As you plan your classroom based state assessment (CBSA) ask yourselves these questions.

**Foundations:** Assessments must be aligned to learning outcomes and curriculum
1. Does this assessment task have a clear purpose aligned to your curriculum?
2. Is this assessment task appropriate for all students?
3. Can the student demonstrate their learning in all of the rubric categories?
4. Does the assessment task engage students and improve learning?
5. Do all teachers and students have adequate time to complete the assessment tasks?
6. Are students aware of the expected learning and the expected task performance?

**Quality:** Assessment must inspire confidence that the data is accurate, dependable, fair, and attends to issues of accessibility and equity.
1. Does this assessment task demonstrate bias or favor students with a specific cultural or linguistic background?
2. Can accommodations be made to the assessment task to meet the needs of all students?
3. Are there conditions attached to the assessment task that do not measure the required elements or six rubric areas?
4. Can the assessment task product be scored in a way that provides consistent, dependable, appropriate information about the student’s knowledge and skills?
5. Do you have a way to evaluate the assessment’s implementation and effectiveness?

**USE:** Careful analysis of student performance should yield information that can be used to guide new teaching and learning.
1. Is the manner of analyzing student performance appropriate for all students?
2. Does the assessment task process provide feedback that improves student learning?
3. Does the assessment task provide feedback that allows teachers to improve instruction?
4. Are the summative grades and comments reflective of real student learning?
5. Do teachers feel confident that the score the student receives reflects the level of student learning and performance?