

# Content Learning Goal Assessment Development Worksheet for Evaluator Review/Approval

Team/Teacher Information	
Team or Teacher Name	
Grade-level Content or Course	
School Name	
Evaluator	

<p><b>Directions:</b> Use the organizer and information below to develop your end-of-year Content Learning Goals assessment.</p>
<p><b>Expectations for Development of End-of-Year Content Learning Goal Assessments:</b></p> <ol style="list-style-type: none"> <li>1. The selection of Content Learning Goals is at the discretion of the grade-level content or course team. The expectation is for teachers to default to a course or grade-level team per course, as possible, for their content learning goals. For those teachers with multiple teaching assignments, they would default to their majority course as their primary measure and then any shared courses would serve as their secondary measure.</li> <li>2. Teachers with singleton courses will focus on those courses with the most sections and pool their data. For example, if one teaches multiple course sections of a specific foreign language level 1 course, then I would default to that particular course-type for my content learning goals.</li> <li>3. Content Learning Goals will reflect essential standards selected by the grade-level content or course team and must be accompanied by the standard(s) in parentheses.</li> <li>4. Mastery level of the team/course/individual assessment will be at the discretion of the group for approval from the administrator.</li> <li>5. Content Learning Goals must be SMART: <b>SPECIFIC</b> - focused on the big idea and content standards; <b>MEASURABLE</b> - able to be appropriately and adequately assessed; <b>ATTAINABLE</b> - within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span; <b>RESULTS-ORIENTED</b> - focused on improved results/expected level of mastery at a high level of achievement; <b>TIME BOUND</b> - can be summatively evaluated within the time under the teacher’s control</li> </ol>

STEP 1: Development of Content Learning Goal	
<p><b>Directions:</b> Use the questions and statements below to develop your grade level or course content learning goal.</p>	
<p><b>BIG IDEA:</b> Describe what students will be able to do at the end of the course or grade level based on course- or grade-level content standards and curriculum.</p>	
<p><b>CONTENT STANDARDS:</b> Which content standards support this content learning goal? <i>List all standards that apply, including the text of the standard, not just the code (<a href="https://learningconnection.doe.in.gov/Standards/Standards.aspx">https://learningconnection.doe.in.gov/Standards/Standards.aspx</a>).</i></p>	
<p><b>RATIONALE:</b> Explain the importance of this content learning goal and why it is essential for students to learn? <i>(enduring, leveraging, readiness for next level)</i></p>	

<b>APPLICATION:</b> In what ways does the content learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	
<b>INSTRUCTION:</b> Describe the instruction and strategies that will go into teaching the skills related to this content learning goal.	
<b>PROGRESS MONITORING:</b> How often will you collect data to monitor and chart student progress toward this content learning goal?	
Adapted from the <i>SLO Planning Pages for Developing SLOs</i> . Part of the Center for Assessment's <i>SLO Toolkit (2013)</i>	

<b>STEP 2: Assessment Development</b>	
<b>Directions:</b> Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.	
<b>ASSESSMENT QUESTIONS:</b> Review the format of the assessment questions. Check for the following: <ul style="list-style-type: none"> <li>• Are questions/tasks written clearly?</li> <li>• Are there a variety of types of questions/tasks?</li> <li>• Are the questions/tasks free of bias?</li> <li>• Are the questions appropriate for the subject/grade level?</li> <li>• Do the questions/tasks align with the content or course essential content standards and support the greater content learning goal?</li> </ul>	
<b>ADAPTATIONS:</b> Please specify any adaptations for students with an <b>IEP or ILP</b> .	
<b>BASELINE DATA:</b> Identify the actual performance (e.g., grades, test scores, etc.) from collected baseline data used to establish starting points for students impacted through this course or content area.	
<b>EXPECTED TARGET(S):</b> What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the essential Indiana content standards for this course?	
Adapted from the <i>SLO Planning Pages for Developing SLOs</i> . Part of the Center for Assessment's <i>SLO Toolkit (2013)</i>	

