

***A matrix for building, self-assessing and peer reviewing local assessment:***

<p align="center"><b>Task Difficulty (Complexity, Autonomy, Context)</b></p> <p><b>ELA Examples</b></p> <p><b>Cognitive Demand (Depth and breadth of thinking)</b></p>	<p>1. <i>Item</i>: no task analysis, strategy, or real performance required: a selected-response or fill-in test item.</p> <p><i>E.g. A multiple-choice item requiring the editing of a sentence</i></p>	<p>2. <i>Simple script</i>: a routine, constructed-response task involving a familiar script, recipe, or process.</p> <p>(more like the “drill” than the “game”)</p> <p><i>E.g. A familiar and simplified writing prompt, with steps spelled out.</i></p>	<p>3. <i>Complex performance</i>: A non-routine, complex task in a realistic context, requiring task analysis, strategy, and autonomy in the use of one’s repertoire, self-assessment, and self-adjustment.</p> <p>(more like the “game” than the “drill”)</p> <p><i>E.g. A complex task in which little scaffold or guidance is given, and there is a novel question and context to consider.</i></p>
<p>A. <i>Recall</i>: Accurate memory of familiar content. E.g. <i>Recall a character’s name or a definition</i></p>			<p><i>unlikely</i></p>
<p>B. <i>Basic</i>: requires familiar, brief, and uncomplicated thinking, signaled by the way the challenge is scaffolded and worded. E.g. <i>Infer a character’s motive from 1-2 obvious details and author language.</i></p>			
<p>C. <i>Understanding</i>: requires higher-order thought about content, strategy, and sequence. However, the challenge is scaffolded so that the thinking required should seem straightforward – i.e. ‘near transfer’ of thought. E.g. <i>Analyze &amp; Infer a character’s motives from varied details and author language.</i></p>			
<p>D. <i>Complex understanding</i>: the challenge to thinking is significant: minimal or no scaffold is provided, so it is unclear which content and processes should be used, and what to make of ideas and facts that may seem to conflict or to be insufficient. Insight, analysis, and multiple steps of reasoning are needed – i.e. ‘far transfer’ of thought. <i>Analyze &amp; Infer a character’s motives from varied details, author language, and an unreliable narrator.</i></p>	<p><i>Unlikely</i></p>		

Place the number of total questions and % corresponding to each cell. E.g. There are 8 questions coded A.1 = 23%, 4 questions coded A.2. = 16%, etc. NOTE: coding the cognitive demand and task complexity often requires background knowledge. It requires you to know whether or not the students had studied and gone over with the teacher the questions/tasks on the assessment (or ones just like them). Just reading the assessment by itself might cause a rater other than the teacher to set the level of demand as high when in fact it is a recall question (i.e. the exact question was covered in class).