# RCD Unit Assessment Planner

| Subject(s) |  |
| Grade/Course |  |
| Unit of Study |  |
| **Type** | ☐ Post-Assessment ☐ Pre-Assessment |
| **Format(s)** | ☐ Selected Response ☐ Constructed Response (Short Answer) ☐ Performance Based ☐ Constructed Response (Extended) |
| **Admin. Date** |  |

**“Unwrapped” Priority Standards**

<table>
<thead>
<tr>
<th><strong>“Unwrapped” Concepts</strong> (students need to know)</th>
<th><strong>“Unwrapped” Skills</strong> (students need to be able to do)</th>
<th><strong>Levels of Rigor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bloom’s</td>
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<table>
<thead>
<tr>
<th><strong>Essential Questions</strong></th>
<th><strong>Corresponding Big Ideas</strong></th>
</tr>
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**Standardized Assessment Correlations** *(State, College, and Career)*

Note to curriculum design teams: Review grade-specific state standardized assessments for the *types of questions directly related* to the “unwrapped” Priority Standards concepts and skills in focus for this unit of study. Write assessment questions to reflect the *format*, *vocabulary used*, and *frequency* of those questions.

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Directions:
1. Copy **all** of the “unwrapped” concepts and skills, and matching Bloom’s/DOK levels.
2. **Bold** those you will assess through the selected-response format.
3. Write assessment questions that **directly match** the approximate level of rigor for each skill.
4. Make all **distracters** (incorrect answer choices) plausible and/or reflective of common student errors.

“Unwrapped” Concepts and Skills; Bloom’s/DOK Levels:

Selected-Response Questions:

Selected-Response Answer Key
Directions:
1. Copy **all** of the “unwrapped” concepts and skills, and matching Bloom’s/DOK levels.
2. **Bold** those you will assess through the short-answer constructed-response format.
3. Write assessment questions that **directly match** the approximate level of rigor for each skill.

“Unwrapped” Concepts and Skills; Bloom’s/DOK Levels:

**Short Constructed-Response Questions:**
Constructing-Response Short-Answer Scoring Guide

Goal
☐
☐
☐

Progressing
☐ Meets 2 of the Goal criteria

Beginning
☐ Meets fewer than 2 of the Goal criteria
☐ Task to be repeated after reteaching
☐ Comments:

Reading Passage, Article, Graph, Chart

Constructing Response (Extended Response)

Directions:
1. Copy all of the "unwrapped" concepts and skills, and matching Bloom's/DOK levels.
2. Bold those you will assess through the extended-response format.
3. Write assessment questions that directly match the approximate level of rigor for each skill.
“Unwrapped” Concepts and Skills; Bloom’s/DOK Levels:

**Extended** Constructed-Response Question:

**Constructed-Response Extended-Response Scoring Guide**

**Advanced or Exemplary**
- ☐ All Goal criteria met, *plus*:
- ☐

**Goal**
- ☐
- ☐
- ☐

**Progressing**
- ☐ Meets ____ of the Goal criteria

**Beginning**
- ☐ Meets fewer than ____ of the Goal criteria
- ☐ Task to be repeated after reteaching
- ☐ Comments:

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**Performance-Based Assessment**

Directions:
1. Copy the “unwrapped” concepts, and skills, and matching Bloom’s/DOK levels to assess through *performance or demonstration*.
2. Write assessment description and/or directions that *directly match* the approximate level of rigor for each skill.

<table>
<thead>
<tr>
<th>“Unwrapped” Concepts and Skills; Bloom’s/DOK Levels:</th>
</tr>
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<tbody>
<tr>
<td>Performance-Based Task:</td>
</tr>
</tbody>
</table>

**Performance-Based Scoring Guide**

*Advanced or Exemplary*
- ☐ All Goal criteria met, *plus*:
- ☐

*Goal*
- ☐
- ☐
- ☐
- ☐
Progressing
☐ Meets ____ of the Goal criteria

Beginning
☐ Meets fewer than ____ of the Goal criteria
☐ Task to be repeated after reteaching
☐ Comments:

Big Idea Responses to Essential Questions

Student directions: Write a Big Idea response for each of the following Essential Questions. Include vocabulary terms you have learned. Your responses will be evaluated using the Big Ideas Scoring Guide.

Big Ideas Scoring Guide

Advanced or Exemplary
☐ All Goal criteria met, plus:
☐ Provides example(s) as part of responses
☐ Makes connections to other areas of school or life

(Continued)
Goal
☐ States all Big Ideas correctly in own words
☐ Includes vocabulary terms in responses

Progressing
☐ Meets 1 of the Goal criteria

Beginning
☐ Not yet able to respond correctly
☐ Comments: