

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
<p>ALIGNMENT: How aligned is the assessment task to the graduation standards and performance indicators?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>ACCESSIBILITY: How accessible is the assessment task to all students?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>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?</p>	<ul style="list-style-type: none"> • Task is strictly content-based • Task can be accomplished using only one source or familiar sources that have been discussed in class 	<ul style="list-style-type: none"> • 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 <p style="text-align: center;">-----Encouraged but not Required-----</p> <ul style="list-style-type: none"> • <i>Task may provide opportunity for students to engage with a school, community, or expert audience</i> • <i>Task lends itself to a real-world or simulated real-world product or performance</i>

<p>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?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>SCORING: Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined?</p>	<ul style="list-style-type: none"> • 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 • <i>(If applicable) While the standards/indicators assessed may be stated, it is unclear which portions of the assessment align with which indicators</i> 	<ul style="list-style-type: none"> • 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 • <i>(If applicable) Items are grouped, or clearly identified, by indicator being assessed</i>