

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
<p><b>ALIGNMENT:</b> How <b>aligned</b> is the assessment task to the graduation standards and performance indicators?</p>	<ul style="list-style-type: none"> <li>It is unclear what skills or knowledge students will demonstrate through the task</li> <li>The product or work that students create will not allow them to demonstrate the skills/knowledge within the performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>It is clear what skills or knowledge students will demonstrate through the task (Graduation standards and performance indicators are clearly identified)</li> <li>Cognitive level of task matches the level in the identified indicators</li> <li>Content knowledge and skills required in assessment task match those identified in the indicators</li> </ul>
<p><b>ACCESSIBILITY:</b> How <b>accessible</b> is the assessment task to all students?</p>	<ul style="list-style-type: none"> <li>Expectations are undefined or unclear</li> <li>Options for differentiation are not described</li> <li>Task provides little or no opportunity for student choice</li> <li>Task is written without sensitivity to cultural differences that may exist in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Expectations of the assessment task are clear to students</li> <li>Options for accommodations for students with special needs are described to ensure all students can achieve proficiency at a rigorous level.</li> <li>Task provides opportunities for student choice</li> <li>Task is written with sensitivity to cultural differences</li> </ul>
<p><b>TRANSFER:</b> How <b>relevant</b> is the assessment task to the real world and/or student's lives? Does it require students to apply knowledge or create something new using what they have learned?</p>	<ul style="list-style-type: none"> <li>Task is strictly content-based</li> <li>Task can be accomplished using only one source or familiar sources that have been discussed in class</li> </ul>	<ul style="list-style-type: none"> <li>Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators)</li> <li>Task requires the use of multiple sources and/or novel material</li> </ul> <p style="text-align: center;">-----<b>Encouraged but not Required</b>-----</p> <ul style="list-style-type: none"> <li><i>Task may provide opportunity for students to engage with a school, community, or expert audience</i></li> <li><i>Task lends itself to a real-world or simulated real-world product or performance</i></li> </ul>
<p><b>RIGOR:</b> How <b>challenging</b> is the task? Does it require students to think critically at the level defined by the indicators assessed? Is the task a learning stretch?</p>	<ul style="list-style-type: none"> <li>Task only requires students to recall, summarize, or define</li> <li>The assessment requires students to complete discrete tasks aligned with portions of an indicator or only one indicator at a time</li> </ul>	<ul style="list-style-type: none"> <li>Task requires higher order thinking: application, analysis, evaluation or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts</li> <li>Task requires students to integrate and apply the skills and knowledge described in several different performance indicators</li> </ul>
<p><b>SCORING:</b> Are the <b>success criteria</b> clearly defined? If the assessment includes a group product, how is individual proficiency determined?</p>	<ul style="list-style-type: none"> <li>Point values may be assigned to items or sections, but it's unclear what successful demonstration might look like</li> <li>It is unclear how individuals will be assessed for group work</li> <li><i>(If applicable) While the standards/indicators assessed may be stated, it is unclear which portions of the assessment align with which indicators</i></li> </ul>	<ul style="list-style-type: none"> <li>Rubric descriptors/scoring criteria clearly define levels of performance</li> <li>Task allows for individual demonstration of proficiency in the identified indicators</li> <li>Habits of work are assessed separately from academic knowledge and skills</li> <li><i>(If applicable) Items are grouped, or clearly identified, by indicator being assessed</i></li> </ul>