### 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?
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