

Performance Assessment Screening Tool

1. **Read** or **take** the entire assessment.
2. **Reflect** - What did you like? What was confusing?
3. Apply the **checklist** in order.
4. Give **feedback** on missing elements.

Performance Expectation (PE) - the entire standard (e.g. MS-LS1-1)

Disciplinary Core Idea (DCI) - the content (e.g. plants need light)

Science and Engineering Practices (SEP) - elements of scientific inquiry and engineering design (e.g. students develop a model)

Crosscutting Concepts (CCC) - fundamental thinking strategies that aid in explanation, observation and design (e.g. structure/function)

Phenomenon - Observable events in the natural world

Problem - human need or want

Stimuli - information (e.g. data, text, etc.) required for the prompts

Prompts - questions on the assessment

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- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. The assessment contains a phenomenon (science) or a problem (engineering). | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The prompts match the Science and Engineering Practice (SEP) and engage students in sense making. | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The stimuli have multiple and sufficient information needed to utilize the the SEP .
(e.g. multiple data sets to analyze) | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The prompts elicit observable understanding of the Disciplinary Core Idea. (DCI) | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The prompts explicitly mention the Crosscutting Concept. (CCC) | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | | |
| 6. The prompts include language (i.e. bullets) from grade appropriate progressions.
(SEP) (DCI)(CCC) | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The graphic organizers provide space for the observable features (e.g. 1,2,3,..) in the evidence statement. (e.g. claim, evidence and reasoning) | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The entire assessment contains information that is scientifically accurate and properly attributed. (e.g. don't make up data <u>and</u> include the source) | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The prompts point in the direction of explaining a phenomenon (science) or designing a solution (engineering). | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The phenomenon or problem is authentic, interesting, and requires students to figure something out. | No | Partially | Yes |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The phenomenon or problem is novel to show the transfer of knowledge. (i.e. not in the unit) | No | Partially | Yes |
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