program goal of increasing the percentage of students earning a 2 (proficient) on the CER rubric. Instructional strategies mirror my design plan through brief mini-lessons with explicit modeling, worked examples/non-examples, guided practice, and structured revision using the checklist.

References

- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Alliance for Excellent Education.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- McNeill, K. L., & Krajcik, J. (2012). *Supporting grade 5–8 students in constructing explanations in science: The claim, evidence, and reasoning framework*. Pearson.