

Four Science Assessment Criteria



The four assessment criteria adapted from Achieve's [Task Annotation Project in Science \(TAPS\)](#) provide a common set of features to evaluate the quality of assessment tasks aligned with the [NGSS](#) or NRC [Framework for K-12 education](#).

Criteria	Description	Observations
1. Tasks are driven by high-quality scenarios that are grounded in phenomena or problems	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 \(TAPS\)](#)