





SCALE Science Design Criteria for Elementary Interim Performance Assessments

Design Principles	Design Criteria
<div style="text-align: center;">  <p>1</p> <p>Requires Sensemaking Using the Three Dimensions</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Prompts elicit evidence of each dimension being assessed (ie. the performance outcome) <input type="checkbox"/> Prompts probe students' sensemaking about the phenomenon using the dimensions (i.e., not just knowledge of the dimensions or just information from the task) <input type="checkbox"/> Prompts integrate at least two dimensions <input type="checkbox"/> Evidence of all targeted dimensions is elicited over the course of the task
<div style="text-align: center;">  <p>2</p> <p>Fair and Accessible</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Is rigorous without being overwhelming or unrealistic for students <input type="checkbox"/> Uses language that is accessible to all students <input type="checkbox"/> Uses resources that are carefully excerpted or adapted to improve accessibility <input type="checkbox"/> Includes multiple solution pathways that are open-ended (e.g., no single accurate response) <input type="checkbox"/> Creates opportunities for students to make purposeful connections between the task and their own perspectives or experiences <input type="checkbox"/> Uses a variety of materials and modalities to create multiple entry points and ways for students to communicate
<div style="text-align: center;">  <p>3</p> <p>Meaningful and Coherent</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Presents a specific instance of a real, authentic scenario (e.g. real data, specific place, real event, plausible driving question) <input type="checkbox"/> Provides an opportunity for students to figure something out that has meaning to themselves, their family, or their community OR is interesting, fun, or joyful <input type="checkbox"/> The importance and local, global, or universal relevance of the driving question/problem is made clear to students <input type="checkbox"/> Prompts build over time toward addressing the driving question or problem by the end of the assessment (without redundant performances in the group and individual sections) <input type="checkbox"/> The storyline is transparent so it is clear to students why they are doing what they are doing throughout the task
<div style="text-align: center;">  <p>4</p> <p>Culturally-Responsive and Affirming</p> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> Promotes student agency (e.g., positions students as the problem-solvers in the task) <input type="checkbox"/> Invites students to leverage their own lived experiences, and/or cultural or linguistic resources <input type="checkbox"/> Invites students to consider diverse perspectives, ways of knowing, cultural practices, and/or sources of data <input type="checkbox"/> Centers relationships (e.g. family, friendships, teacher/learner, community helpers/school community, human/non-human)