

APPENDIX C.3

**EXAMPLE:** Alignment of Assessment Tasks (student work samples) with DCPS Grade-Level Standards/Expectations

Grade <b>5</b> Student ID <b>M.A.</b>	1. Entry Points & complexity Less- Moderate- More	2. Task Content Centrality 0-1-2	3. Age Appro of Task 1-2-3-4	4. Comments (for PD purposes)	5. DOK (range/balance) of Assessment Tasks					
					1 Attention	2 Recall	3 Perform	4 Compre- hend	5 Apply	6 Analysis, Syn, Eval
<i>Reading</i>	<b>5LD-V9 More</b>	1	2	Synonyms - some are <u>same</u> (boy-boy)		√ match				
<i>Reading</i>	<b>5LT-P5 More</b>	2	2	Plot & characters		√ identify				
<i>Reading</i>	<b>5IT-E1 Less (detail in text)</b>	0	2	Purpose/ Chron Order - task matches text with use (map)		√ identify; match				
<i>Math</i>										
<i>Math</i>										
<i>Math</i>										
<b>TOTAL READING</b>	<b>More -2 Mod- Less -1</b>	<b>0-1 1-1 2-1</b>	<b>1-0 2-3 4-0</b>			<b>3</b>				
<b>TOTAL MATH</b>	<b>More - Mod- Less -</b>	<b>0- 1- 2-</b>								

**Training Example – Grade 5 Student Portfolio (selected pages)**

Procedure	Materials needed	Training Notes
<p>1. Fill in grade level and initials of student in corner box at top left. Next list the 3 reading entry points assessed (meaning codes for reading standards) in next column</p>	<p>Portfolio</p>	<p>Use one form/portfolio List totals at bottom for reading and math separately</p>
<p>2. Review what student was asked to do in the first reading assessment task and compare that with “less-moderate-more complexity” descriptions given in the Teacher Resource Guide for that grade level and related standard. Write “Less” or “Mod” or “More” under code</p>	<p>Portfolio Teacher Resource Guide – pages for grade level &amp; related standard</p>	<p>Teacher Resource Guide has 3 columns with “less to more complex” descriptions. I’ve termed the middle one “moderate” Which description matches best with the actual task?</p>
<p>3. Now compare the <u>actual task</u> to wording for the <u>related standard in order to determine how closely the content of the standard matches the task</u> Write “0” or “1” or “2” under column #2</p>	<p>Portfolio Teacher Resource Guide – pages for grade level &amp; related standard Codebook – page 3</p>	<p>0=no content link 1=Far link—the item/task/extended standard <b>partially captures the content</b> found in the standards 2=Near link—the item/task/extended standard clearly captures the content found in the standards  <b>also note any comments in column #4</b></p>
<p>4. Use age appropriate definitions to code task Write “1” or “2” or “3” or “4” under column #3</p>	<p>Portfolio Teacher Resource Guide – pages for grade level &amp; related standard Codebook – page 3</p>	<p>1- Adapted from grade level content 2- Not grade specific; neutral 3- Inappropriate for teens 4-Inappropriate even for elementary age <b>also note any comments in column #3</b></p>
<p>5. Use DOK levels/lists to identify DOK level student is asked to use in task</p>	<p>Portfolio Codebook – page 2</p>	<p>Mark a “√” and write verb(s) – e.g., “√ match” in all appropriate columns <i>for task</i></p>
<p>6. Repeat steps 2- 5 for each reading assessment task. The do same for math. Then total each.</p>		