



Standard: statement of what the student will know, be able to do or is like

Tasks: should evolve naturally from the lesson; use instructional strategies to meet all learning styles; integrate skills and knowledge; be observable - show students' attempts to use the knowledge

Assessment: multiple methods that match students' level of maturity; standards-based criteria to evaluate whether the students' work demonstrates the understanding required by the standard Final product evaluated in terms of:

- ◆ what effect it has on the audience
- ◆ adequacy with which it accomplishes the task (solves the problem, answers the question, etc.)
- ◆ evidence of the appropriateness and effectiveness of the method by which it was developed

1. Align the assessment with the specific statement from the standard. How does one know the standard has been met? What is the quality indicator for each part?
2. Align the “task descriptions of the lesson to the content. Do the tasks have meaning within the context of the concept?
3. Check each task against the specific statement from the standard. Will accomplishing the tasks provide sufficient evidence to evaluate how students are progressing in attainment of all parts of the standard?
4. Align the assessment with the task descriptions. Does it measure only what students are being asked to do or know?
5. Does the assessment product show that the learner has mastered the understanding and the skills that are required by the standard? Can learners explain what they have done and why? Can learners explain the process or concept to others?