Assessment Evaluation Checklist—Mathematics

Insufficient	Sufficient	Proficient
1	2	3
Standards-Focused	**Standards-Focused**	**Standards-Focused**
Does not align clearly to a specific CCSS content area, strand, and standards. No evidence of knowledge about Mathematics Content Standards.	Aligns to a specific CCSS content area, strand, and standards but is unclear. Some evidence of knowledge about Mathematics Content Standards.	Aligns clearly to a specific CCSS content area, strand, and standards. Evidence of knowledge about Mathematics Content Standards.
1	2	3
Appropriate Performance Level	**Appropriate Performance Level**	**Appropriate Performance Level**
Performance level does not align appropriately with CCSS and PARCC. No evidence of knowledge about performance levels.	Performance level aligns somewhat with CCSS and PARCC. Some evidence of knowledge about performance levels.	Performance level aligns appropriately with CCSS and PARCC. Evidence of knowledge about performance levels.
1	2	3
Type of Task	**Type of Task**	**Type of Task**
Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is not clearly identifiable. No evidence of knowledge about types of Mathematical tasks.	Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is somewhat identifiable. Some evidence of knowledge about types of Mathematical tasks.	Specific type of task (concepts, skills, and procedures; mathematical reasoning; and/or modeling/applications) is clearly identifiable. Evidence of knowledge about types of Mathematical tasks.
1	2	3
Clarification of Task	**Clarification of Task**	**Clarification of Task**
Task clarifications according to evidence tables are not clearly identifiable. No evidence of knowledge about task clarifications.	Task clarifications according to evidence tables are somewhat identifiable. Some evidence of knowledge about task clarifications.	Task clarifications according to evidence tables are clearly identifiable. Evidence of knowledge about task clarifications.
1	2	3
Mathematical Practice(s)	**Mathematical Practice(s)**	**Mathematical Practice(s)**
Does not align clearly to relevant mathematical practice(s). No evidence of knowledge about mathematical practice(s).	Aligns somewhat to relevant mathematical practice(s). Some evidence of knowledge about mathematical practice(s).	Aligns clearly to relevant mathematical practice(s). Evidence of knowledge about mathematical practice(s).
1	2	3
Assessment Stems	**Assessment Stems**	**Assessment Stems**
Stem does not provide enough or has extra information; Is not grammatically correct; Uses negatives and absolutes; Is not written in the language of the standard; is contrived	Stem may or may not provide enough or exclude extra information; be grammatically correct; avoid the use of negatives and absolutes; be written in the language of the standard; be contrived	Stem provides enough and excludes extra information; is grammatically correct; avoids the use of negatives and absolutes; is written in the language of the standard; is authentic
1	2	3
Assessment Responses	**Assessment Responses**	**Assessment Responses**
Responses are not plausible; are not grammatically correct; are not similar in length and form; are not logically ordered or structurally parallel; do not avoid all or none choices; avoid obvious distracters	Responses may or may not be plausible; be grammatically correct; be similar in length and form; be logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters	Responses are plausible; are grammatically correct; are similar in length and form; are logically ordered or structurally parallel; avoid all or none choices; avoid obvious distracters; distracters point out errors in thinking