**Grade-Level Learning Progression**

**Directions:** Develop using instructions in “Developing grade-level learning progressions” guide

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Learning progression levels:**  | **Additional learning progression notes:** |
| **Directions** |  | **What Students Know/Are Able to Do**  | **Potential misconceptions associated with this knowledge or skill**  | **What students need to learn next** |
| **Upper Anchor:** Grade-level standard, domain, or other significant curricular outcome | 7 |  |  |  |
| **Building Blocks:** Sequence of how knowledge and understanding develops.Look at the nouns and verbs from the standard as well as the standards that precede your grade level standard; what do students need to know? | 6 |  |  |  |
| 5 |  |  |  |
| 4 |  |  |  |
| 3 |  |  |  |
| 2 |  |  |  |
| **Lower Anchor:** How do your most struggling students typically think about this topic before instruction? | 1 |  |  |  |

# Item templates for assessment items

**Directions:**

Make sure to develop at least two items for each Learning Progression level.

As needed, adjust the size of the text boxes and adjust the number and description of scoring guide content.

Complete one template for each individual item; duplicate templates as needed so that all items in your assessment are developed in template.

**Selected Response**

| Item # |  |
| --- | --- |
| Learning Progression Level(s) # |  |
| Standard |  |

**Directions to student.** *All selected response items may have the same directions.*

|  |
| --- |

**Item/Question**

|  |
| --- |

**Response Option**

| Letter | Response Text | What this response represents about the student’s knowledge or skill |
| --- | --- | --- |
|  |  | *Correct Answer/ On Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with. |
|  |  | *Incorrect Answer/ Below Target:* Student has **slight** misunderstanding/**incomplete** knowledge |
|  |  | *Incorrect Answer/ Substantially Below Target:* Student **substantial** misunderstanding/ **large gaps** in knowledge |
|  |  | *Incorrect Answer:* Irrelevant/Off topic answer |

**Constructed Response**

| Item # |  |
| --- | --- |
| Learning Progression Level(s) # |  |
| Cognitive Rigor Level |  |

**Directions to student.** *All constructed response items may have the same directions or directions may be item-specific.*

|  |
| --- |

**Item/Question**

|  |
| --- |

**Preliminary Scoring Guide (not for sharing with students):** *Adjust number of levels as needed; adjust right column text as needed.*

| Description of types of students responses  | What this response represents about the student’s knowledge or skill |
| --- | --- |
|  | *Exceeds Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with **as well as knowledge and skills that exceeds learning progression level.** |
|  | *On Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with. |
|  | *Below Target:* Student has **slight** misunderstanding/**incomplete** knowledge |
|  | *Substantially Below Target:* Student **substantial** misunderstanding/ **large gaps** in knowledge |
|  | *Irrelevant/Off topic answer*  |

**Extended Response**

| Item # |  |
| --- | --- |
| Learning Progression Level(s) # |  |
| Standard |  |

**Directions to student.** *All extended response items may have the same directions or directions may be item-specific.*

|  |
| --- |

**Item/Question**

|  |
| --- |

**Preliminary Scoring Guide (not for sharing with students):** *Adjust number of levels as needed; adjust right column text as needed.*

| Types of students responses  | What this response represents about the student’s knowledge or skill |
| --- | --- |
|  | *Exceeds Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with **as well as knowledge and skills that exceeds learning progression level.** |
|  | *On Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with. |
|  | *Below Target:* Student has **slight** misunderstanding/**incomplete** knowledge |
|  | *Substantially Below Target:* Student **substantial** misunderstanding/ **large gaps** in knowledge |
|  | *Irrelevant/Off topic answer*  |

**Performance Task**

| Item # |  |
| --- | --- |
| Learning Progression Level(s) # |  |
| Standard |  |

**Directions to student.** *Performance task directions will generally be item-specific.*

|  |
| --- |

**Item/Question**

|  |
| --- |

**Preliminary Scoring Guide (not for sharing with students):** *Adjust number of levels as needed; adjust right column text as needed.*

*For a single Performance Tasks, there may be multiple scoring guides. For instance, the same task may elicit information about multiple skills or about both knowledge and skills. Each scoring guide should count as 1 item, thus a performance task may include 2 or 3 items.*

*Rubric development will be explored in greater depth during the scoring chapters and the scoring working session; because scoring guides are an important part of Performance Task directions and we will not go into scoring guides until the next videos, we do not encourage the use of many Performance Tasks unless you have prior experience with this item type. If you have prior experience with this item type, we welcome items in this area.*

| Types of students responses  | What this response represents about the student’s knowledge or skill |
| --- | --- |
|  | *Exceeds Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with **as well as knowledge and skills that exceeds learning progression level.** |
|  | *On Target:* Student has the knowledge or skill represented at the learning progression level that this item aligns with. |
|  | *Below Target:* Student has **slight** misunderstanding/**incomplete** knowledge |
|  | *Substantially Below Target:* Student **substantial** misunderstanding/ **large gaps** in knowledge |
|  | *Irrelevant/Off topic answer*  |