<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
</table>
| ALIGNMENT:    | - Graduation standards and performance indicators are not identified  
- Task requires skills and knowledge not aligned to standards and indicators                                                                                                                                         | - Graduation standards and performance indicators are clearly identified  
- Cognitive level of assessment task matches the level in the identified indicators  
- Content knowledge and skills required in assessment task match those identified in the indicators  
- Method of assessment matches the level of thinking in identified indicators                                                                                          |
| ACCESSIBILITY:| - Expectations are undefined or unclear  
- Levels of student performance are not identified  
- Work habits are combined with academic performance  
- Task is not easily differentiated  
- Task provides little or no opportunity for student choice                                                                                                          | - Expectations of the assessment task are clear to students  
- Scoring criteria clearly defines levels of student performance  
- Work habits are clearly separated (and independently assessed) from performance on academic standards  
- Assessment task could easily be differentiated to ensure all students can achieve proficiency at a rigorous level.  
- Assessment task allows students to pursue multiple pathways and still demonstrate proficiency                                                                          |
| TRANSFER:     | - Task is strictly content-based  
- Task is only for a classroom audience  
- Task can be accomplished using only one source or familiar sources                                                                                                                                                   | - Task lends itself to a real-world or simulated real-world product  
- Task is complex (interdisciplinary, incorporates transferable skills, and/or assesses multiple performance indicators)  
- Task provides opportunity for students to engage with a school, community, or expert audience  
- Task requires the use of multiple sources  
- Task requires the use of novel material                                                                                                                                 |
| Rigor:        | - Task only requires students to recall, summarize, or define                                                                                                                                                      | - Task requires higher order thinking – application, analysis, evaluation or creation                                                                                                                                                     |