How good is your assessment?

Step #1: What are the learning goals your assessment will measure?

Step #2: Determine the spiraled review material to add-on to the assessment. This is optional.
- The review needs to be non-graded formative assessment.
- We know that if students are not exposed to material, they forget it. Consider including topics from several years ago – see the CCSS for highlights.

> Complexity not Difficulty

Step #3: What level in Webb's DOK are you questioning?

Level		
Level 1: Recall & Reproduction • *Recall, recognize, or locate basic facts* • *Evaluate expressions* • *Solving a **one-step** problem* • *Apply an algorithm (formula)* • *Retrieve information from a table or graph*		You either know it or you don't. One answer
Level 2: Skills & Concepts • *Explain relationships* • *Summarize results or concepts* • *Explain steps followed* • *Use models or diagrams to represent mathematical concepts* • *Solve a routine problem applying multiple concepts or decision points* • *Translate between tables, graphs, words, etc… (example: graph data from a table)* • *Interpret data from a simple graph* • *Solving problems with **more than one step** (using a solution to get another solution)*		Apply one concept, then make a decision before going on to *applying a second concept*
Level 3: Strategic Thinking/Reasoning • *Use concepts to solve **non-routine** problems* • *Explain or connect ideas using **supporting evidence*** • *Explain thinking when more than one response is possible* • *Use and show reasoning, planning and evidence* • *Compare information within and across data sets* • *Analyze and draw conclusions from data, citing evidence* • *Generalize a pattern* • *Describe, compare, and contract solution methods*		Supporting evidence and reasoning must be provided (not just HOW but WHY)
Level 4: Extended Thinking *(rarely on traditional summatives – these are typically summative projects)* • *Relate math concepts to other content areas* • *Develop generalizations of the results obtained and the strategies used **and** apply them to a new problem* • *Conduct a project that specifies a problem, identifies solution paths, solves the problem and reports the results* • *Analyze multiple sources of evidence* • *Gather, analyze, and evaluate information to draw conclusions.*		All of DOK 3 + using multiple sources or texts

Step #4: Does your test pass the *Two-Question Validity Test*?
(Wigginis and McTighe, 2011)

	Very Likely	Somewhat Likely	Very Unlikely
1. How likely is it that a student could do well on the assessment by			
• Making clever guesses, "plugging in" what is learned, perhaps with accurate recall but limited or no understanding?			
• Making a good faith effort, with lots of hard work and enthusiasm, but with limited understanding?			
• Producing a lovely product or an engaging and articulate performance, but with limited understanding?			
2. How likely is it that a student could do poorly on the assessment by			
• Failing to meet the requirements of this particular task while nonetheless revealing a good understanding of the ideas?			
• Not being skilled at certain aspects of the task, but those skills are *not* central to the goal or involve outside learning.			

Question #	DOK Level			Does the question ask students to explain?	Literacy Question?	Does the question force problem solving?
	1	2	3			
1						
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Test Name

Post-Assessment Summary:
- Which questions gave students difficulty? Why? Is this on us or them? Explain.

- What needs to change for next year?

Item Analysis (optional):
- What was the proficiency on the DOK 1 questions?

- What was the proficiency on the DOK 2 questions?

- What was the proficiency on the DOK 3 question(s)?

- What was the proficiency on the explaining questions?

- What was the proficiency on the literacy questions?

- What was the proficiency on the problem solving questions?