**Assessment Task Review Process**

1. Conduct the *Modified Intent Protocol for Task Review* for the PE most closely related to the task. Do this with a partner or small group. (40 mins) **Only look at 1 task**
2. Task owner shares **only the task** with reviewer(s) but does not explain the task or “front-load” the experience. Reviewer(s) works the task. (5-10 mins)
3. Reviewer(s) defines what evidence this specific task would elicit from a proficient student at the grade level. This could also be criteria for a “proficient” scoring guide for the task. (5-10 mins)
4. Task owner shares his/her “proficient” scoring guide for the task (if available), and through professional dialogue, the partners come to a shared understanding of the evidence of learning the task would elicit. (5 – 10 mins) (strategy: consider highlighting which pieces of evidence capture evidence of SEP, CCC, and DCI)
5. If **student work** is available, look for: a) evidence anticipated in #3, b) useful evidence that was not anticipated, and c) consider implications for task revision.
6. All partners use the guide below to evaluate whether a “proficient” response to the task accomplishes the following, appropriate to grade-level:
	1. Provides evidence of 3 dimensional learning
	2. Provides evidence of congruency to NGSS PEs (the standards) – the focus is that the task provides evidence of learning that leads to mastery of the standards (along a progression), not specific SEP, CCC and DCI as defined in any PE.

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| Does the task elicit evidence of students using grade appropriate SEP, DCIs & CCC ***to demonstrate understanding of scientific phenomena and/or design solutions to problems?*** | **Specific Evidence to support reviewer’s thinking (include ideas from the task as well as evidence from the Framework & NGSS)** | **Suggest modifications to the task.** |
| 1. Task requires that students demonstrate appropriate proficiency of SEP.
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| 1. Task requires that students demonstrate appropriate proficiency of crosscutting concepts.
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| 1. Task requires that students demonstrate appropriate proficiency of DCIs.
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| 1. Task requires that students demonstrate the 3-dimensions working together.
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| How does the task elicit evidence of student understanding that is important but outside of the target PE. Explain why this is relevant. |  |  |