Performance Assessment Screening Tool

1. **Read or take** the entire assessment
2. **Apply the checklist** in order (1,2,3,...11)
3. **Give feedback** on missing elements

Performance Expectation (PE) - the entire standard (e.g. MS-LS1-1)
Disciplinary Core Idea (DCI) - the content (e.g. F=ma)
Science and Engineering Practices (SEP) - elements of scientific inquiry and engineering design (e.g., Modeling).
Crosscutting Concepts (CCC) - interdisciplinary thinking strategies (e.g. Patterns)
Phenomenon - fact or situation that is observed
Problem - a need or desire that can be solved
Stimuli - information (e.g. data, text, etc.) required for the prompts
Prompts - questions

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Prompts - questions
1. The **prompts** match the **Science and Engineering Practice (SEP)** and engage students in sense making.

2. The **stimuli** have the required information needed to utilize the **SEP**. (e.g., data for analysis)

3. The **stimuli** have multiple and sufficient information needed open up the **SEP**. (a rich task)

4. The **prompts** elicit observable understanding of the **Disciplinary Core Idea. (DCI)**

5. The **prompts** include the **Crosscutting Concept. (CCC)**

6. The **prompts** include language (i.e., bullets) from grade appropriate progressions. (DCI)(CCC)(SEP)

7. The **prompts** include graphic organizers.

8. The **entire assessment** contains information that is scientifically accurate and properly attributed.

9. The **prompts** points in the direction of explaining the phenomenon or designing a solution.

10. The **phenomenon or problem** is authentic, interesting, and requires students to figure something out.

11. The **phenomenon or problem** is novel to show the transfer of knowledge. (e.g., not in the unit)