

This tool can be used by students or teachers to design strong assessments.

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
<p><b>ALIGNMENT:</b> How aligned is the assessment task to the MTs and LTs?</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 (MTs and LTs are clearly identified)</li> <li>▪ Cognitive level of task matches the level in the identified MTs and LTs</li> <li>▪ Content knowledge and skills required in assessment task match those identified in the MTs/LTs</li> </ul>
<p><b>ACCESSIBILITY:</b> How accessible 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 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"> <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>



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<p><b>RIGOR:</b> How challenging is the task? Does it require students to think critically at the level defined by the MTs/LTs 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 LT or only one LT at a time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Task requires higher order thinking at the level defined by the LTs assessed</li> <li>▪ Task requires students to integrate and apply the skills and knowledge described in several different MTs / LTs.</li> </ul>
<p><b>SCORING:</b> 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"> <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 MTs/LTs assessed may be stated, it is unclear which portions of the assessment align with which MTs/LTs.</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 MTs/LTs.;</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 MT/LT being assessed;</i></li> </ul>

