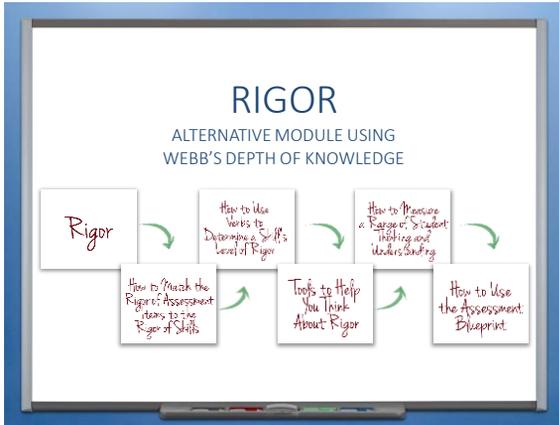
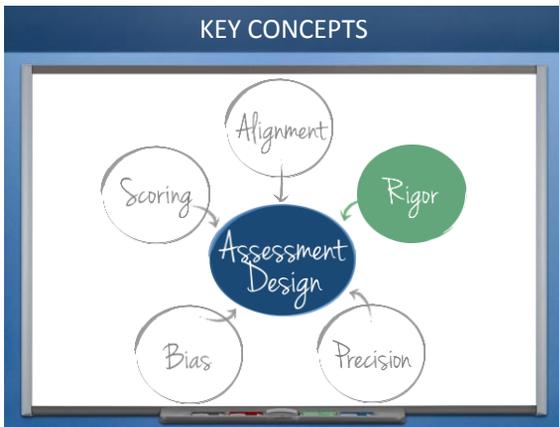


Rigor

Alternative Module Using Webb's Depth of Knowledge

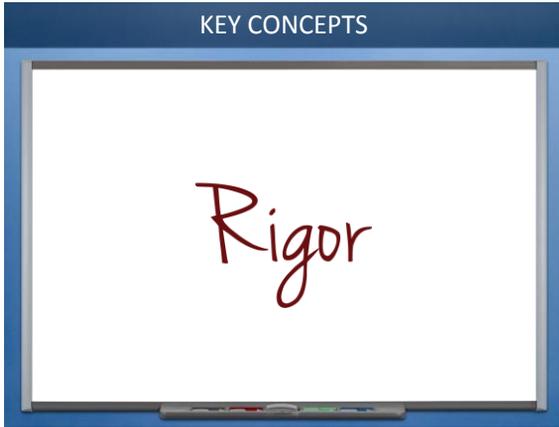


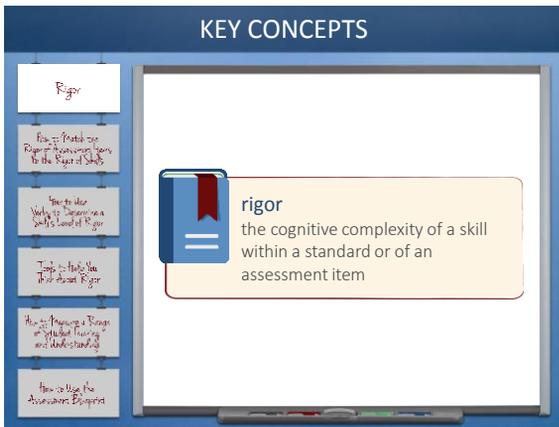


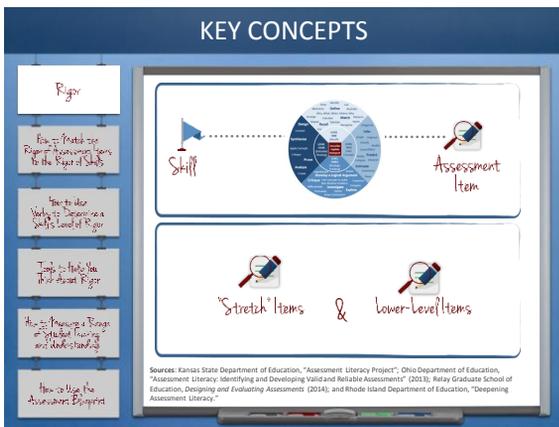
-
- INTRODUCTION & PURPOSE**
- Define what **RIGOR** means for the purpose of these modules
 - Use the **VERBS** in standards and tools that teachers have available to identify the **COGNITIVE COMPLEXITY** in standards
 - Explain why assessments with an appropriate level of rigor also measure a **RANGE OF STUDENT THINKING AND UNDERSTANDING**
 - Use the **ASSESSMENT BLUEPRINT** to document the level of rigor of each skill

