

Figure 1.13

Checking for Cognitive-Demand Balance on the Common Unit Assessment Instrument

Directions: With your collaborative team, answer the following questions to check the cognitive-demand balance of your common assessment instruments.

1. What does the current assessment instrument do well in terms of the nature of the cognitive demand for each mathematical task on the test?
2. How are prerequisite skills and common misconceptions regarding the essential learning standards addressed in this assessment instrument?
3. Which items on the assessment should remain as lower-level-cognitive-demand tasks?
4. Which items are more easily adapted into higher-level-cognitive-demand tasks? And how might you adapt them toward a higher level of cognitive demand?