

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
<p>ALIGNMENT: How aligned is the assessment task to the graduation proficiencies 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 proficiencies 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 proficiencies/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>