

CLASSROOM ASSESSMENT MATRIX		Commonly Used Verbs	METHOD				
			WRITTEN RESPONSE (Paper/Pencil or Computer)			PERFORMANCE/ PRODUCT	OBSERVATION/ CONVERSATION
			Selected Response True/False, multiple-choice, & matching	Short Response Fill-in-the-blank & short answer	Extended Response Essays & reports Academic prompts		
TARGET	Knowledge Recall facts/information; Know <i>how</i> to (procedural); Know via reference or retrieval (<i>where</i> to find it)	<i>Identify, select, match, choose, recognize, name, label, know, list, describe, define, quote, recite, repeat, memorize</i>	Can sample mastery of knowledge elements	Can sample mastery of knowledge elements & suggest understanding of relationships	Can tap understanding of relationship among elements of knowledge	Not a strong choice for this target type—other options preferred	Assessor can ask questions, evaluate answers, & infer mastery, but a time-consuming option; not efficient
	Reasoning Abilities Use knowledge to reason for: ◆ Decision-making ◆ Problem Solving ◆ Critical Thinking	<i>Order, determine, dissect, examine, justify, compare, contrast, combine, relate, adapt, modify, group, categorize, predict, conclude, judge, classify, infer, deduce, evaluate, estimate, relate, distinguish, identify patterns, consider, analyze</i>	Can assess understanding of basic patterns of reasoning	Brief description of complex problem solutions can provide a deeper window into reasoning proficiency	Written descriptions of complex problem solutions can provide a deeper window into reasoning proficiency	Can infer reasoning proficiency from direct observation of student problem-solving behavior	Can infer reasoning proficiency more deeply by asking student to “think aloud” or through focused, probing follow-up questions
	Understandings Ability to comprehend and demonstrate depth, breadth and flexibility of concepts and transferable skills	<i>Use the phrase “As evidenced by” to determine the most valid and aligned evidence. The best type of evidence depends which facet of understanding is being assessed (Six Facets = Self-Knowledge, Empathy, Application, Perspective, Interpretation, or Explanation)</i>			Performance tasks are the preferred type of assessment evidence to demonstrate understanding with validity. Instructional units should be anchored with cornerstone performance assessments. These assessments require learners to apply their knowledge, reasoning, skills and dispositions in real-world scenarios and novel experiences.		
	Performance Skills Use knowledge and reasoning abilities for physical skills and/or demonstration of proficiency	<i>Observe, focus, attention, listen, perform, process, conduct, work, read, speak, assemble, operate, demonstrate, investigate, critique, assess, explain, differentiate, model, collect, dramatize, explore, discuss, question, compute, cite hypothesize, formulate</i>	Not a good match. Can assess mastery of knowledge prerequisites to the ability to create quality products—but cannot assess the quality of the products themselves		Can assess skill in writing directly, but otherwise limited to prerequisite knowledge	Can directly observe and evaluate skills as they are being performed	Can assess skill in oral communication directly; can also assess mastery of prerequisite knowledge
	Products / Performances Creations, exhibits, reports, simulations, recitals, role plays	<i>Design, produce, create, develop, make, write, draw, represent, display, construct, perform, synthesize, apply concepts, prove, draw & communicate conclusions</i>	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products—but cannot assess the quality of the products themselves		Can assess ability to create written product directly, but otherwise limited to prerequisite knowledge	Can assess directly: (a) proficiency in carrying out steps in product development and (b) attributes of the product itself	Can probe knowledge of procedures and attributes of quality—but not product quality itself
	Dispositions Affective goals that influence confidence, contribute to engagement, impact motivation—and ultimately—shape success	<i>Can ask learner to rate, explain, illustrate, or demonstrate based on attitudes, beliefs, and/or habits of mind</i>	Questionnaires & surveys can tap learners’ feelings and attitudes	Open response items can capture additional information not included in a fixed survey	Open-ended questions can elicit deep responses about feelings and/or attitudes	Dispositions can be inferred from behavior and products	Feelings and attitudes can be explored and probed in depth