Rigor

Alternative Module Using Webb's Depth of Knowledge







Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

How to Match the
Rigor of Assessment
Items to the
Rigor of Skills

KEY CONCEPTS

Rigor

How to Match the Rigor of Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge to Match Rigor

How to Match the Rigor of Skills

How to Prepare a Range of Instructional Items and Assessments

How to Use the Assessment Blueprint

KEY CONCEPTS

Rigor

Standard

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Source: Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 3" (2018).

How to Match the Rigor of Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge to Match Rigor

How to Match the Rigor of Skills

How to Prepare a Range of Instructional Items and Assessments

How to Use the Assessment Blueprint

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge to Measure Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Learning and Understanding

How to Use the Assessment Blueprint

▶ **Standard**

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

▶ **Skills**

→ Interpret whole-number quotients of whole numbers.

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge to Measure Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Learning and Understanding

How to Use the Assessment Blueprint

▶ **Skills**

→ Interpret whole-number quotients of whole numbers.

▶ **Assessment Item**

What is $12 \div 3$?

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge to Measure Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Learning and Understanding

How to Use the Assessment Blueprint

▶ **Skills**

→ Interpret whole-number quotients of whole numbers.

▶ **Assessment Item**

What is $12 \div 3$?

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Item to the Rigor of Skills

How to Use Webb's Depth of Knowledge as a Guide to Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Learning and Understanding

How to Use the Assessment Blueprint

Standard

Interpret Whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Assessment Item

What is $12 \div 3$?

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Item to the Rigor of Skills

How to Use Webb's Depth of Knowledge as a Guide to Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Learning and Understanding

How to Use the Assessment Blueprint

Standard

Interpret Whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

Assessment Item

Suppose there are 4 tanks and 3 fish in each tank. The total number of fish in this situation can be expressed as $4 \times 3 = 12$.

- a. Describe what is meant in this situation by $12 \div 3 = 4$
- b. Describe what is meant in this situation by $12 \div 4 = 3$



Source: "Fish Tanks," Illustrative Mathematics

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Item to the Rigor of Skills

How to Use Webb's Depth of Knowledge as a Guide to Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Learning and Understanding

How to Use the Assessment Blueprint

Assessment Item

Suppose there are 4 tanks and 3 fish in each tank. The total number of fish in this situation can be expressed as $4 \times 3 = 12$.

- a. Describe what is meant in this situation by $12 \div 3 = 4$
- b. Describe what is meant in this situation by $12 \div 4 = 3$



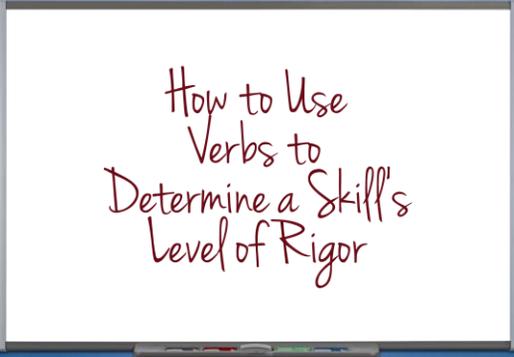


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Rigor

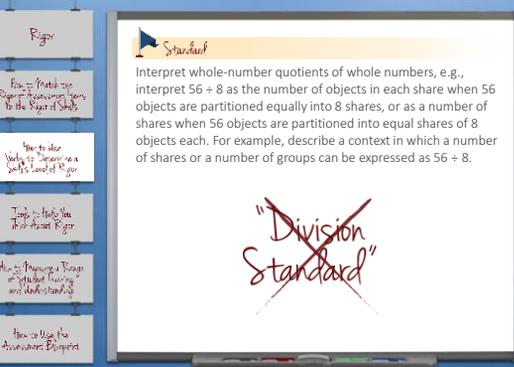
Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS



