**Types of Assessment and Evidence of Understanding Generated**

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| **Assessment Type** | **DOK Alignment** | **Format** | **Usefulness and Resulting Evidence** |
| **Closed Tasks** | **DOK 1**  **Recall & Reproduction** | **~Multiple Choice**  **~True-False**  **~Fill-in-the-Blank**  **~Solve (without steps)**  **~TEI** | * **Useful for assessing content-based standards** * **Assess student knowledge of facts, skills, or concepts** * **Take less time, thus allowing time for open-ended or performance tasks** |
| **Open Task & Constructed Response** | **DOK 2**  **Basic Skills & Concepts**  **DOK 3**  **Strategic Thinking & Reasoning** | **~Tasks with different possible answers**  **~Tasks with different possible processes**  **~Evidence based**  **~Justify** | * **Useful for assessing students’ ability to:** * **Use processes and strategies** * **Interpret information** * **Apply information** * **Reasoning** * **Communicate thinking** |
| **Performance Assessment** | **DOK 4**  **Extended Thinking** | **~Integrative tasks that yield specific products**  **~Authentic assessments**  **~Extended projects** | * **Useful for assessing student:** * **Ability to organize, synthesize, and apply information and skills** * **Use of resources** |
| **Informal Assessment** | **DOK 2**  **Basic Skills & Concepts**  **DOK 3**  **Strategic Thinking & Reasoning** | **~Teacher observations**  **~Teacher Checklists (rubric)**  **~Conversations or interviews** | * **Depending on what is discussed or observed, these informal assessments may reveal student:** * **Processes or strategies used** * **Reasoning** * **Understanding of a topic or concept** * **Ability to communicate and collaborate** |
| **Self-Assessment or Reflection** | **DOK 3**  **Strategic Thinking & Reasoning** | **~Student journals or reflection logs**  **~Student checklists**  **~Group (whole class or small group) reflection activities**  **~Daily or weekly self-evaluations**  **~Teacher-student interviews** | * **Develops student awareness of strengths and areas for improvement; conscious use of thinking skills (metacognitive skills)** * **Can show student process, thinking, and reasoning skills** * **Reveals student disposition toward topic or learning** * **Helps teachers and students identify student’s personal goals** |

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