

# 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 <b>grounded in phenomena or problems</b>	<ul style="list-style-type: none"> <li>• Making sense of a phenomenon or addressing a problem is necessary to accomplish the task.</li> <li>• The task scenario - grounded in the phenomena and problems being addressed - is engaging, relevant and accessible to a wide range of students.</li> </ul>	
2. Tasks require sense-making using the <b>three dimensions</b>	<ul style="list-style-type: none"> <li>• Completing the task requires students to use reasoning to sense-make about phenomena or problems.</li> <li>• The task requires students to demonstrate grade appropriate: SEP element(s), CCC element(s) and DCI element(s).</li> <li>• The task requires students to integrate multiple dimensions and make their thinking visible.</li> </ul>	
3. Tasks are <b>fair and equitable</b>	<ul style="list-style-type: none"> <li>• The task provides ways for students to make connections between the phenomenon/problem and issues of local or global relevance.</li> <li>• The task includes multiple modes for students to respond.</li> <li>• The task elicits and supports the use of student resources (ways of speaking, knowing, acting and valuing from their families and communities).</li> <li>• 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.</li> </ul>	
4. Tasks support their intended <b>targets and purpose.</b>	<ul style="list-style-type: none"> <li>• The task assesses what it is intended to assess, and supports the purpose for which it is intended considering context and timing.</li> <li>• Tasks include clear answer key, rubrics and/or scoring guidelines that are connected to the targeted three-dimensional standards.</li> <li>• Tasks provide teacher guidance and suggestions for student feedback to help move student thinking forward.</li> </ul>	

Adapted from Achieve's [Task Annotation Project in Science \(TAPS\)](#)