

Figure 4.3:

Aligning Learning Targets With Assessment Instruments and Formative Assessment Tasks

1. **Student opportunity to learn:** Do all teachers in your course have access to the same content? By the end of the unit, will every teacher have covered the same content with the same rigor?
2. **Depth of knowledge:** Are cognitive requirements between the in-class formative assessment tasks and the learning targets in the unit consistent for each teacher? Is the same complexity of knowledge (and skill) sought and required by all teachers for the mathematics unit?
3. **Range of knowledge:** Is the range of content covered under each of the content clusters for the unit of knowledge similar from teacher to teacher in the course? Do all teachers of the course include daily tasks that prepare students for procedural fluency as well as the conceptual understanding tasks that will be part of the common assessment instruments that all teachers will use?
4. **Balance of representation:** Are learning targets for a particular cluster of standards given the same emphasis on the common assessment instruments?
5. **Source of challenge:** Does student assessment (test) performance actually depend on mastering the learning targets and not on irrelevant knowledge or skills?

Source: Adapted from Wise & Alt, 2005, p. 4.