**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**
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| **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**
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| **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**
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| **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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