

Example

Main Idea & Detail

Figure 1.10 Assessment Instrument Quality-Evaluation Tool

Assessment Indicators	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
Identification and emphasis on essential learning standards (specific feedback to students)	Learning standards are unclear and absent from the assessment instrument. Too much attention is given to one target.	1	2	3	4	Learning standards are clear, included on the assessment, and connected to the assessment questions.
Visual presentation	Assessment instrument is sloppy, disorganized, difficult to read, and offers no room for work.	1	2	3	4	Assessment is neat, organized, easy to read, and well-spaced, with room for teacher feedback.
Balance of higher- and lower-level cognitive-demand tasks	Emphasis is on procedural knowledge with minimal higher-level cognitive-demand tasks for demonstration of understanding.	1	2	3	4	Test is rigor balanced with higher-level and lower-level cognitive-demand tasks present.
Clarity of directions	Directions are missing and unclear. Directions are confusing for students.	1	2	3	4	Directions are appropriate and clear.
Variety of assessment task formats	Assessment contains only one type of questioning strategy, and no multiple choice or evidence of the Mathematical Practices. Calculator usage not clear.	1	2	3	4	Assessment includes a blend of assessment types and assesses Mathematical Practices modeling or use of tools. Calculator expectations are clear.
Tasks and vocabulary (attending to precision)	Wording is vague or misleading. Vocabulary and precision of language are a struggle for student understanding and access.	1	2	3	4	Vocabulary is direct, fair, accessible, and clearly understood by students, and they are expected to attend to precision in response.
Time allotment	Few students can complete the assessment in the time allowed.	1	2	3	4	Test can be successfully completed in the time allowed.
Appropriate scoring rubric (points)	Scoring rubric is not evident or is inappropriate for the assessment tasks presented.	1	2	3	4	Scoring rubric is clearly stated and appropriate for each task or problem.

Source: Adapted from *Kindred, T. D. (Ed.), Kindred, T. D., & Larson, M. R. (2012). Common Core mathematics in a PLC at Work, leader's guide, p. 94. Bloomington, IN: Solution Tree Press.*

Grade Level (?)

Main Idea and Detail Assessment - "The Case Against Soda"

DOK 1
Blum's Remember

1. What is paragraph 2 mostly about?
 - a. A typical soda is 16 oz.
 - b. We easily forget sodas contain calories
 - c. Sodas can cause you to gain weight
 - d. Sodas are a fizzy and bubbly drink
2. Which detail from the selection suggests that soda is bad for your bones?
 - a. It's easy to get 500 calories a day from sodas
 - b. Soda contains something called phosphoric acid
 - c. The more soda you drink, the more time you will be spending at the dentist
 - d. Some states have eliminated sodas in vending machines at schools
3. The author wrote this article mainly to
 - a. To persuade the reader to limit their soda intake
 - b. To entertain the reader about the story of sodas
 - c. To inform the reader how soda is made
 - d. To inform the reader how soda ruins your teeth

DOK 1
Blum's 1
* The reason is, it isn't text dependent

DOK 1

4. Read this sentence from the selection:

Like everything related to food and drink, moderation is best.

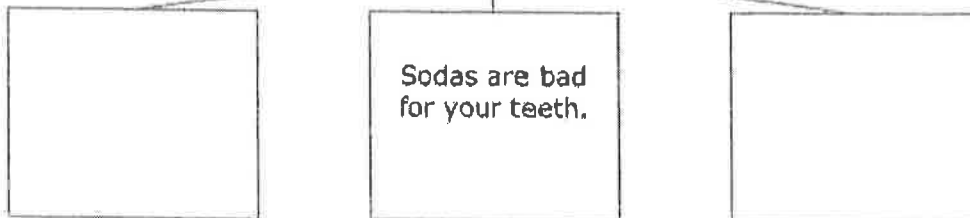
DOK 1

This sentence helps the reader know....

- a. Having sodas daily is alright
- b. Drinking sodas with food is suggested
- c. You should never drink soda
- d. Having a soda occasionally is alright

5. Fill out the 2 missing pieces from graphic organizer below:

Drinking soda everyday is not good for your health.



DOK 1
or
2

depends on
article

- 1 if very clear by reading 1st sentence in paragraph
- 2 if students have to truly read entire paragraph