How to Use Verbs to Determine a Skill's Level of Rigor

KEY CONCEPTS



Rigor

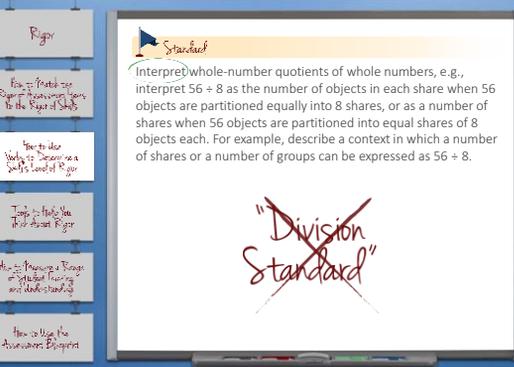
- How to Pencil the Rigor of Answer Keys to the Rigor of Skills
- How to Use Verbs to Determine a Skill's Level of Rigor
- How to Use the Rigor of Answer Keys to the Rigor of Skills
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- How to Use the Rigor of Answer Keys to the Rigor of Skills

Standard

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

~~"Division Standard"~~

KEY CONCEPTS



Rigor

- How to Pencil the Rigor of Answer Keys to the Rigor of Skills
- How to Use Verbs to Determine a Skill's Level of Rigor
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Standard

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~~"Division Standard"~~

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Determine a Skill's Level of Rigor
- How to Analyze the Rigor of an Item
- How to Prepare a Range of Instructional Practices and Assessments
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Source: New York State Department of Education, "New York State P-12 Common Core Learning Standards for English Language Arts & Literacy" (2010).

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Determine a Skill's Level of Rigor
- How to Analyze the Rigor of an Item
- How to Prepare a Range of Instructional Practices and Assessments
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Determine a Skill's Level of Rigor
- How to Analyze the Rigor of an Item
- How to Prepare a Range of Instructional Practices and Assessments
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Determine a Skill's Level of Rigor
- How to Analyze the Rigor of an Item
- How to Prepare a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Determine a Skill's Level of Rigor
- How to Analyze the Rigor of an Item
- How to Prepare a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Assessment Item

Which of the following words is an antonym of "tense"?

- a. troubled
- b. calm
- c. concerned
- d. smooth



KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Determine a Skill's Level of Rigor
- How to Analyze the Rigor of an Item
- How to Prepare a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Assessment Item

Which of the following words is an antonym of "tense"?

- a. troubled
- b. calm
- c. concerned
- d. smooth

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

- How to Find the Rigor of Assessment Items by the Rigor of Skills
- How to Use Webb's Depth of Knowledge as a Guide to Level of Rigor
- How to Find the Rigor of an Assessment Item
- How to Prepare a Range of Student Tasks at Varying Levels of Rigor
- How to Use the Assessment Blueprint

Assessment Item

Read the passage below. Then answer the question.

Last year my family went to a national park for our vacation. We saw wild animals that we had seen only in books, and we were amazed by the landscape of trees and rivers. The highlight of the trip was an **arduous** hike we took to the top of a small mountain. Though the hike was not easy, due to all the loose rocks and exposed roots on the path, the spectacular view from the top was worth it!

What does the word "arduous" mean in this passage?

Source: "Part 6 Language, 6.3 Vocabulary Acquisition and Use: Antonyms," The McGraw-Hill Companies.

KEY CONCEPTS

Rigor

- How to Find the Rigor of Assessment Items by the Rigor of Skills
- How to Use Webb's Depth of Knowledge as a Guide to Level of Rigor
- How to Find the Rigor of an Assessment Item
- How to Prepare a Range of Student Tasks at Varying Levels of Rigor
- How to Use the Assessment Blueprint

Standard

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Assessment Item

Read the passage below. Then answer the question.

Last year my family went to a national park for our vacation. We saw wild animals that we had seen only in books, and we were amazed by the landscape of trees and rivers. The highlight of the trip was an **arduous** hike we took to the top of a small mountain. Though the hike was not easy, due to all the loose rocks and exposed roots on the path, the spectacular view from the top was worth it!

What does the word "arduous" mean in this passage?

