

FLY JSD-Assessment Review Protocol

Author(s) of the assessment will complete the first two pages of this document.

Class: _____

Title/unit of assessment: _____

List the standard numbers(s) addressed in the assessment

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List the learning targets found within the standard (assessable parts of the standards above) and the number of questions on the assessment for each learning target:

Learning Target	Number of Questions

What types of assessment questions were used and why were these types chosen? (Ex. multiple choice, constructed response, performance assessment):

What did you determine was the acceptable student achievement level for this assessment? (Ex. rubric, percentage, number correct on each target) How was the level determined? (If a rubric was used - attach):

Rigor of Targets (choose to fill in one of the table below OR write the level of rigor next to each question on the assessment). **ONLY COMPLETE ONE OF THE CHARTS**

Table for Multiple-Choice, Selected Response

Total Number of Questions	Webb's Depth of Knowledge Levels
	Level 1 - Recall - Recall of a fact, information or procedure.
	Level 2 - Skill/Concept - Use information or conceptual knowledge, two or more steps, etc.
	Level 3- Strategic Thinking - Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.
	Level 4 - Extended Thinking - Requires an investigation, time to think and process multiple conditions of the problem.

Table for Product Based Assessment

Level(s) Product Requires	Webb's Depth of Knowledge Levels
	Level 1 - Recall - Recall of a fact, information or procedure.
	Level 2 - Skill/Concept - Use information or conceptual knowledge, two or more steps, etc.
	Level 3- Strategic Thinking - Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.
	Level 4 - Extended Thinking - Requires an investigation, time to think and process multiple conditions of the problem.

Reviewer should complete this section.

Statements of quality:	No Evidence	Developing	Proficient
The assessment aligns tightly to the learning targets.			
The assessment focuses on assessing skills worth learning.			
The assessment strives to stimulate real challenges facing people in a field of study or real life.			
The type of assessment questions align with the student expectation of the learning target.			
The assessment emphasizes prompts or tasks requiring thought and knowledge.			
Students are asked to be reflective before and/or after the assessment.			
Each learning target has enough questions to adequately assess the target(s).			

Reviewer Team Feedback

Celebrations of Strengths	Opportunities for Growth