

## Step 1: Pre-Approval for School Based Assessments

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Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**Directions:** For any school based assessment used for primary or secondary learning objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

- 1) Using the IN course standards (<http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>), identify which standards align to which questions/tasks on your assessment. You may write/type standards next to assessment questions or use a separate form of your choice for this purpose. Sub-standards or indicators may be summarized (ex. write *6.1 – Medieval*, rather than *6.1.3*). Use the *Standards Alignment and Coverage Check Chart* to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.
  
- 2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.
  
- 3) Review the format of the assessment questions. Check for the following:
  - Are questions/tasks written clearly?
  - Are there a variety of types of questions/tasks?
  - Are the questions/tasks free of bias?
  - Are the questions appropriate for the subject/grade level?
  
- 4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:
  
- 5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

## Step 1: Assessment Rigor Analysis – Depth of Knowledge (DOK)

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Directions:** Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
<b>Level 1: Recall</b>	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Find the meaning of...? Which is true or false...?	
<b>Level 2: Skill/Concept</b>	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
<b>Level 3: Strategic Thinking</b>	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support....	
<b>Level 4: Extended Thinking</b>	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to..... Develop a proposal to.... Create a model that.... Critique the notion that....	

Adapted from: Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx> and UW Teaching Academy <http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm>

## Step 1: Standards Alignment and Coverage Check

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Directions:** After aligning assessment to Indiana Academic or Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Not all grade levels/content areas will have 11 standards total; only fill in the total number of standards that apply. While not all questions need be categorized, there must be sufficient examples for each standard. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
Standard 8		
Standard 9		
Standard 10		
Standard 11		

## Step 1: Assessment Approval Checklist for School-based Assessments

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Criterion	Considerations (Check all that apply.)
<b><u>Alignment and Stretch</u></b>	<input type="checkbox"/> <i>Items/tasks cover key subject/grade-level content standards.</i> <input type="checkbox"/> <i>Items/tasks cover other knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.</i> <input type="checkbox"/> <i>As appropriate to the course, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course</i> <input type="checkbox"/> <i>More complex and more important items/tasks have more weight (count more)</i>
	Evidence/Feedback
<b><u>Rigor and Complexity</u></b>	<input type="checkbox"/> <i>Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of Bloom’s and correct reading level)</i> <input type="checkbox"/> <i>Many items/tasks require critical thinking and application</i> <input type="checkbox"/> <i>Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)</i> <input type="checkbox"/> <i>Key content standards are assessed at greater depths of understanding and/or complexity</i>
	Evidence/ Feedback
<b><u>Format Captures True Mastery</u></b>	<input type="checkbox"/> <i>Items/tasks are written clearly.</i> <input type="checkbox"/> <i>The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders</i> <input type="checkbox"/> <i>Some standards are assessed across multiple items/tasks</i> <input type="checkbox"/> <i>Item types and length of the assessment are appropriate for the subject/grade level</i> <input type="checkbox"/> <i>Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery</i>
	Evidence/ Feedback

The content mastery score represents a rigorous target for student achievement based on the assessment

I approve of this assessment/task and any accompanying rubrics without further change.

Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_