**Quality Assessment Rubric**

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|  | **Meets Expectations** | **Evidence** |
| **Is laser-focused on selected standards.** | Assessment embodies specific, not generic, task analysis of selected standards. |  |
| **Clearly assesses multiple unpacked standards.** | Assessment balances tasks related to focus standards, requiring students to address the standards in combination. |  |
| **Gets at the heart of the standards rather than the “low-hanging fruit”.** | Assessment is centered in complex task(s) rather than discrete elements. |  |
| **Requires independent application of multiple skills to complex tasks.** | Assessment is complex enough to determine what part of a complex task is difficult for students. |  |
| **Requires grade-level complexity including text of appropriate rigor.** | Texts are appropriate for grade level; tasks require thinking beyond previous grade levels. |  |
| **Assesses higher order thinking (Bloom, Webb, “habits of mind”).** | Assessment includes complex task(s) that require higher levels of thinking. |  |
| **Engages students in 21st Century skills (communication, critical thinking, and/or creativity).** | Assessment requires disciplined communication of ideas, complex thinking, and/or creativity. |  |
| **Is thoughtful in design, balanced in scope and content, of appropriate length.** | Assessment reflects thoroughness through “less is more.” |  |
| **Provides specific data about remediation, acceleration, and standards attainment.** | Assessment is actionable; teachers who develop it have an explicit plan for responding to data. |  |

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