Reflecting on Assessment Tasks

T/I/Q = task/item/question

Curriculum
- What is the standard assessing?
- In your own words, what is the standard expecting learners to do?
- What might the standard look like in a task?
- Does it require learners to learn a skill or concept?

Redesign
- What needs to be changed/adjusted to eliminate the barriers identified?
- Does the redesign still align to the standard being assessed?

Task
- Where in the assessment is the standard assessed?
- Does this T/I/Q assess the standard?
- What skills and/or concepts are required to complete the T/I/Q?
- Are additional skills or understanding required to complete the T/I/Q?

Action & Expression
- Could action and expression be a barrier?
- Is there enough space for learners to respond?
- Is there another way that learners could respond?
- Are there tools or scaffolds that could be used to support production?

Engagement
- Could engagement be a barrier?
- Would learners see the relevance of the T/I/Q?
- How might learners feel about the layout?
- Are questions/instructions written in a way that learners can understand what is required of them?
- Is there an opportunity for choice?

Representation
- Could representation be a barrier?
- Is there additional vocabulary or symbols that learners require to understand to access or complete the T/I/Q?
- Is there an opportunity to represent the information in multiple ways? (pic, graphic organsiers)
- Do learners require particular background knowledge?

MANY WAYS EDUCATION