KEY CONCEPTS

Tools to Help You Think About Rigor

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge as a Guide to Rigor

How to Analyze the Assessment Rigor

How to Measure a Range of Student Thinking and Understanding

How to Use the Assessment Blueprint

Stretch

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

KEY CONCEPTS

How to Measure
a Range of Student
Thinking and
Understanding

KEY CONCEPTS

Rigor

How to Pencil the Rigor Assessment Items to the Rigor of Skills

How to Use Webb's Depth of Knowledge as a Guide to Rigor

How to Analyze the Assessment Rigor

How to Measure a Range of Student Thinking and Understanding

How to Use the Assessment Blueprint

Assessment
Items

"Stretch" Items

&

Lower-Level Items

12

Rigor

Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge as a Guide to Rigor
- How to Analyze the Rigor of Assessment Items
- How to Prepare a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

5th Grade

Reading and Writing about Informational Texts

Standards → Classroom Assessments → Instruction

9 years

Sources: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini-Assessment for Who Was Marco Polo?" by Joan Holub and The Adventures of Marco Polo by Russell Freedman" (2014).

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge as a Guide to Rigor
- How to Analyze the Rigor of Assessment Items
- How to Prepare a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

5th Grade

Reading and Writing about Informational Texts

Standards → Classroom Assessments → Instruction

9 years

Summative Assessment

KEY CONCEPTS

Rigor

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge as a Guide to Rigor
- How to Analyze the Rigor of Assessment Items
- How to Prepare a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

