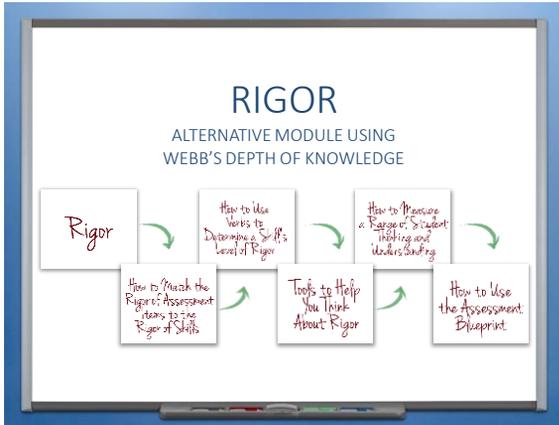


# Rigor

## Alternative Module Using Webb's Depth of Knowledge



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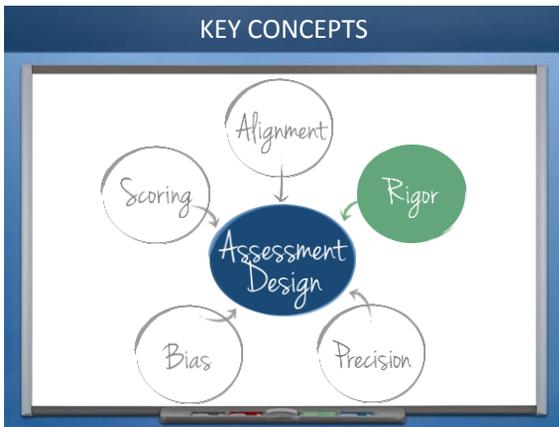
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- 
- INTRODUCTION & PURPOSE**
- Define what **RIGOR** means for the purpose of these modules
  - Use the **VERBS** in standards and tools that teachers have available to identify the **COGNITIVE COMPLEXITY** in standards
  - Explain why assessments 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

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# Rigor

## Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS



Rigor

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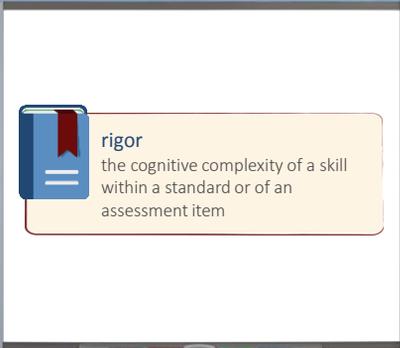
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KEY CONCEPTS

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 Apply the Rigor of Skills
- How to Prepare a Range of "Stretch" Items and "Lower-Level" Items
- How to Use the Assessment Blueprint



rigor  
the cognitive complexity of a skill within a standard or of an assessment item

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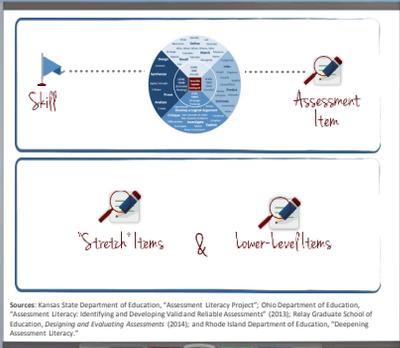
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KEY CONCEPTS

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 Apply the Rigor of Skills
- How to Prepare a Range of "Stretch" Items and "Lower-Level" Items
- How to Use the Assessment Blueprint



Skill → Assessment Item

Stretch Items & Lower-Level Items

Sources: Kansas State Department of Education, "Assessment Literacy Project"; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2018); Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); and Rhode Island Department of Education, "Deepening Assessment Literacy."

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# Rigor

## Alternative Module Using Webb's Depth of Knowledge

**KEY CONCEPTS**

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

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**KEY CONCEPTS**

Rigor

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

How to Use Webb's Depth of Knowledge

How to Match the Rigor of Skills

How to Prepare a Range of Instructional Items and Assessments

How to Use the Assessment Blueprint

Skill Assessment Item

Standard

Skills

- a
- b
- c

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**KEY CONCEPTS**

Rigor

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

How to Use Webb's Depth of Knowledge

How to Match the Rigor of Skills

How to Prepare a Range of Instructional Items and Assessments

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  $56 \div 8$ .

Source: Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 3" (2010).

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# 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 Assess 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

**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.

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**KEY CONCEPTS**

**Rigor**

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Assess 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

**Standards** → **Classroom Assessments**

**Skills**

- Interpret whole-number quotients of whole numbers.

