

Figure 2.1: Team Discussion Tool—Assessment Instrument Quality Evaluation Rubric

High-Quality Assessment Criteria	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of the Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
1. Identification and emphasis on essential learning standards (student-friendly language)	Essential learning standards are unclear, absent from the assessment instrument, or both. Some of the mathematical tasks (questions) may not align to the essential learning standards of the unit. The organization of assessment tasks is not clear.	1	2	3	4	Essential learning standards are clear, included on the assessment, and connected to the assessment tasks (questions).
2. Balance of higher- and lower-level-cognitive-demand mathematical tasks	Emphasis is on procedural knowledge with minimal higher-level-cognitive-demand mathematical tasks for demonstration of understanding.	1	2	3	4	Test is rigor balanced with higher-level and lower-level-cognitive-demand mathematical tasks present and aligned to the essential learning standards.
3. Variety of assessment-task formats and use of technology	Assessment contains only one type of questioning strategy—selected response or constructed response. There is little to no modeling of mathematics or use of tools. Use of technology (such as calculators) is not clear.	1	2	3	4	Assessment includes a blend of assessment types and modeling tasks or use of tools. Use of technology (such as calculators) is clear.
4. Appropriate and clear scoring rubric (points assigned or proficiency scale)	Scoring rubric is not evident or is inappropriate for the assessment tasks.	1	2	3	4	Scoring rubric is clearly stated and appropriate for each mathematical task.
5. Clarity of directions	Directions are missing or unclear. Directions are confusing for students.	1	2	3	4	Directions are appropriate and clear.
6. Academic language	Wording is vague or misleading. Academic language (vocabulary and notation) are not precise, causing a struggle for student understanding and access.	1	2	3	4	Academic language (vocabulary and notation) in tasks is direct, fair, accessible, and clearly understood by students. Teachers expect students to attend to precision in response.
7. Visual presentation	Assessment instrument is sloppy, disorganized, difficult to read, and offers no room for student work.	1	2	3	4	Assessment is neat, organized, easy to read, and well-spaced, with room for student work. There is also room for teacher feedback.
8. Time allotment	Few students can complete the assessment in the time allowed.	1	2	3	4	Students can successfully complete the assessment in the time allowed.