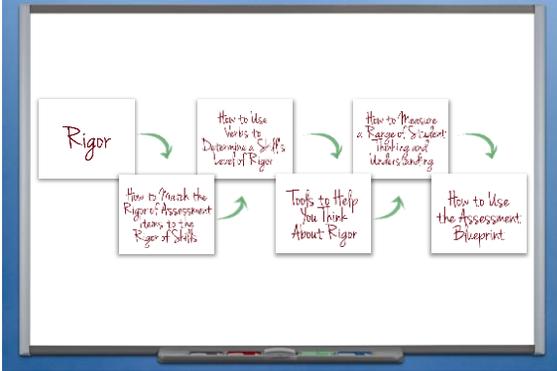
Primary Purpose

1. Primary Purpose of the Assessment	2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items
Reading Informational Text 1:	CC.8-10.R.1.1	CC.8-10.L.1.4	3	Multiple-choice
Reading Informational Text 2:	CC.8-10.R.1.2	CC.8-10.L.1.4	3	Multiple-choice
Reading Informational Text 3:	CC.8-10.R.1.3	CC.8-10.L.1.4	3	Multiple-choice
Reading Informational Text 4:	CC.8-10.R.1.4	CC.8-10.L.1.4	3	Multiple-choice
Reading Informational Text 5:	CC.8-10.R.1.5	CC.8-10.L.1.4	3	Multiple-choice
Writing 1:	CC.8-10.W.1.1	CC.8-10.L.1.4	3	Multiple-choice
Writing 2:	CC.8-10.W.1.2	CC.8-10.L.1.4	3	Multiple-choice
Writing 3:	CC.8-10.W.1.3	CC.8-10.L.1.4	3	Multiple-choice
Writing 4:	CC.8-10.W.1.4	CC.8-10.L.1.4	3	Multiple-choice
Writing 5:	CC.8-10.W.1.5	CC.8-10.L.1.4	3	Multiple-choice
Writing 6:	CC.8-10.W.1.6	CC.8-10.L.1.4	3	Multiple-choice
Writing 7:	CC.8-10.W.1.7	CC.8-10.L.1.4	3	Multiple-choice
Writing 8:	CC.8-10.W.1.8	CC.8-10.L.1.4	3	Multiple-choice
Writing 9:	CC.8-10.W.1.9	CC.8-10.L.1.4	3	Multiple-choice
Writing 10:	CC.8-10.W.1.10	CC.8-10.L.1.4	3	Multiple-choice
Writing 11:	CC.8-10.W.1.11	CC.8-10.L.1.4	3	Multiple-choice
Writing 12:	CC.8-10.W.1.12	CC.8-10.L.1.4	3	Multiple-choice
Writing 13:	CC.8-10.W.1.13	CC.8-10.L.1.4	3	Multiple-choice
Writing 14:	CC.8-10.W.1.14	CC.8-10.L.1.4	3	Multiple-choice
Writing 15:	CC.8-10.W.1.15	CC.8-10.L.1.4	3	Multiple-choice
Writing 16:	CC.8-10.W.1.16	CC.8-10.L.1.4	3	Multiple-choice
Writing 17:	CC.8-10.W.1.17	CC.8-10.L.1.4	3	Multiple-choice
Writing 18:	CC.8-10.W.1.18	CC.8-10.L.1.4	3	Multiple-choice
Writing 19:	CC.8-10.W.1.19	CC.8-10.L.1.4	3	Multiple-choice
Writing 20:	CC.8-10.W.1.20	CC.8-10.L.1.4	3	Multiple-choice
Writing 21:	CC.8-10.W.1.21	CC.8-10.L.1.4	3	Multiple-choice
Writing 22:	CC.8-10.W.1.22	CC.8-10.L.1.4	3	Multiple-choice
Writing 23:	CC.8-10.W.1.23	CC.8-10.L.1.4	3	Multiple-choice
Writing 24:	CC.8-10.W.1.24	CC.8-10.L.1.4	3	Multiple-choice
Writing 25:	CC.8-10.W.1.25	CC.8-10.L.1.4	3	Multiple-choice
Writing 26:	CC.8-10.W.1.26	CC.8-10.L.1.4	3	Multiple-choice
Writing 27:	CC.8-10.W.1.27	CC.8-10.L.1.4	3	Multiple-choice
Writing 28:	CC.8-10.W.1.28	CC.8-10.L.1.4	3	Multiple-choice
Writing 29:	CC.8-10.W.1.29	CC.8-10.L.1.4	3	Multiple-choice
Writing 30:	CC.8-10.W.1.30	CC.8-10.L.1.4	3	Multiple-choice
Writing 31:	CC.8-10.W.1.31	CC.8-10.L.1.4	3	Multiple-choice
Writing 32:	CC.8-10.W.1.32	CC.8-10.L.1.4	3	Multiple-choice
Writing 33:	CC.8-10.W.1.33	CC.8-10.L.1.4	3	Multiple-choice
Writing 34:	CC.8-10.W.1.34	CC.8-10.L.1.4	3	Multiple-choice
Writing 35:	CC.8-10.W.1.35	CC.8-10.L.1.4	3	Multiple-choice
Writing 36:	CC.8-10.W.1.36	CC.8-10.L.1.4	3	Multiple-choice
Writing 37:	CC.8-10.W.1.37	CC.8-10.L.1.4	3	Multiple-choice
Writing 38:	CC.8-10.W.1.38	CC.8-10.L.1.4	3	Multiple-choice
Writing 39:	CC.8-10.W.1.39	CC.8-10.L.1.4	3	Multiple-choice
Writing 40:	CC.8-10.W.1.40	CC.8-10.L.1.4	3	Multiple-choice
Writing 41:	CC.8-10.W.1.41	CC.8-10.L.1.4	3	Multiple-choice
Writing 42:	CC.8-10.W.1.42	CC.8-10.L.1.4	3	Multiple-choice
Writing 43:	CC.8-10.W.1.43	CC.8-10.L.1.4	3	Multiple-choice
Writing 44:	CC.8-10.W.1.44	CC.8-10.L.1.4	3	Multiple-choice
Writing 45:	CC.8-10.W.1.45	CC.8-10.L.1.4	3	Multiple-choice
Writing 46:	CC.8-10.W.1.46	CC.8-10.L.1.4	3	Multiple-choice
