|  |  |  |  |
| --- | --- | --- | --- |
|  | Very likely [means that the assessment is not aligned with goal(s)] | Somewhat  likely | Very  unlikely |
| 1. How likely is it that a student could do well on the assessment by |  |  |  |
| * Making clever guesses, parroting back, or “plugging in” what was learned, perhaps with accurate recall but limited or no understanding? |  |  |  |
| * Making a good-faith effort, with lots of hard work and enthusiasm, but with limited understanding? |  |  |  |
| * Producing a lovely product or an engaging and articulate performance, but with limited understanding? |  |  |  |
| 2. How likely is it that a student could do poorly on the assessment by |  |  |  |
| * Failing to meet the requirements of this particular task while nonetheless revealing a good understanding of the ideas? |  |  |  |
| * Not being skilled at certain aspects of the task, but those sills are not central to the goal or involve outside learning or natural talent (e.g., require acting or computer ability unrelated to Stage 1 goals)? |  |  |  |

**Applying the Two-Question Validity Test**

**Purpose:** To apply the two-question validity test to your assessments.

**Directions:** Test your unit assessments using the following question prompts.