### CRITERIA

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
</table>
| **ALIGNMENT:** How aligned is the assessment task to the graduation standards and performance indicators? | • It is unclear what skills or knowledge students will demonstrate through the task  
• The product or work that students create will not allow them to demonstrate the skills/knowledge within the performance indicators | • It is clear what skills or knowledge students will demonstrate through the task (Graduation standards and performance indicators are clearly identified)  
• Cognitive level of task matches the level in the identified indicators  
• Content knowledge and skills required in assessment task match those identified in the indicators |
| **ACCESSIBILITY:** How accessible is the assessment task to all students? | • Expectations are undefined or unclear  
• Options for differentiation are not described  
• Task provides little or no opportunity for student choice  
• Task is written without sensitivity to cultural differences that may exist in the classroom | • Expectations of the assessment task are clear to students  
• Options for accommodations for students with special needs are described to ensure all students can achieve proficiency at a rigorous level.  
• Task provides opportunities for student choice  
• Task is written with sensitivity to cultural differences |
| **TRANSFER:** How relevant 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? | • Task is strictly content-based  
• Task can be accomplished using only one source or familiar sources that have been discussed in class | • Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators)  
• Task requires the use of multiple sources and/or novel material  

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*Encouraged but not Required*-----------------------

• Task may provide opportunity for students to engage with a school, community, or expert audience  
• Task lends itself to a real-world or simulated real-world product or performance |
| **RIGOR:** How challenging is the task? Does it require students to think critically at the level defined by the indicators assessed? Is the task a learning stretch? | • Task only requires students to recall, summarize, or define  
• The assessment requires students to complete discrete tasks aligned with portions of an indicator or only one indicator at a time | • 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  
• Task requires students to integrate and apply the skills and knowledge described in several different performance indicators |
| **SCORING:** Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined? | • Point values may be assigned to items or sections, but it’s unclear what successful demonstration might look like  
• It is unclear how individuals will be assessed for group work  
• *(If applicable) While the standards/indicators assessed may be stated, it is unclear which portions of the assessment align with which indicators* | • Rubric descriptors/scoring criteria clearly define levels of performance  
• Task allows for individual demonstration of proficiency in the identified indicators  
• Habits of work are assessed separately from academic knowledge and skills  
• *(If applicable) Items are grouped, or clearly identified, by indicator being assessed* |