SCILLSS Classroom Science Assessment Workshop

# Task Comparison Review Worksheet

## Directions

1. Review the SCILLSS grade 8 assessment task and the example grade 8 science unit quiz. Evaluate, compare, and contrast (i.e., similarities and differences) the two science assessments based on the presented criteria for high-quality science assessment:
	* intentional design based on the assessed knowledge, skills, and abilities
	* phenomena and problem-focused
	* reasoning/sensemaking using the dimensions
	* equitable and fair
	* right stakeholders, right information
2. Rate the task and record your observations on the provided form.
3. Plan to share your responses with the larger group.

As you review the SCILLSS grade 8 science assessment task and the grade 8 science unit quiz, consider the evidence/artifacts of student learning that the task and the quiz elicit to rate each on a scale of strongly agree, agree, disagree, and strongly disagree. For any ratings of strongly disagree or disagree, please provide an explanation in the space provided (e.g., identify which items do NOT meet the criteria and explain).

|  |  |  |
| --- | --- | --- |
| **SCILLSS Grade 8 Science** **Assessment Task/Items** |  | **Grade 8 Science End-of-Unit** **Assessment Task/Items** |
| 1. Do the items in the task reflect an intentional design based on the assessed knowledge, skills, and abilities (e.g., varying degrees of complexity, types of demonstration of student learning, types of work products)?
 |
| **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |  | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly****Disagree** |
|[ ] [ ] [ ] [ ]   |[ ] [ ] [ ] [ ]
|  **Notes:** |  |  **Notes:** |
| **SCILLSS Grade 8 Science** **Assessment Task/Items** |  | **Grade 8 End-of-Unit** **Assessment Task/Items** |
| 1. Are the items in the task driven by a high-quality scenario that focuses on phenomena or problems (i.e., a phenomenon or problem is present; the information in the scenario is necessary and adequate to respond successfully to the task)?
 |
| **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |  | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly****Disagree** |
|[ ] [ ] [ ] [ ]   |[ ] [ ] [ ] [ ]
|  **Notes:** |  |  **Notes:** |
| **SCILLSS Grade 8 Science** **Assessment Task/Items** |  | **Grade 8 End-of-Unit** **Assessment Task/Items** |
| 1. Does completing the task require students to use reasoning and integration of the three dimensions (SEP, CCC, DCI)?
 |
| **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |  | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly****Disagree** |
|[ ] [ ] [ ] [ ]   |[ ] [ ] [ ] [ ]
|  **Notes:** |  |  **Notes:** |
| **SCILLSS Grade 8 Science** **Assessment Task/Items** |  | **Grade 8 End-of-Unit** **Assessment Task/Items** |
| 1. Are the items fair and equitable (i.e., relevant and interesting, include multiple modes for students to respond, accessible by all learners including students with disabilities or who are English learners, use scientifically accurate information)?
 |
| **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |  | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly****Disagree** |
|[ ] [ ] [ ] [ ]   |[ ] [ ] [ ] [ ]
|  **Notes:** |  |  **Notes:** |
| **SCILLSS Grade 8 Science** **Assessment Task/Items** |  | **Grade 8 End-of-Unit** **Assessment Task/Items** |
| 1. Do the items provide evidence/artifacts that can be used by educators to make inferences about student learning that, in turn, can inform adjustments to planning and instruction and provide feedback to students (e.g., identify/make visible, accurate science knowledge; partial science learning; and misconceptions)?
 |
| **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |  | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly****Disagree** |
|[ ] [ ] [ ] [ ]   |[ ] [ ] [ ] [ ]
|  **Notes:** |  |  **Notes:** |

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