# Four Science Assessment Criteria

The four assessment criteria adapted from Achieve’s [Task Annotation Project in Science (TAPS)](https://www.achieve.org/) provide a common set of features to evaluate the quality of assessment tasks aligned with the [NGSS](https://www.nextgenscience.org/) or [NRC Framework for K-12 education](https://www.national Academies.org).

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| 1. Tasks are driven by high-quality scenarios that are grounded in phenomena or problems | • Making sense of a phenomenon or addressing a problem is necessary to accomplish the task.  
• The task scenario - grounded in the phenomena and problems being addressed - is engaging, relevant and accessible to a wide range of students. |  |
| 2. Tasks require sense-making using the three dimensions | • Completing the task requires students to use reasoning to sense-make about phenomena or problems.  
• The task requires students to demonstrate grade appropriate: SEP element(s), CCC element(s) and DCI element(s).  
• The task requires students to integrate multiple dimensions and make their thinking visible. |  |
| 3. Tasks are fair and equitable | • The task provides ways for students to make connections between the phenomenon/problem and issues of local or global relevance.  
• The task includes multiple modes for students to respond.  
• The task elicits and supports the use of student resources (ways of speaking, knowing, acting and valuing from their families and communities).  
• The task is accessible, appropriate and cognitively demanding for all learners, including students who are emerging multilingual students or are working below or above grade level. |  |
| 4. Tasks support their intended targets and purpose. | • The task assesses what it is intended to assess, and supports the purpose for which it is intended considering context and timing.  
• Tasks include clear answer key, rubrics and/or scoring guidelines that are connected to the targeted three-dimensional standards.  
• Tasks provide teacher guidance and suggestions for student feedback to help move student thinking forward. |  |

Adapted from Achieve’s [Task Annotation Project in Science (TAPS)](https://www.achieve.org/).