

1. Navigate and make sense of an information-rich environment	A. Assessment provides opportunities for students to evaluate credibility of information/data/sources i. Consider authority, trustworthiness, motivation behind information B. Assessment requires students to confront complexity, uncertainty, multiple potential interpretations C. Assessment presents the nature of scientific knowledge as evolving D. Assessment uses technology accessible in the local context to enable students to collect and analyze their own data
2. Assessment requires critical analysis of diverse perspectives that exist around any real, complex question or problem	A. Assessment promotes critical analysis of power dynamics embedded in real contexts i. Who decides how science knowledge is being used ii. Who decides what knowledge is valued iii. What are the dominant and non-dominant perspectives and related power dynamics B. Assessment lends explicit attention to the perspectives represented in the information used to address the question or problem C. Driving question or problem for the assessment raises issues related to social justice, representation and equity
3. Encourages meaningful collaboration	A. Assessment moves beyond just including group work as an element of the assessment to a focus on using collaborative knowledge building and flexible grouping strategies (e.g., partners, small groups, strategic groupings of students...) B. Assessment promotes student engagement in and development of collaborative group work and skills, where students learn, use and reflect on the use social emotional strategies to work effectively with their peers to solve problems and answer questions in relation to phenomenon
4. Engages students in making sense of questions that are meaningful to different students, their communities,	A. Assessment prepares students to address current questions and problems that society faces in the 21st century B. Assessment uses free/low-cost technology to make the phenomenon more engaging and meaningful C. Assessment engages community and family outside the classroom in addressing questions and problems and as stakeholders in the outcomes of resolving the questions and problems D. Assessment leverages students' ways of meaning-making, communication/expression, learning that are related to their cultures, linguistic repertoires, and experiences

and society	
5. Promotes student agency and social-emotional development	A. Assessment builds in conversations about progress and reflections with students, or there are features built in that will facilitate these conversations after the assessment i. Assessments promote a growth mindset and the ability for students to manage and reflect on their own learning B. Assessment uses free/low cost technology to enable greater choice and agency in the selection of problems to solve or questions to answer and methods for collecting, analyzing, and communicating about the data C. Assessment allows students to establish the criteria and constraints for the design of solutions to problems
6. Includes alternate ways students can be evaluated and how this information can be used	A. Assessment/scoring guide leverages technology to transform the kind of evidence of learning gathered, how it is gathered it, and how it gets used B. Assessment uses free/low-cost technology to: i. Increase accessibility of instructions and expectations, with particular attention to diverse learners ii. Facilitate students' collection and use of evidence to communicate what they know and can do and reflect on their progress iii. Provide actionable & meaningful information to teachers and feedback to students