

Designed for the NGSS: Student Progress: Evidence Chart

Directions.

1. Review your assigned materials to identify assessments of and for learning. Complete an evidence chart for each identified assessment.
2. Respond to the prompts or answer the questions in the space provided.
3. Be prepared to represent your responses visually on a public chart.

Assessment Description				
Page	Describe the assessment (e.g., how many questions, presence of tables/charts, graphs).	Purpose of Assessment (i.e., peer, self, formative, summative, per/post)	Type of Measure (e.g., performance task, discussion, multiple choice, constructed response)	Note evidence of bias or problems with accessibility.
Match among Assessment, Phenomena/Problem, and Three Dimensions				
What phenomenon or problem, if any, are students trying to figure out in this assessment?			What is the 2-3 dimensional learning goal assessed in this task?	

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Designed for the NGSS: Student Progress	High Quality 5	Medium Quality 3	Low Quality 1
<p>SP1. Three-dimensional Performances. Materials include assessments designed to:</p> <ul style="list-style-type: none"> ● match the targeted learning goals, and, ● elicit observable evidence of students’ use of grade-appropriate elements of the three dimensions to make sense of phenomena and/or to design solutions to problems. 	<p>Materials include assessments that are consistently designed to connect to learning goals and require students to apply appropriate elements of the three dimensions to make sense of the phenomenon/ solve the problem.</p>	<p>Materials include assessments that are sometimes designed to connect to learning goals and require students to apply appropriate elements of the three dimensions to make sense of the phenomenon/solve the problem.</p>	<p>Materials include assessments that are designed such that they have limited connection to learning goals and/or they require students to apply elements of only one dimension to demonstrate their understanding of the phenomenon/solve the problem.</p>
<p>SP2. Variety of Measures. Assessments within a unit of instruction are matched to the targeted learning goals and elicit a full range of student thinking through:</p> <ul style="list-style-type: none"> ● use of a variety of measures (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice); and ● multiple assessment opportunities so that students can demonstrate their understanding of the same learning goals in a variety of ways. 	<p>Materials include assessments that include a wide variety of formats with clear expectations that allow students to demonstrate their understanding of the learning goals in multiple ways.</p>	<p>Materials include assessments that include some variety of formats with clear expectations that allow students to demonstrate their understanding of the learning goals in multiple ways.</p>	<p>Materials include assessments that use just one format and/or the expectations for students to demonstrate their knowledge are absent or unclear.</p>
<p>SP3. Student Progress Over Time. The unit of instruction includes assessments that serve a variety of purposes (e.g., pre/post; formative, summative, peer, self) to measure students’ progress over time. The assessments:</p> <ul style="list-style-type: none"> ● provide opportunities to see growth and development in the use of the dimensions over time; and, ● allow students to reflect on and monitor their sense-making/ problem-solving over time. 	<p>Materials include assessments that offer multiple opportunities, using more than one type of measure, to demonstrate learning and these measures are strongly connected to show student progress both in and across the three dimensions.</p>	<p>Materials include assessments that offer multiple opportunities, using more than one type of measure, to demonstrate learning and these measures are somewhat connected to show student progress in or across the three dimensions.</p>	<p>Materials include assessments that offer limited opportunities for students to demonstrate progress on the three dimensions.</p>
<p>SP4. Equitable Access. Assessments within the unit of instruction are designed to:</p> <ul style="list-style-type: none"> ● be free from bias (e.g., gender, racial, socioeconomic status, cultural, etc.); and, ● be accessible to all students (e.g., reading level, accommodations). 	<p>Most assessments in the materials are free from bias and are accessible.</p>	<p>Some assessments in the materials are free from bias and are accessible.</p>	<p>Few assessments in the materials are free from bias and are accessible.</p>

Designed for the NGSS: Student Progress Analyze Evidence

Directions

1. Review the Designed for NGSS: Student Work rubric.
2. Reflect on the evidence (or lack of evidence) that you and your team gathered.
3. Record strengths and limitations for each criterion based on your observations. Cite specific examples.

	Criteria	Strengths	Limitations
Student Progress	SP1: Three-Dimensional Performance		
	SP2: Variety of Measures		
	SP3: Student Progress Over Time		
	SP4: Equitable Access		