Aligning Achievement Targets to Assessment Methods

Depth of Knowledge	Cognitive Level	Selected Response (Multiple-Choice)	Essay or Constructed Response	Performance Assessment	Personal Communication
Low Complexity Level 1: Recall and Reproduction Level 2: Skills and Concepts	Forming an Initial Understanding Conceptual Understanding (Knowledge and Comprehension)	Multiple-choice, true/false, matching, and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target	Can ask questions, evaluate answers, and infer mastery—but a time-consuming option
Moderate Complexity Level 2: Skills and Concepts Level 3: Strategic Thinking	Procedural Knowledge (Application)	Can assess understanding of basic patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can watch students solve some problems and infer about reasoning proficiency	Can ask student to think aloud or ask follow-up questions to probe reasoning
High Complexity Level 2: Skills and Concepts Level 3: Strategic Thinking	Developing an Interpretation Problem-Solving Demonstrating a Critical Stance Ability to Create Products, Synthesize	Can assess mastery of the prerequisites of skillful performance, and well-constructed items can require thoughtful choices Can assess mastery of knowledge required to create quality products, but cannot assess the quality of products themselves—not a good choice	Can assess mastery of the prerequisites of skillful performance, and can assess student understanding of the elements of evaluation and analysis Can assess mastery of knowledge required to create quality products, but cannot assess the quality of products themselves—not a good choice	Can observe and evaluate skills as they are being performed A strong match; we can assess: (a) proficiency in carrying out steps in product development, and (b) attributes of the product itself	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance Can probe procedural knowledge and knowledge of attributes of quality products—but not product quality

Norman L. Webb, *Depth-of-Knowledge Levels for Four Content Areas*
Richard Stiggins, *Student-Involved Classroom Assessment*
Benjamin S. Bloom, *Taxonomy of Educational Objectives*

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