### Data Team Assessment Scoring Guide

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| **Priority Standard(s)**   * Included targeted Priority Standards for specific instructional focus (chapter and unit). * Limit the number of Priority Standards, so a sufficient number of assessment items can be included for each one. * Choose a rigorous standard; students will use basic reasoning or complex reasoning to answer items.   **“Unwrapped” Priority Standard(s)**   * Include separate lists of all concepts (what students need to know) and skills (be able to do) on graphic organizers. * Identify the approximate level of rigor (Bloom’s Taxonomy) for each skill. * Identify the Depth of Knowledge (DOK) ceiling for each standard.   **Assessment Items**   * Include response conditions (specific directions of what students are to do). * Write in clear, concise language. * Ensure items are bias-free for all students. * Match the level of rigor in “unwrapped” skills (e.g., analyze, analysis questions). * Connect assessments tightly to all “unwrapped” concepts and skills. * Ensure administration of the assessment does not exceed 30 minutes.   **Answer Keys**   * Provide correct answers for all selected-response items. * Provide distractor analysis for all selected-response items.   **Scoring Guides**   * Represent different levels of achievement (e.g., advanced, proficient, close to, progressing, or needs practice). * Match all task requirements to rigor of “unwrapped” standard (“hand-to-glove” fit). * Use observable and measurable language. * Provide opportunity for students to self-monitor their progress and receive feedback from others as to how to improve the quality of their work. * Determine point values and proficiency “cut” scores.   **Assessment Purpose (for Teacher and Student to Answer)**   * Feedback Questions: * Where am I going? * Where am I now? * What am I going to learn next? |