



SCALE

Stanford Center for Assessment, Learning, & Equity



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ASSESSMENT
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Innovation Lab Network -- Quality Criteria for Performance Assessments (Full Quality Review)

Note: Starred, green-highlighted criteria are non-negotiable task elements required for project-certification.

Quality Criteria	Yes	No	Rationale/Suggestions
1. Focus on Deeper Learning			
a. Does the task require the demonstration and/or application of complex skills (e.g., Critical Abilities, DOK Levels 3 and 4, 21 st century skills, Key Cognitive Strategies)? *			
b. Can students' responses to this task (what students are asked to produce) provide evidence of important college/career readiness skills and Critical Abilities (e.g., collaboration, research skills, evidence-based communication)? *			
c. Does the task address key concepts and skills in the discipline that are transferable to other contexts? *			
2. Alignment to Standards			
a. Does the task measure key skills and major claims emphasized by the Common Core State Standards (CCSS), C3, and/or NGSS? *			
b. Could students' responses to this task (what students are asked to produce) be scored using CCSS/C3/NGSS aligned rubrics? *			



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Quality Criteria	Yes	No	Rationale/Suggestions
c. Are the scoring criteria--rubrics, point scoring systems, checklists (if provided)--aligned to key expectations of the CCSS/C3/NGSS?			
d. Is the rigor of the task appropriately matched to the grade-level standards being assessed?			
3. Student Choice and Agency			
a. Do the task prompt and/or scoring criteria allow for a variety of responses and/or solution pathways? *			
b. Overall, does the task offer opportunities for student ownership and student choice (e.g., selecting a research question or topic; selecting sources; etc.)?			
c. Overall, does the task require student-initiated planning and management of information/data and ideas (e.g., determining strategies for solving a problem; designing an investigation; deciding how to present findings; etc.)?			
4. Relevance and Authenticity			
a. Is task content represented in a way that is appropriately authentic (i.e., not overly hypothetical), relatable, and meaningful to students and/or the discipline (e.g., topic connects to students' lives, task simulates authentic purpose and audience)? *			



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Quality Criteria	Yes	No	Rationale/Suggestions
b. Is the task related to real world problems, contexts, and/or purposes?			
5. Suitable for Diverse Student Populations			
a. Is the task, at its core, free of significant bias that might disadvantage specific student populations and free of stereotypes in language, content, and design? *			
b. Does the task include, or allow for the use of, a variety of stimuli?			
c. Does the task provide instructional scaffolds to support student learning and skill development toward successful completion of the task?			
d. Does the task include appropriate recommendations for accommodations and differentiation to provide access for diverse students, while maintaining challenge?			
6. Design of Task			
a. Is the overall task prompt clear and organized for the student (e.g., clear student directions, unambiguous graphics)? *			
b. Is task information presented for teacher use in an organized way?			



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Quality Criteria	Yes	No	Rationale/Suggestions
7. Implementation Considerations			
a. Is the task feasible for most school/classroom environments (e.g., access to necessary resources)?			
b. Does the task include opportunities for independent work as well as interaction/collaboration with peers?			

Task Materials	Yes	No	Comments
a. Is the task missing any referenced accompanying materials (resources, handouts, rubrics etc.)? If yes, please indicate which materials are missing.			
b. Does this task contain topics/materials/texts that might be sensitive for some students? If yes, please explain.			
c. Do the task materials accurately reflect commonly held conceptual understandings and disciplinary knowledge within the field?			



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Task Recommendation	Accepted – Project-Certified	Accepted – Not Project Certified	Not Included	Rationale
Final recommendation for task (see below for description).				

- **Accepted – Project Certified.** The task already meets all of the Quality Criteria that are starred (non-negotiables) and a number of other criteria. Even though recommendations for minor revision may be provided as feedback to the author, the task could be included in the bank as project-certified in its current state.
- **Accepted – Not Project Certified.** The task meets some, but not all, of our non-negotiable Quality Criteria. Therefore, it would need revision in order to fully meet project-certified standards. However, it could still be useful as a learning task in classrooms for students to build specific, targeted skills, and could be included in the bank as a promising/emerging resource.
- **Not included.** The task does not meet the vast majority of our criteria. The task author would need to make significant revisions in order for it to be considered for future inclusion in the bank.



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