

ACID Test

A	<p>Is the assessment aligned to the context, content, and rigor or complexity of the standards?</p> <ul style="list-style-type: none"> • Look at the language of the standard and the learning targets (from the unwrapped standard) in comparison to the task. Are the thinking types on the assessment aligned to those targets? • Do the various items target the various levels of rigor or application (for example, DOK) represented in the learning targets? For example, is the difficulty of the task or questions at the same level as the target? • Examine any exemplars related to your targeted level of complexity. Is the level of scaffolding or cueing appropriate? • Is the designated level of mastery or proficiency appropriate and aligned?
C	<p>Are the items on the assessment clearly written?</p> <ul style="list-style-type: none"> • Read the prompt and any distractors provided. By completing this task as written, will students be demonstrating the skills and concepts you are targeting? • Will students understand what you want them to do?
I	<p>Will this assessment be informative about student learning and produce meaningful data?</p> <ul style="list-style-type: none"> • Will teams benefit from gathering data on these learning targets in this fashion? • Will specific information on learning targets steer teams toward meaningful interventions and support? • Will this assessment be an opportunity to provide feedback to students?
D	<p>Is the assessment designed to reflect and support the demands of the standards?</p> <ul style="list-style-type: none"> • Will the items ask students to show what they know in a way similar to high-stakes assessments? • Are students asked to provide reasoning for their answers? • Are students looking for evidence? • Are students digging into information in a variety of texts and sources?