**Directions:**

Course/Group:­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name(s)/District(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Table A** Links Among Learning Targets and Assessment Methods (adapted from *Classroom Assessment for Student Learning*, Stiggins, p.100.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Target Type** | **Assessment Method** | | |
| **Selected Response**  (M/C, T/F, Matching,  Short Answer, Fill-in-Blank) | **Constructed Response** | **Performance Assessment** |
| **Knowledge Mastery** | Good match for assessing mastery of elements of knowledge. | Good match for tapping understanding of relationships among elements of knowledge. | Not a good match. |
| **Reasoning Proficiency** | Good match only for assessing understanding of some patterns of reasoning. | Written descriptions of complex problem solutions can provide a window into reasoning proficiency. | Can watch students solve problems and infer reasoning proficiency. |
| **Skills** | Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself. | | Good match. Can observe & evaluate skills as they are being performed. |
| **Ability to Create Products** | Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of the products themselves. | Strong match when the product is written. Not a good match when the product is not written. | Good match. Can assess the attributes of the product itself. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Content/Common Core  Standard | \*Include source, complete text, & other identifying information | | | | |
| **Learning**  **Target** | **Target**  **Type** | **Assessment**  **Method** | **Total**  **Items** | **Weight/**  **Points** | **Total**  **Time** |
| **Example**: Acquire vocabulary associated with the physics of sound | Knowledge | SR (Matching) | 5 | 2 pts. each | 5 min. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Assessment Method Key: **SR** (Selected Response), **CR** (Constructed Response), **PA** (Performance Assessment)

**Rationale for Learning Content**

**Rationale for Item Distribution**

**Important Notes/Other Considerations**