P-1: Create or obtain assessments

Scaffold questions (if appropriate)

- **Decide whether scaffolding is necessary**
- **If scaffolding is necessary, find the cognitive level of your learning goal's verb using (see Bloom's Taxonomy Tool in the P-1 Tools section)**
- **Break down your aligned questions into more basic, lower-level questions**
- **Make sure that your scaffolded questions lead to the cognitive level of your learning goal** – don't stop short of your learning goal's level, or your questions won't be aligned

Questions are scaffolded, if necessary

Scaffolded questions:

- address skills or actions that are above and/or below the Bloom's level of the learning goal
- gradually increase in complexity to determine the extent of student learning and where student understanding breaks down

For examples of scaffolded questions, see the kindergarten example at the bottom of this page and see the examples in the Illustrations section of the P-1 page.

When should tests have scaffolded questions?	When do tests not need scaffolded questions?
When the results of the test will be used to inform later instruction (like in formative, diagnostic, and certain summative assessments) **Why?** The more detailed information an assessment gives about what exactly students do or don't understand, the better it is in helping a teacher tailor his/her instruction to meet student needs	When a test is determining the final sum of student knowledge and the results will not be used to adjust instruction (e.g. an end-of-the-year summative assessment) – **Why?** - Scaffolding questions for numerous learning goals will make the test too long to administer and grade - Scaffolding might unintentionally assist students in demonstrating mastery of a given learning goal, preventing you from seeing what students genuinely know or can do without additional support or "cognitive clues".

All learning goals are tested and there are no unrelated items

- each goal being assessed has at least one question that aligns to it
- every assessment item is aligned to a learning goal

P-1: Create or obtain assessments

Scaffolded Math Assessment- Kindergarten

Standard: Sort objects into groups by an attribute and begin to explain how the grouping was done.

TEACHER DIRECTIONS **Materials: 20-25 sort-able manipulatives, Three bowls/cups**	**Student Results**	**Student is able to…**
Show the student two identical manipulatives. Ask the student, "Are these the same, or are they different?"	Student says manipulatives are the SAME	match objects that are alike
Give the student six manipulatives, three each of two different shapes/colors. Provide two bowls/cups. Ask the student to put the things that are the same together.	Student groups two types of manipulatives	sort two colors/shapes of objects into two groups
Give the student nine manipulatives, three each of three different shapes/colors. Provide three bowls/cups. Ask the student to put the things that are the same color, shape, or size together.	Student groups three types of manipulatives	sort three colors/shapes of objects into three groups
Give the student a pile of manipulatives, in various shapes/colors. Provide three bowls/cups. Ask the student to make three groups of things that are the same, however they want.	Student groups three types of manipulatives independently	sort a mixed up quantity of objects into at least three groups of their own choice
Using the groups the student just created, ask, "What makes these the same- why are these together?"	Student tells how groups of manipulatives are alike with description (blues, reds, greens)	sort objects into groups by an attribute (shape, color, size) of their own choice, and tell the teacher some reason why the objects in each group are alike
Using the groups the student just created, ask, "How did you sort these?"	Student tells how groups of manipulatives are alike with category (color, size)	use the words "shape," "color," or "size" to identify how they sorted objects
Dump out the manipulatives that the student just sorted onto the table. Say, "Now mix up your objects and sort them in a different way."	Student re-groups three types of manipulatives, sorting by a different attribute.	sort a group of objects in at least two different ways upon prompting