Step 3: Determine Assessment Type Based on Cognitive Rigor

Level	Learner Actions	Key Actions	Application to Assessment
Level1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	**Attributes:** One correct answer: recall; recognize; or define terms or properties Selected Response • Multiple Choice • True/False;Yes/No • Matching • Fill in the blank Short Constructed Response • Listing • Short paragraph • Problem with work shown
Level 2: Concept	Involves some mental skills, concepts, or processing; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	**Attributes:** One correct answer; may explain process / procedures Selected Response • Multiple Choice • True/False;Yes/No • Matching • Fill in the blank Short Constructed Response • Generally one paragraph or less; writing a list; steps in a process
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	**Attributes:** May have multiple answers/solutions, includes justification Non Traditional Selected Response • Can have two correct answers • Can be paired with another item for justification of thinking Short Constructed Response • Can be paired with a selected response item • Problem with work shown/explanation of process Extended Response-Multi-paragraph
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking. Cognitive demands are high-students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	**Attributes:** Extended time to complete and synthesis is required. Multiple choice difficult to write at this level. Extended Response • Multi-paragraph compositions • Apply a model to describe or design a mathematical model to inform or solve • Research projects/Performance-based assessment http://www.nj.gov/education/AchieveNJ/teacher/forms/SGO1-3.pdf