



ASSESSMENT VALIDATION CHECKLIST

ASSESSMENT INFORMATION

Title of Assessment: Designing Lincoln's Playground

Grade/Subject: _____ Author: _____

Validation Team: _____

QUALITY ALIGNED INSTRUCTION

6-8 MINUTES ⌚

1 Alignment

- Is clearly aligned to specific content standards (or intended parts of content standards).
- Is aligned to 21st century skills by including multiple modalities (if appropriate).
- Is aligned to appropriate depth of knowledge (DOK) to assess the standard. Identify and check DOK levels assessed below. For example, an essay would mostly assess DOK 3, but some DOK 2 items might also be included. Check "most" for DOK 3 and "some" for DOK 2.

DOK 1: recall; memorization; simple understanding of a word or phrase
(most of assessment/ some of the assessment/ none of the assessment)

DOK 2: Covers level 1 plus: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts.
(most of assessment/ some of the assessment/ none of the assessment)

DOK 3: Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.
(most of assessment/ some of the assessment/ none of the assessment)

DOK 4: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

(most of assessment/ some of the assessment/ none of the assessment)

- Assesses what is intended to be assessed—will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding provided (e.g., task broken into smaller steps; graphic organizer to preplan a response) does not change what is actually being assessed.
- The assessment is scheduled appropriately in the year, with enough teaching time provided to allow all students to successfully complete it.

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