

Developing a NGSS Assessment Argument

<p>1. Claim (Performance Expectation).</p> <p>Question to think about: Which performance expectation are you targeting for your assessment?</p>	<p>Performance Expectation</p>
<p>2. Describe the student behaviors or performances that can provide evidence of this performance expectation.</p> <p>Questions to think about: What evidence would you expect to see in formative classroom assessment opportunities?</p> <p>What evidence would you expect to see on assessments for district or statewide accountability purposes?</p>	<p>Evidence</p>
<p>3. List some additional knowledge, skills and abilities that students may need in order to provide evidence of the claim.</p> <p>Questions to think about: What background knowledge and experiences do students need to respond to the task?</p> <p>Are there ELA or mathematics skills that will be required?</p> <p>What skills do students need to express a correct response?</p>	<p>Additional KSAs</p>
<p>4. List task features that must be present to assess this performance expectation.</p> <p>Questions to think about: What features are common across all assessment tasks for this performance expectation?</p> <p>What are the assessment boundaries to consider?</p>	<p>Characteristic Task Features</p>
<p>5. Describe how you can vary tasks that assess this performance expectation.</p> <p>Question to think about: How can you vary contexts for tasks?</p> <p>How can you vary the complexity of tasks?</p> <p>How can you increase or reduce demands for ELA and math skills?</p>	<p>Variable Task Features</p>