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| **Criteria for CFA Alignment** |
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| **Criteria** | **Above Standard** | **At Standard** | **Below Standard** | **Not Present** |
| **PURPOSE** |
| **Intended purpose is stated and focused** | N/A | Purpose is stated and focused | N/A | Purpose is not present |
| **LEARNING TARGETS** |
| **Learning targets measured by the assessment are stated** | Learning targets are stated and explicitly aligned to each item or task | Learning targets are stated on the assessment and are aligned to the items or tasks | Learning targets are stated but not aligned to the items or tasks | Learning targets are not stated |
| **Learning targets and items or tasks match in rigor** | Learning target rigor matches and, if appropriate, showcases deeper complexity in the tasks or items | Learning target rigor matches the tasks or items rigor | Learning targets rigor does not match the rigor of the items or tasks | Learning targets are not stated |
| **Learning targets represent what was taught** | N/A | Learning targets align with the objectives taught in class prior to the CFA | Learning targets are present, but do not align with what was taught in class prior to the CFA | Learning targets are not stated |
| **DESIGN** |
| **Correct method used to accurately reflect achievement on the learning target** | A variety of appropriate methods were used to reflect achievement on the learning target | Correct method was used to reflect achievement on the learning target | Correct method was used but the item or task does not lend itself to reflect achievement on the learning target | Accurate methods were not used |
| **There are enough tasks or items to support achievement on the specific learning target** | It is evident from the number of tasks or items the achievement of the learning target and it is clear where any misconceptions were made | It is evident from the number of tasks or items the achievement of the learning target | It is not clear if there are enough tasks or too many items to ensure achievement of the learning target | Not enough tasks or items to ensure achievement of the learning target |
| **Instructions are clear and concise** | Instructions are clear and written in student-friendly language | Instructions are clear and concise  | Instructions are vague and confusing | There are no directions |
| **Includes measures of DOK Levels** | Includes measures of DOK 3 and 4 | Includes measures of DOK Levels 2 and 3 | Includes measures of DOK Level 1 | DOK Levels are not clear to make determination |
| **Rubric created for assessment if appropriate** | Rubric created prior to CFA and shared with students prior to CFA | Rubric created prior to CFA and shared with students after the CFA | Rubric created and not shared with students | No rubric is created |
| **COMMUNICATION** |
| **Results clearly show students what they have mastered and what they need to work on** | Provides valuable information about student knowledge, understanding, or skill and students actively reflect on their metacognitive skills | Provides valuable information about student knowledge, understanding or skill and it is clear to the student what they have mastered and what they have to work on | Provides some information about student knowledge, understanding or skill, but it is not clear to the student what they have mastered | Provides no information about student understanding, knowledge or skill |
| **Results provide clear direction for further instruction** | Provides valuable information about student knowledge, understanding, or skill and the teacher is able to determine specific next steps | Provides valuable information about student knowledge, understanding or skill and it is clear to the teacher what the students have mastered and what they have to work on | Provides some information about student knowledge, understanding or skill, but it is not clear to the teacher what the students have mastered | Provides no information about student understanding, knowledge or skill |
| **STUDENT INVOLVEMENT** |
| **Students are able to reflect on their learning as a result of the assessment** | Students can clearly articulate and reflect on the learning from the assessment and the assessment results | Students can clearly reflect on their learning from the results of the assessment | Students can understand the results of the assessment, but may not be able to clearly reflect on the results | Students are not able to reflect on their learning given the CFA content and construction |
| **Students were involved in the creation of criteria for evaluation, if appropriate** | Students were involved in the creation of criteria for the evaluation before the CFA was given | Students were involved in the creation of criteria for the evaluation after the CFA was given | Students were involved in the creation of criteria for the evaluation but it was not clearly aligned to the specific CFA | No students were involved in the creation of criteria |

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