Writing 47:	CC.8-10.W.1.47	CC.8-10.L.1.4	3	Multiple-choice
Writing 48:	CC.8-10.W.1.48	CC.8-10.L.1.4	3	Multiple-choice
Writing 49:	CC.8-10.W.1.49	CC.8-10.L.1.4	3	Multiple-choice
Writing 50:	CC.8-10.W.1.50	CC.8-10.L.1.4	3	Multiple-choice
Writing 51:	CC.8-10.W.1.51	CC.8-10.L.1.4	3	Multiple-choice
Writing 52:	CC.8-10.W.1.52	CC.8-10.L.1.4	3	Multiple-choice
Writing 53:	CC.8-10.W.1.53	CC.8-10.L.1.4	3	Multiple-choice
Writing 54:	CC.8-10.W.1.54	CC.8-10.L.1.4	3	Multiple-choice
Writing 55:	CC.8-10.W.1.55	CC.8-10.L.1.4	3	Multiple-choice
Writing 56:	CC.8-10.W.1.56	CC.8-10.L.1.4	3	Multiple-choice
Writing 57:	CC.8-10.W.1.57	CC.8-10.L.1.4	3	Multiple-choice
Writing 58:	CC.8-10.W.1.58	CC.8-10.L.1.4	3	Multiple-choice
Writing 59:	CC.8-10.W.1.59	CC.8-10.L.1.4	3	Multiple-choice
Writing 60:	CC.8-10.W.1.60	CC.8-10.L.1.4	3	Multiple-choice
Writing 61:	CC.8-10.W.1.61	CC.8-10.L.1.4	3	Multiple-choice
Writing 62:	CC.8-10.W.1.62	CC.8-10.L.1.4	3	Multiple-choice
Writing 63:	CC.8-10.W.1.63	CC.8-10.L.1.4	3	Multiple-choice
Writing 64:	CC.8-10.W.1.64	CC.8-10.L.1.4	3	Multiple-choice
Writing 65:	CC.8-10.W.1.65	CC.8-10.L.1.4	3	Multiple-choice
Writing 66:	CC.8-10.W.1.66	CC.8-10.L.1.4	3	Multiple-choice
Writing 67:	CC.8-10.W.1.67	CC.8-10.L.1.4	3	Multiple-choice
Writing 68:	CC.8-10.W.1.68	CC.8-10.L.1.4	3	Multiple-choice
Writing 69:	CC.8-10.W.1.69	CC.8-10.L.1.4	3	Multiple-choice
Writing 70:	CC.8-10.W.1.70	CC.8-10.L.1.4	3	Multiple-choice
Writing 71:	CC.8-10.W.1.71	CC.8-10.L.1.4	3	Multiple-choice
Writing 72:	CC.8-10.W.1.72	CC.8-10.L.1.4	3	Multiple-choice
Writing 73:	CC.8-10.W.1.73	CC.8-10.L.1.4	3	Multiple-choice
Writing 74:	CC.8-10.W.1.74	CC.8-10.L.1.4	3	Multiple-choice
Writing 75:	CC.8-10.W.1.75	CC.8-10.L.1.4	3	Multiple-choice
Writing 76:	CC.8-10.W.1.76	CC.8-10.L.1.4	3	Multiple-choice
Writing 77:	CC.8-10.W.1.77	CC.8-10.L.1.4	3	Multiple-choice
Writing 78:	CC.8-10.W.1.78	CC.8-10.L.1.4	3	Multiple-choice
Writing 79:	CC.8-10.W.1.79	CC.8-10.L.1.4	3	Multiple-choice
Writing 80:	CC.8-10.W.1.80	CC.8-10.L.1.4	3	Multiple-choice
Writing 81:	CC.8-10.W.1.81	CC.8-10.L.1.4	3	Multiple-choice
Writing 82:	CC.8-10.W.1.82	CC.8-10.L.1.4	3	Multiple-choice
Writing 83:	CC.8-10.W.1.83	CC.8-10.L.1.4	3	Multiple-choice
Writing 84:	CC.8-10.W.1.84	CC.8-10.L.1.4	3	Multiple-choice
Writing 85:	CC.8-10.W.1.85	CC.8-10.L.1.4	3	Multiple-choice
Writing 86:	CC.8-10.W.1.86	CC.8-10.L.1.4	3	Multiple-choice
Writing 87:	CC.8-10.W.1.87	CC.8-10.L.1.4	3	Multiple-choice
Writing 88:	CC.8-10.W.1.88	CC.8-10.L.1.4	3	Multiple-choice
Writing 89:	CC.8-10.W.1.89	CC.8-10.L.1.4	3	Multiple-choice
Writing 90:	CC.8-10.W.1.90	CC.8-10.L.1.4	3	Multiple-choice
Writing 91:	CC.8-10.W.1.91	CC.8-10.L.1.4	3	Multiple-choice
Writing 92:	CC.8-10.W.1.92	CC.8-10.L.1.4	3	Multiple-choice
Writing 93:	CC.8-10.W.1.93	CC.8-10.L.1.4	3	Multiple-choice
Writing 94:	CC.8-10.W.1.94	CC.8-10.L.1.4	3	Multiple-choice
Writing 95:	CC.8-10.W.1.95	CC.8-10.L.1.4	3	Multiple-choice
Writing 96:	CC.8-10.W.1.96	CC.8-10.L.1.4	3	Multiple-choice
Writing 97:	CC.8-10.W.1.97	CC.8-10.L.1.4	3	Multiple-choice
Writing 98:	CC.8-10.W.1.98	CC.8-10.L.1.4	3	Multiple-choice
Writing 99:	CC.8-10.W.1.99	CC.8-10.L.1.4	3	Multiple-choice
Writing 100:	CC.8-10.W.1.100	CC.8-10.L.1.4	3	Multiple-choice

