

Standard → Evidence Alignment Check

Before analyzing the score, make sure the evidence actually matches the learning.

STANDARD / INDICATOR

Name the exact learning.

STUDENT-FRIENDLY TARGET

What should students know or be able to do?

ASSESSMENT / TASK

What item, question, performance, or task will provide the evidence?

WHAT STUDENTS MUST ACTUALLY DO

What knowledge, reasoning, skill, or application demonstrates the target?

CHECK THE EVIDENCE SOURCE

- Does the task require the intended skill?
- Could reading demand or task complexity measure something else?
- Is the task broad enough, narrow enough, or only partially aligned?
- Would a correct answer actually demonstrate the target?
- Would an incorrect answer tell me something useful?

ALIGNMENT	WHAT IT MEANS
■ STRONG	Directly demonstrates the target.
■ PARTIAL	Useful evidence, but incomplete.
■ WEAK	May not justify an instructional decision.
■ NONE	Should not be used as evidence for this standard.

WHAT COULD DISTORT THE RESULT?

Reading load · unclear wording · format · background knowledge · multiple skills · other

DECISION	■ KEEP ■ REVISE ■ REPLACE
WHY?	

FINAL QUESTION

If a student succeeds on this task, what exactly can I confidently say they know or can do?

If the evidence is weak, fix the task before assuming a student deficit.