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

1. The assessment contains a **phenomenon** (science) or a **problem** (engineering).
2. The **prompts** match the **Science and Engineering Practice (SEP)** and engage students in sense making.
3. The **stimuli** have multiple and sufficient information needed to utilize the the **SEP**, (e.g. multiple data sets to analyze)
4. The **prompts** elicit observable understanding of the **Disciplinary Core Idea** (DCI)
5. The **prompts** explicitly mention the **Crosscutting Concept** (CCC)
6. The **prompts** include language (i.e. bullets) from grade appropriate progressions. (SEP) (DCI)(CCC)
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)
8. The entire assessment contains information that is scientifically accurate and properly attributed. (e.g. don’t make up data and include the source)
9. The **prompts** point in the direction of explaining a phenomenon (science) or designing a solution (engineering).
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. (i.e. not in the unit)