**Assessment Item**

What is  $12 \div 3$ ?

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**KEY CONCEPTS**

**Rigor**

- How to Pencil the Rigor Assessment Items to the Rigor of Skills
- How to Use Webb's Depth of Knowledge to Assess 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

**Standard** → **Skill** → **Assessment Item**

**Skills**

- Interpret whole-number quotients of whole numbers.

**Assessment Item**

What is  $12 \div 3$ ?

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# 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 Level of 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  $12 \div 3$ ?

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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 Level of 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

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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 Level of 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  $12 \div 4 = 3$

Standard      Skill      Assessment Item

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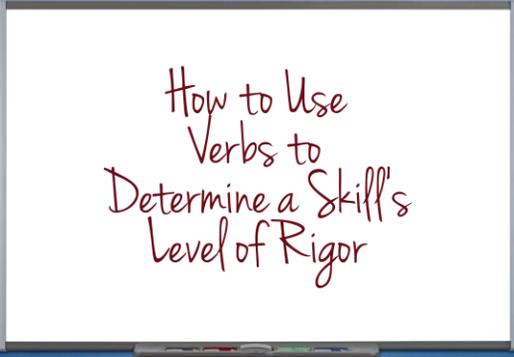
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# Rigor

## Alternative Module Using Webb's Depth of Knowledge

KEY CONCEPTS



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

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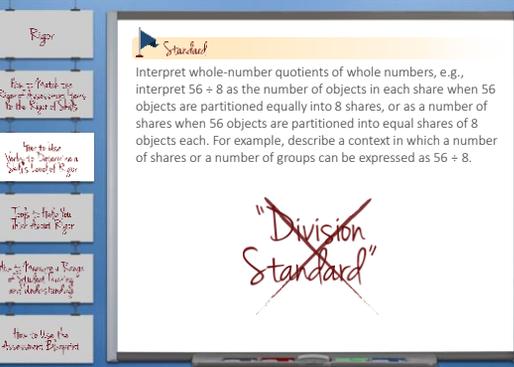
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KEY CONCEPTS



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
- How to Use the Rigor of Answer Keys to the Rigor of Skills
- How to Use the Rigor of Answer Keys to the Rigor of Skills
- 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"~~

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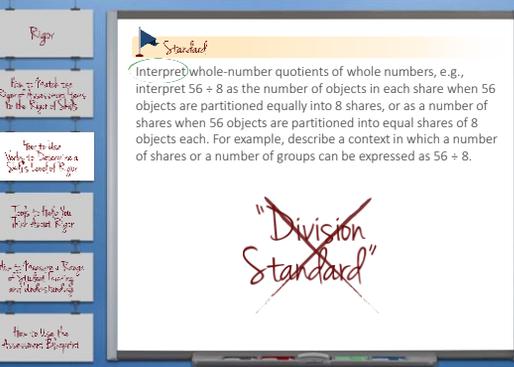
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KEY CONCEPTS



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
- How to Use the Rigor of Answer Keys to the Rigor of Skills
- How to Use the Rigor of Answer Keys to the Rigor of Skills
- 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"~~

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# 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).

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**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.

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**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.

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# 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.



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**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



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**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

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# 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.

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**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?

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**KEY CONCEPTS**

Tools to Help You Think About Rigor

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# 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 Level of Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Thinking and Understanding

How to Use the Assessment Blueprint

Higher-Order Thinking

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating

Lower-Order Thinking

Source: Moody, Michael, and Jason Stricker, Strategic Design for Student Achievement (2008).

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**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 Level of Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Thinking and Understanding

How to Use the Assessment Blueprint

Source: Mississippi Department of Education, Webb's Depth of Knowledge Guide: Career and Technical Education Definitions (2009).

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**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 Level of Rigor

How to Apply the Rigor of Skills

How to Prepare a Range of Student Thinking and Understanding

How to Use the Assessment Blueprint

Higher-Order Thinking

Lower-Order Thinking

Source: Mississippi Department of Education, Webb's Depth of Knowledge Guide: Career and Technical Education Definitions (2009).

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# 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 Equipment

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.

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### KEY CONCEPTS

How to Measure  
a Range of Student  
Thinking and  
Understanding

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### 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 Equipment

Assessment  
Items

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"Stretch" Items    &    Lower-Level Items

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# 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 Level of Rigor
- How to Analyze the Rigor of Assessment Items
- How to Analyze a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

Lower-Order Thinking

Higher-Order Thinking

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**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 Level of Rigor
- How to Analyze the Rigor of Assessment Items
- How to Analyze a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

**Standard**

The student solves problems involving direct proportional relationships. The student is expected to estimate and find solutions to application problems involving percent; and estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.