<b>STEP 3: Content Learning Goal Assessment Essential Standards Alignment and Coverage Check</b>			
<b>Directions:</b> After aligning assessment to Indiana Academic Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Teachers with common assessments need only complete one copy.			
Essential Standard 1	Standard Description	Indiana Academic Standard Addressed	Question Numbers
Essential Standard 2			

Essential Standard 3			
Essential Standard 4			
Essential Standard 5			
Essential Standard 6			

**STEP 4: Assessment Rigor Analysis - Depth of Knowledge (DOK) & Revised Bloom's Taxonomy**

**Directions:** Use the *Assessment Rigor Analysis Chart* below to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge and Revised Bloom's Framework. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
<b>Level 1: Recall (DOK) Remembering (Bloom's) Understanding (Bloom's)</b>	Requires simple recall of such information as a fact, definition, term, or simple procedure	arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who-what-when-where-why	How many...? Label parts of the.... Find the meaning of...? Which is true or false...?	
<b>Level 2: Skill/Concept (DOK) Applying (Bloom's)</b>	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
<b>Level 3: Strategic Thinking (DOK) Analyzing (Bloom's)</b>	Requires reasoning, planning, using evidence, and thinking at a higher level	appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support....	
<b>Level 4: Extended Thinking (DOK) Evaluating (Bloom's)</b>	Requires complex reasoning, planning, developing, and thinking, most likely over an	analyze, apply concepts, compose, connect, create, critique, defend, design,	Design x in order to.... Develop a proposal to.... Create a model that....	

<b>Creating (Bloom's)</b>	extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	□evaluate, □ judge, □propose, □ prove, □support, □synthesize	Critique the notion that...	
<p>Adapted from: Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <a href="http://www.wcer.wisc.edu/WAT/index.aspx">http://www.wcer.wisc.edu/WAT/index.aspx</a>, UW Teaching Academy <a href="http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm">http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm</a> and Anderson, □ L. W., □Krauthohl, □D. R., □et al. □□(2001). A □ Taxonomy □for □Learning, □Teaching, □and □Assessing: □A □Revision □of □Bloom's □Taxonomy □of □Educational □Objectives. <a href="http://www.doe.in.gov/sites/default/files/turnaround-principles/bloom-vs-webb-chart.pdf">http://www.doe.in.gov/sites/default/files/turnaround-principles/bloom-vs-webb-chart.pdf</a></p>				

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

<b>STEP 4: Assessment Approval Checklist for School-based Assessments</b>		
<b>Directions:</b> Your evaluator will review the submitted assessment and information above to review and provide feedback.		
<b>Criterion</b>	<b>Considerations (Check all that apply.)</b>	
<b>Alignment and Stretch</b>	<ul style="list-style-type: none"> <li>□ Items/tasks cover key subject/grade-level content standards.</li> <li>□ Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.</li> <li>□ Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course</li> <li>□ More complex and more important items/tasks have more weight (count more)</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="422 894 688 954"><b>Evidence/Feedback</b></td> <td data-bbox="695 894 2043 954"></td> </tr> </table>	<b>Evidence/Feedback</b>
<b>Evidence/Feedback</b>		
<b>Rigor and Complexity</b>	<ul style="list-style-type: none"> <li>□ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level)</li> <li>□ Many items/tasks require critical thinking and application</li> <li>□ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)</li> <li>□ Key content standards are assessed at greater depths of understanding and/or complexity</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="422 1122 688 1182"><b>Evidence/Feedback</b></td> <td data-bbox="695 1122 2043 1182"></td> </tr> </table>	<b>Evidence/Feedback</b>
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<b>Format Captures True Mastery</b>	<ul style="list-style-type: none"> <li>□ Items/tasks are written clearly.</li> <li>□ The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders</li> <li>□ Some standards are assessed across multiple items/tasks</li> <li>□ Item types and length of the assessment are appropriate for the subject/grade level</li> <li>□ Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="422 1414 688 1474"><b>Evidence/Feedback</b></td> <td data-bbox="695 1414 2043 1474"></td> </tr> </table>	<b>Evidence/Feedback</b>
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**Evaluator Feedback**

- The content mastery score represents a rigorous target for student achievement based on the assessment.**
- Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.**
- The assessment/task and any accompanying rubrics have been approved, free of any further change.**