

Curriculum Compacting: A Step-by-Step Template

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Compacting Step 1:

DEFINE THE GOALS, LEARNING STANDARDS, AND/OR LEARNING OBJECTIVES WITHIN A PARTICULAR CONTENT AREA, OR UNIT OF INSTRUCTION THAT ARE THE FOCUS FOR COMPACTING

Directions: Use this KUDD table to unpack the selected goal or objective. Keep in mind that KUDDs are not learning activities. This is an exercise to think about what you want students to know, understand, do and develop as a result of engaging in the learning activities. For some students, this may also include objectives they have already mastered (i.e., prior knowledge).

Standard	What should students KNOW ?	What should students UNDERSTAND ?	What should students know and be able to DO ?	What metacognitive knowledge should students DEVELOP ?
<<standard goes here>>	Students will know...	Students will understand that...	Students will be able to...	Students will develop their...
assessments for step 2 go in this row-->				

Compacting Step 2:

FIND AN APPROPRIATE WAY TO PRE-ASSESS THE LEARNING OBJECTIVES

Directions: Use the KUDD table in Step 1 to brainstorm an idea of how to pre-assess any of the learning objectives that might be most appropriate for possible compacting.

Compacting Step 3:

IDENTIFY STUDENTS WHO MAY BENEFIT FROM CURRICULUM COMPACTING AND SHOULD BE ASSESSED.

Directions: Gather data about the students in your current class. Analyze the data to see who might be a good candidate for pre-assessment of the selected objective from Steps 1 and 2.

Optional: Create a learner profile for your student(s) as I did for Anne. It doesn't have to be written out. Organize your data in a way that works for you.

Here is a list of characteristics of students who might be good candidates for compacting:

- Consistently finishes tasks quickly
- Completes reading assignments first in the class
- Appears bored during instruction
- Brings outside reading material to use in class
- Creates diversions in class and may misbehave or ask for attention
- Asks for simple enrichment - activities, online work, puzzles, kits, etc.
- Consistently daydreams or appears bored in class
- Has consistently high performance in one or more academic areas
- Achieves high test scores consistently
- Asks questions that indicate advanced familiarity with material
- Is sought after by other students for assistance
- Uses vocabulary and verbal expression advance of grade level
- Expresses interest in pursuing alternative or advanced topics

Student Name	Academic data indicating student might be a candidate for pre-assessments	Observational/behavioral/other data indicating student might be a candidate for pre-assessments

Compacting Step 4:

PRETEST STUDENTS ON ONE OR MORE OBJECTIVES/STANDARDS PRIOR TO INSTRUCTION & ANALYZE DATA

Directions: Develop your plan for rolling out your pre-assessments using the brainstorming chart below.

How will I administer my pretests?	How will I compile the students' results? (ex. How will I make note of their correct versus incorrect answers)	How detailed do I want to go with my analysis (ex. Do I want to analyze my data by the questions or just by the students' total score.	What is my definition of mastery? (ex. 85%, grade of A, score of 4 or < on a scale of 1-5, etc.?)

Compacting Step 5:

ELIMINATE INSTRUCTION, PRACTICE, AND/OR ASSIGNMENTS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY.

Directions: Based on your knowledge of your current or former students, brainstorm how your students may respond to having instruction, practice, and/or assignments eliminated OR not eliminated.

Possible positive reactions - How will I respond to these students?	Possible negative reactions - How will I respond to these students?

Compacting Step 6:

PROVIDE SMALL GROUP OR INDIVIDUALIZED INSTRUCTION FOR STUDENTS WHO HAVE NOT YET MASTERED ALL THE OBJECTIVES, BUT ARE CAPABLE OF DOING SO MORE QUICKLY THAN THEIR CLASSMATES.

Analyze your daily school schedule. Brainstorm ideas about when and how you might fill in any gaps that your students have related to the goals or objectives you selected for compacting.

When in the daily school schedule could I work with students to fill in any gaps?	How will I work with these students? (ex. Small groups, individually, online, etc.)

Compacting Step 7:**OFFER ENGAGING, AND WHEN POSSIBLE, INTEREST-BASED ENRICHMENT OR ACCELERATION OPTIONS FOR COMPACTED STUDENTS**

Directions:

Explore some resources to gather ideas for Step 7:

Decide if you want to include an enrichment and/or acceleration option for your candidates for compacting

Student	Enrichment Ideas	Acceleration Ideas

Compacting Step 8:**KEEP RECORDS OF THE COMPACTING PROCESS AND INSTRUCTIONAL OPTIONS FOR THESE STUDENTS**

First, explore the following example completed compactors located [here](https://nrcgt.uconn.edu/underachievement_study/curriculum-compacting/cc_section7/)

(https://nrcgt.uconn.edu/underachievement_study/curriculum-compacting/cc_section7/):

Mathematics Grade 5: Rosa

Mathematics and Language Arts Grade 5: Brad

Mathematics Grade 6: David

Next, begin completing your own Compactor for at least one student - a copy is located in our Google Drive folder. You could practice using Anne's Case Study.