

Design Guide

Summative Assessment Task



Criteria

ALIGNMENT:

How aligned is the assessment task to the graduation competencies and performance indicators?

Weaker Assessments

- Graduation competencies and performance indicators are not identified.
- Task requires skills and knowledge not aligned to competencies and indicators.

Stronger Assessments

- Graduation competencies and performance indicators are clearly identified.
- Cognitive level of assessment task matches the level in the identified indicators.
- Content knowledge and skills required in assessment task match those identified in the indicators.
- Method of assessment matches the level of thinking in identified indicators.

ACCESSIBILITY:

How accessible is the assessment task to all students?

- Expectations are undefined or unclear.
- Levels of student performance are not identified.
- Work habits are combined with academic performance.
- Task is not easily differentiated.
- Task provides little or no opportunity for student choice.

- Expectations of the assessment task are clear to students.
- Scoring criteria clearly defines levels of student performance.
- Work habits are clearly separated (and independently assessed) from performance on academic competencies/indicators.
- Assessment task could easily be differentiated to ensure all students can achieve mastery at a rigorous level.
- Assessment task allows students to pursue multiple pathways and still demonstrate mastery.
- Task engages students in a novel or interesting way, connecting to student interests.

TRANSFER:

How relevant is the assessment task to the real world?

- Task is strictly content-based.
- Task is only for a classroom audience.
- Task can be accomplished using only one source or familiar sources.

- Task lends itself to a real-world or simulated real-world product.
- Task is complex (interdisciplinary, incorporates transferable skills, and/or assesses multiple performance indicators).
- Task provides opportunity for students to engage with a school, community, or expert audience.
- Task requires the use of multiple sources.
- Task requires application in a new setting or with new information.

RIGOR:

How challenging is the task? Does it require students to apply, analyze, evaluate, or create using what they have learned?

- Task only requires students to recall, summarize, or define.

- Task requires higher order thinking – application, analysis, evaluation or creation.