Rigor

Alternative Module Using Webb's Depth of Knowledge

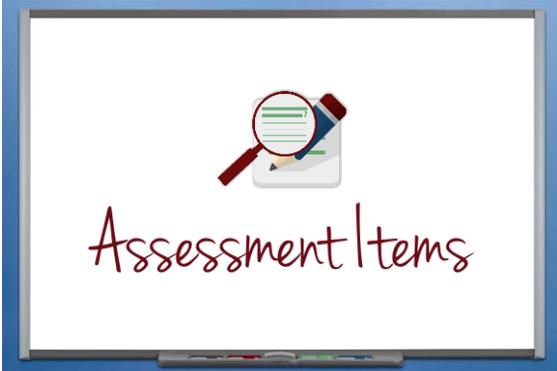
CHECK FOR UNDERSTANDING



CHECK FOR UNDERSTANDING

- Define what **RIGOR** means for the purpose of these modules
- Use the **VERBS** in standards and tools that teachers have available to identify the **COGNITIVE COMPLEXITY** in standards
- Explain why assessments with an appropriate level of rigor also measure a **RANGE OF STUDENT THINKING AND UNDERSTANDING**
- Use the **ASSESSMENT BLUEPRINT** to document the level of rigor of each skill

CHECK FOR UNDERSTANDING



Rigor

Alternative Module Using Webb's Depth of Knowledge

CHECK FOR UNDERSTANDING

 *Assessment Item*

1. Using Webb's Depth of Knowledge levels, identify the level or levels of rigor in this standard from Iowa. Remember to pay close attention to the verbs.

Understand the use of geographic tools to locate and analyze information about people, places, and environments.



Source: Iowa Department of Education, "Iowa Core K-12 Social Studies" (2010).

CHECK FOR UNDERSTANDING

 *Assessment Item*

1. Using Webb's Depth of Knowledge levels, identify the level or levels of rigor in this standard from Iowa. Remember to pay close attention to the verbs.

Understand the use of geographic tools to locate and analyze information about people, places, and environments.



CHECK FOR UNDERSTANDING

 *Answer*

1. Using Webb's Depth of Knowledge levels, identify the level or levels of rigor in this standard from Iowa. Remember to pay close attention to the verbs.

Understand the use of geographic tools to locate and analyze information about people, places, and environments.

The key verbs in the skills in this standard are "use" and "analyze," which are associated with lower- and higher-order skills. "Understand" is a level 2 skill, and "analyze" is a level 4 skill.

Rigor

Alternative Module Using Webb's Depth of Knowledge

CHECK FOR UNDERSTANDING



Assessment Item

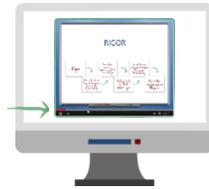
2. Explain in your own words why well-designed assessments should measure a range of student thinking and understanding.

CHECK FOR UNDERSTANDING



Assessment Item

2. Explain in your own words why well-designed assessments should measure a range of student thinking and understanding.



CHECK FOR UNDERSTANDING



Answer

2. Explain in your own words why well-designed assessments should measure a range of student thinking and understanding.

Well-designed assessments include items with various levels of rigor to ensure that they measure what all students know and can do. If assessments are too easy, some students may not have the opportunity to demonstrate the upper bounds of what they know and can do. I should include items in my assessment that challenge all of my students.

On the other hand, if assessments are too complex, some students may not be able to showcase their knowledge and skills at all. I can include items that require lower-level thinking to reveal where learning breaks down among students struggling to master a standard.

Rigor

Alternative Module Using Webb's Depth of Knowledge

