Fairness and Mindfulness Criteria for Designing & Evaluating Assessment Tasks for Formative Use

The purpose of the Criteria is to help task designers and reviewers take into consideration how different features of the task can affect student's accessibility to the task. Accessibility to a task includes comprehension of the *stem* (the description of the scenario) and *prompt* (the question for student to answer) and how students are to express what they know. The criteria are based on research from assessment design for English Language Learners, assessment bias, Universal Design for Learning, and validity of assessments. In addition, literature on culturally relevant learning opportunities was consulted.

	Criteria	**Criteria Checklist**	**Task Evaluation**
1	**Clarity of prompt**	**(a)** Does the prompt elicit what is being measured by the task?	
2	**Comprehension**	**(a) Prior Knowledge:** Does the student have the required prior knowledge to understand and answer the prompt? **(b) Information coherence**: Does the task as a whole make sense? **(c) Information processing:** Is information provided in a sequential order? **(d) Consistency:** Are the terms represented consistently being used ?	
3	**Language Complexity**	**(a) Sentence structure:** Are complex or simple sentences in the prompt and stem used? Are the sentences clear and direct? **(b) Other vocabulary:** Are all vocabulary words used (e.g., "cite"; gradually") familiar to all targeted students in the question? Are all words appropriate for grade level? **(c) Context-specific vocabulary** (words that are used in daily life, but also in science with specific meanings): Are context specific vocabulary clearly interpreted for specific meaning in context? **(d) Reading level:** Is the reading level and load reasonable for students? **(e) Domain Specific Vocabulary:** Are there domain specific vocabulary (i.e. science vocabulary, terms) being used? Are students familiar with this vocabulary?	
4	**Engagement**	**(a)** Is the context familiar and/or relevant (authentic to real life) to student.	
5	**Cultural sensitivity**	**(a)** Is context of task inclusive to your classroom (e.g. SES, gender, culture, region in the country)	