## Four Science Assessment Criteria

The four assessment criteria adapted from Achieve's [Task Annotation Project in Science (TAPS)](https://www.achieving.org) provide a common set of features to evaluate the quality of assessment tasks aligned with the [NGSS](https://www.nextgenlearning.org) or NRC [Framework for K-12 education](https://www.nationalacademies.org/Erkx).  

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| 1. Tasks are driven by high-quality scenarios that are grounded in phenomena or problems | - Making sense of a phenomenon or addressing a problem is necessary to accomplish the task.  
- The task scenario - grounded in the phenomena and problems being addressed - is engaging, relevant and accessible to a wide range of students. | |
| 2. Tasks require sense-making using the three dimensions | - Completing the task requires students to use reasoning to sense-make about phenomena or problems.  
- The task requires students to demonstrate grade appropriate: SEP element(s), CCC element(s) and DCI element(s).  
- The task requires students to integrate multiple dimensions and make their thinking visible. | |
| 3. Tasks are fair and equitable | - The task provides ways for students to make connections between the phenomenon/problem and issues of local or global relevance.  
- The task includes multiple modes for students to respond.  
- The task elicits and supports the use of student resources (ways of speaking, knowing, acting and valuing from their families and communities).  
- The task is accessible, appropriate and cognitively demanding for all learners, including students who are emerging multilingual students or are working below or above grade level. | |
| 4. Tasks support their intended targets and purpose. | - The task assesses what it is intended to assess, and supports the purpose for which it is intended considering context and timing.  
- Tasks include clear answer key, rubrics and/or scoring guidelines that are connected to the targeted three-dimensional standards.  
- Tasks provide teacher guidance and suggestions for student feedback to help move student thinking forward. | |

Adapted from Achieve's [Task Annotation Project in Science (TAPS)](https://www.achieving.org)