

Developing Quality Assessments

This document is designed to ensure the highest quality assessments. Developing a quality assessment with reliable scoring protocols is a complex process and the majority of the work for an SLO.

Assessment Success Criteria

- The depth and complexity of the standards are present in the assessment
- Measurable and specific evidence will be used to determine progress toward the goals
- Assessment includes multiple opportunities or items to demonstrate growth toward learning targets

1. Depth and Complexity: It may be helpful to identify existing assessment options that are available. It is imperative to be a smart consumer when looking at vendor-developed assessments. Regardless of using a vendor-developed assessment, a teacher developed assessment or a blend these are the things to consider.

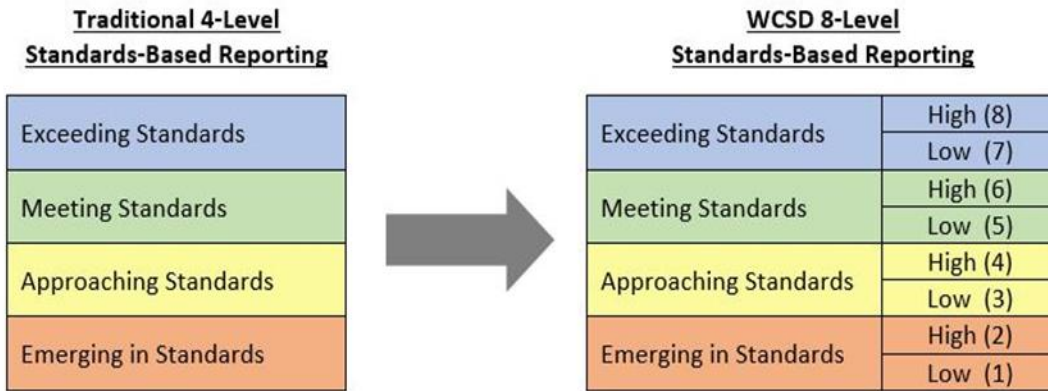
- Are all of the items on the assessment aligned with the standards selected?
- Does the cognitive demand of the standard(s) align with the assessment or assessment item? *For example, if the standards ask students to analyze, construct or craft then the assessment item should not be a true/false or multiple-choice answer. Please see Hess's Cognitive Rigor Matrix, which is a crosswalk of Bloom's Taxonomy and Webb's Depth of Knowledge for support resources. <http://www.karin-hess.com/>*
- Is there a balance of standards represented within the assessment?
- Are there a variety of item types in the assessment? *For example, my students can do procedural type problems but struggle when I ask them to do an application problem.*

2. Formative Assessment Process: Teachers and students partner in an intentional learning process in which evidence of learning is continuously and systematically gathered with the express goal of improving student achievement. The following list are some examples of evidence for analysis of student learning and growth towards learning targets.

Academic Conversations	Effective Questioning
Student Conferencing	Exit Tickets
Graphic Organizers	Note booking/Journaling
Student Self-Assessment	White Board Responses



- 3. Develop Scoring Protocols:** Reliability means the degree to which the results of the assessment are reproducible in similar circumstances. Scoring protocols promote consistency of expectations as well as a more common meaning of results. Note: a pre-assessment should not be used as a grade for students.
- Assessment directions that are clear and concise.
 - Answer keys, rubrics, and scoring guides that are accurate and thorough.
 - Translating scores to the 8 levels of performance. It likely does not make sense to take the total points in an assessment and divide by 8 as this results in a 50% score for meeting standards. Rather, begin by considering what evidence of student learning on this assessment meets minimum criteria for meeting standards.



- 4. PLC Collaboration and Discussion:** Collaboration helps stimulate thinking in new ways and can help assessments evolve into higher levels of quality. As a PLC discuss:
- What are the expectations for mastery?
 - How are all students able to show growth?
 - Is the scoring of the assessment replicable and consistent for all students?
 - Does the distribution of points for each item align with the type of questioning?
 - If it is a common assessment, how are we ensuring all assessments are scored the same way?
 - If teachers choose to use culminating data as a grade for students, a PLC is a forum to discuss and align common grading practices.