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| Course:      Unit:       | PLC Members:       |
| Assessment Title:       | Big Idea Addressed:       |

**Step One**: On your printed assessment, label the following for EACH INDIVIDUAL **question**:

* Competency/Competencies Addressed (Must have been previously submitted and approved by the District)
* Learning Objective(s) Aligned
* Cognitive Growth Target Addressed

**Step Two:** Complete this chart based on your assessment:

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| Competency:      Type of competency:  (Please check one)                  content                       skill                     conceptual          |
| Learning Objective:      Number of questions or rubric line items associated with this Learning Objective:      | Learning Objective:      Number of questions or rubric line items associated with this Learning Objective: | Learning Objective:      Number of questions or rubric line items associated with this Learning Objective:      |
| Learning Objective:     Number of questions or rubric line items associated with this Learning Objective:      | Learning Objective:     Number of questions or rubric line items associated with this Learning Objective:      | Learning Objective:      Number of questions or rubric line items associated with this Learning Objective:      |

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| Competency:      Type of competency:  (Please check one)                  content                        skill                     conceptual          |
| Learning Objective:      Number of questions or rubric line items associated with this Learning Objective:      | Learning Objective:      Number of questions or rubric line items associated with this Learning Objective:      | Learning Objective:      Number of questions or rubric line items associated with this Learning Objective:      |
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**Step Three:** Identify which Cognitive Growth Targets (CGT) are addressed in your assessment:

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| **Cognitive Growth Targets (and their key words)** | **Number of questions or rubric line items associated with this CGT** |
| **Retrieval**(i.e. recognizing, identifying, arranging, recording, recalling, defining, naming, stating, labeling, describing, reproducing, matching) |       |
| **Comprehension**(i.e. summarizing, executing, citing, grouping, applying, predicting, converting, ordering, comparing, inferring, discussing, differentiating, contrasting, illustrating, extending, explaining, associating, estimating) |       |
| **Analysis**(i.e. selecting, examining, classifying, separating, outlining, breaking down, organizing, prioritizing) |       |
| **Reasoning**(i.e. hypothesizing, justifying, planning, testing, interpreting, evaluating, critiquing, combining, judging, checking, generalizing, proving, defending, integrating) |       |
| **Creation**(i.e. designing, developing, generating, constructing, transforming, planning, adapting, inventing, producing, composing, proposing, creating) |       |
| **Metacognition**(i.e. reflecting, planning, being intentional, wondering, thinking, making choices, being aware, learning, goal setting) |       |
| **Self-Actualization**(i.e. evidence of motivation, joy, empathy, attention, fulfillment, perspective, ethics, acceptance, community, morals, introspection, global citizenry, beliefs, control, hope, emotion) |       |

**Step Four**: Look at the assessment, and answer the following:

1. Have you provided clear and detailed instructions to ensure student understanding?

      Yes

      No

2.  Are the Competencies being assessed listed at the top of the assessment? (Students will…)

      Yes

      No

3.  Are your Learning Objectives equally weighted on your assessment?

      Yes

      No

     Is that intentional or unintentional?  Please explain:

4. Which Cognitive Growth Target is most represented?

    Is that intentional or unintentional?  Please explain:

**Step Five:**  Please label a folder with your PLC name and place your original assessment, this form, your rubric (if one is used), and the revised assessment in the folder.  Please submit the folder to the Main Office.