TASK QUALITY VALIDATION PROTOCOL:
Purpose, Alignment, Engagement, and Fairness | Use for Assessment *Development* or *Analysis of Performance Tasks*

Tool 9

Title of Assessment/Task: _____   Grade Level/Dept/Course/Subject: _____

Author(s): _____   or   Reviewer(s): _____

How will the assessment results be used? _____

(e.g., screening for placement; diagnostic to inform instruction or to provide targeted additional support; formative or interim for progress monitoring; summative for grading/report card; or other?)

Analyze and discuss each of the assessment components. Check "YES" if there is evidence of each indicator of high-quality assessment listed. Then add any additional notes.

Clarity and Focus

☐ 1. Addresses an **essential issue, big idea, or key concept or skill** of the unit, course, or discipline:

_____

☐ 2. Directions or prompts clearly indicate what the student is being asked to do or produce:

_____

☐ 3. If parts are completed within a group: Specifies what will be assessed **individually** (e.g., projects, multimedia presentations)

☐ 4. **Assesses what is intended to be assessed**—will elicit what the student knows and can do related to the chosen standards and benchmarks. **Any scaffolding** provided (e.g., task broken into smaller steps; graphic organizer to preplan) does not change what is actually being assessed.

☐ 5. Is clearly linked to **ongoing instruction or opportunity to learn** (e.g., assessed within or at the end of a unit of study or course)

Clarity and Focus Notes

Content Alignment

☐ 6. Items or tasks are clearly **aligned with specific or identified content standards** (or intended parts or combinations of content standards)

☐ 7. Appropriate **rubric(s) or scoring guide(s)** assess all intended parts of content standards assessed. Scoring guides are useful in determining what the student knows or does not know, not simply yield a score (e.g., What does a score of 25 really mean? What additional or next steps in instruction does the student need? Are some rubric criteria "weighted" reflecting greater instructional emphasis for this time of year?).

☐ 8. **Exemplars or anchor papers** illustrate expectations aligned to standards at proficient level and performance levels above or below proficient. **Qualitative distinctions between performance levels are evident.**

Content Alignment Notes

(Continued)

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Rigor Alignment or Cognitive Demand

☐ 9. Identify Depth-of-Knowledge/DOK levels assessed or emphasized (e.g., number of score points given, weighting in the rubric). For example, an essay would mostly assess DOK 3 (full multiparagraph composition), but also have some DOK 2 items or parts (text organization, structure) and DOK 1 (grammar, conventions) also assessed. You would check "most of the test/task" for DOK 3 and "some of the test/task" for DOK 2 and DOK 1. (See Hess Cognitive Rigor Matrix /CRM Tools for content-specific descriptors of each DOK level.)

DOK 1: Students recall, locate, and reproduce: words, terms, facts; basic application of rules, procedures, which may be routine and multistep

(☐ most of the test/task   ☐ some of the test/task   ☐ none of the test/task)

DOK 2: Students apply level 1 within the ability to paraphrase, summarize, interpret, infer, classify, organize, compare; determine fact from fiction; solve, as in routine word problems; determine meanings in context. There is a correct answer, but may involve multiple concepts or decision points.

(☐ most of the test/task   ☐ some of the test/task   ☐ none of the test/task)

DOK 3: Students must support their thinking by citing evidence (e.g., text, data, calculations, models). Students are asked to go beyond the text or data collection to analyze, generalize, or connect to bigger ideas. Requires "uncovering" and interpreting less explicit knowledge. Items may require abstract reasoning, alternate approaches, inferences that connect information, application of prior knowledge, or text support for an analytical judgment.

(☐ most of the test/task   ☐ some of the test/task   ☐ none of the test/task)

DOK 4: Students use deeper knowledge of content, and evidence of complex reasoning, planning, and developing new ideas, insights, or products **from multiple sources**. Usually applies to an extended task or project. Examples: evaluate works by the same author; critique an issue across time periods or research topic or issue from different perspectives; longer science, math, or arts investigations or research projects involving all phases of design, testing, and refining.

(☐ most of the test/task   ☐ some of the test/task   ☐ none of the test/task)

☐ 10. Has alignment with the **intended rigor** of the content standards (or parts or combinations of the content standards). Scaffolding does not significantly reduce cognitive demand.

Rigor Alignment Notes

Student Engagement

☐ 11. The situation or scenario or application is **authentic.** Reflects a meaningful, real-world problem, issue, or theme worth exploring.

☐ 12. Provides for student ownership, **choice, and/or decision making**; requires the student to be actively engaged in solution finding.

☐ 13. Is administered after students have had adequate time to learn, practice, and expand their understanding of skills or concepts assessed.

Student Engagement Notes

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Fairness: Universal Access and Design Features

☐ 14. **Is fair and unbiased in language and design.**

☐ Material is familiar to students from identifiable cultural, gender, linguistic, and other groups

☐ The task stimulus or prompt and materials (context/texts used) are free of stereotypes

☐ All students (e.g., all ability levels) are on a level playing field and have had opportunity to learn

☐ All students have access to necessary resources (e.g., Internet, calculators, spellcheck, etc.)

☐ Assessment conditions are the same for all students or flexible enough not to change what's actually being assessed (e.g., reading a passage aloud may be fine for interpreting overall meaning, but not for assessing ability to decode words)

☐ The task can be reasonably completed under the specified conditions; extended time is allowable

☐ The rubric or scoring guide allows for different response modes (oral, written, etc.)

☐ 15. **Adheres to the principles of Universal Design for Learning (UDL)**

☐ Instructions are free of excessive wordiness or irrelevant (unnecessary) information

☐ Instructions are free of unusual words (unusual spellings or unfamiliar word use) that the student may not understand or have been exposed to

☐ Low frequency words (words not used in other content areas, such as technical terms) are only used when explicitly needed or when the assessment is explicitly testing understanding of terms

☐ Instructions are free of ambiguous words

☐ Irregularly spelled words have been avoided whenever possible

☐ There are no proper names that students may not understand (e.g., students have never seen them before in instruction)

☐ Multiple words, symbols, or pronouns intended to mean the same thing are NOT used in the same sentence or stimulus or prompt (e.g., inches and the symbol " for inches; phrases such as the boys, they, the friends)

☐ The format or layout conveys the focus of the expected tasks and products and allows adequate space for responding

☐ The format clearly indicates what the actual questions to answer or prompts are (e.g., each question or prompt is clearly separated from the introductory stimulus or problem context)

☐ Questions or prompts are consistently marked with graphic or visual cues (bullets, numbers, in a text box, etc.)

☐ The test format (spacing, presentation, etc.) is familiar, consistent, and predictable as to what students will be expected to do

☐ 16. **Allows for accommodations for students with IEPs or 504 Plans.**

☐ **Presentation**—Students may access information in ways that do not require them to visually read standard print (auditory, multisensory, tactile, and visual).

☐ **Response**—Students may complete activities in different ways or use some type of assistive device or organizer to assist them in responding.

☐ **Setting**—Location in which a test is given or the conditions of the assessment setting are flexible.

☐ **Timing or Scheduling**—The length of time to complete an assessment may be increased and/or the way the time is organized may be changed.

Fairness: Universal Access and Design Notes