Source: Texas Education Agency Student Assessment Division, "Grade 7 Mathematics Assessment" (2010).

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**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 Level of Rigor
- How to Analyze the Rigor of Assessment Items
- How to Analyze a Range of Student Learning and Understanding
- How to Use the Assessment Blueprint

**Standard**

The student solves problems involving direct proportional relationships. The student is expected to estimate and find solutions to application problems involving percent; and estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.

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# 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

9 years

Standards → Classroom Assessments → Instruction

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).

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**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

9 years

Standards → Classroom Assessments → Instruction

Summative Assessment

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**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 3:	Read and comprehend informational text, including history/social studies/science texts, in the grades 5-7 text complexity band assessed.	Analyze how an article or text treats a subject or issue, including how different characters or perspectives on the subject are introduced and developed.	3	Multiple-choice
Reading Informational Text 4:	Read and comprehend informational text, including history/social studies/science texts, in the grades 5-7 text complexity band assessed.	Analyze how an article or text treats a subject or issue, including how different characters or perspectives on the subject are introduced and developed.	3	Multiple-choice
Reading Informational Text 5:	Read and comprehend informational text, including history/social studies/science texts, in the grades 5-7 text complexity band assessed.	Analyze how an article or text treats a subject or issue, including how different characters or perspectives on the subject are introduced and developed.	3	Multiple-choice
Writing 5:	Write opinion pieces on topics or texts, supporting a point of view with reasons and observations.	Write an opinion piece on a topic.	3	Open-ended

Standards(s)

Skill(s)

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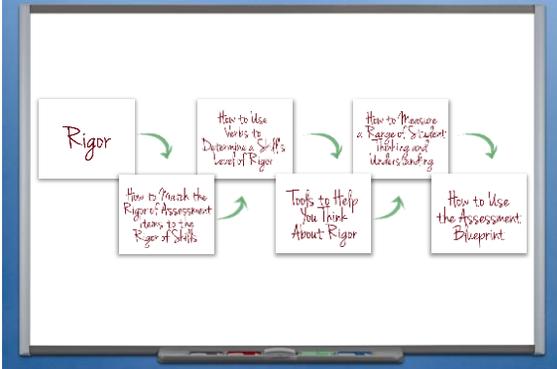




# Rigor

## Alternative Module Using Webb's Depth of Knowledge

### CHECK FOR UNDERSTANDING



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### 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

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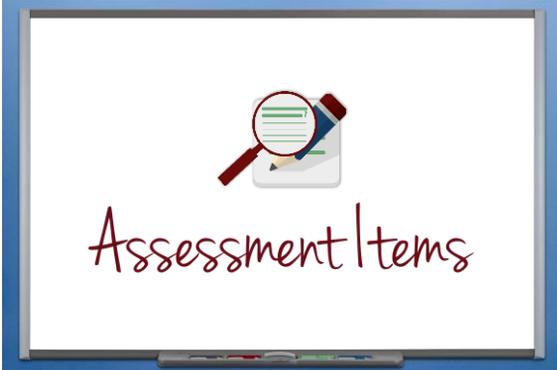
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### CHECK FOR UNDERSTANDING



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# 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).

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**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.



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**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.*

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# 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.

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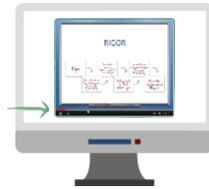
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### CHECK FOR UNDERSTANDING



#### Assessment Item

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



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### 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.*

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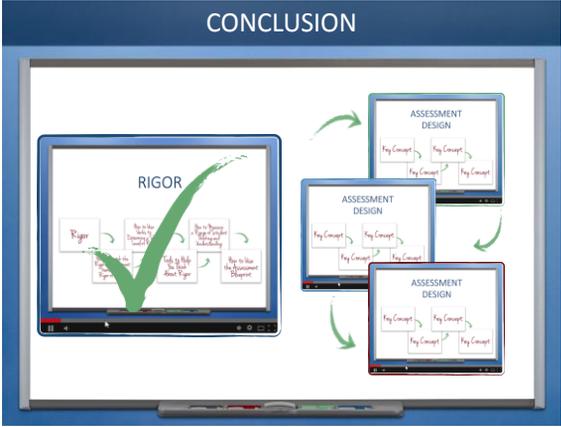
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# Rigor

## Alternative Module Using Webb's Depth of Knowledge



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