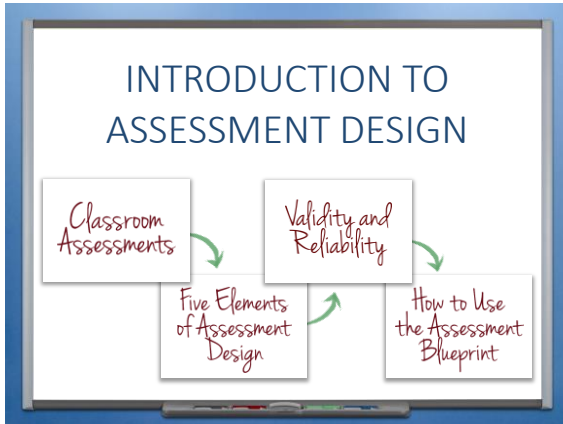


# Introduction to Assessment Design



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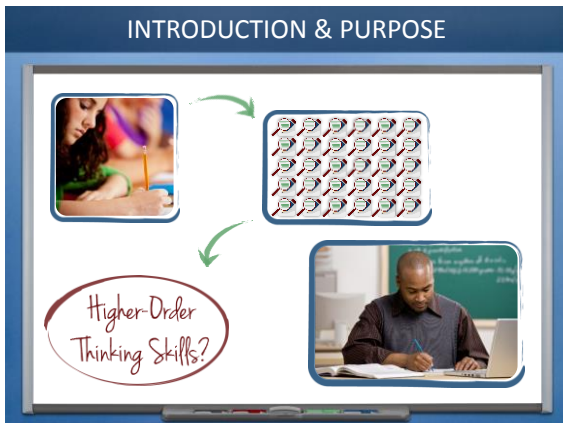
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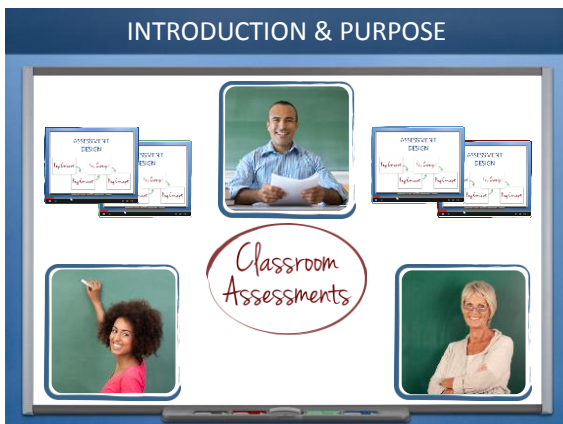
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# Introduction to Assessment Design

## INTRODUCTION & PURPOSE



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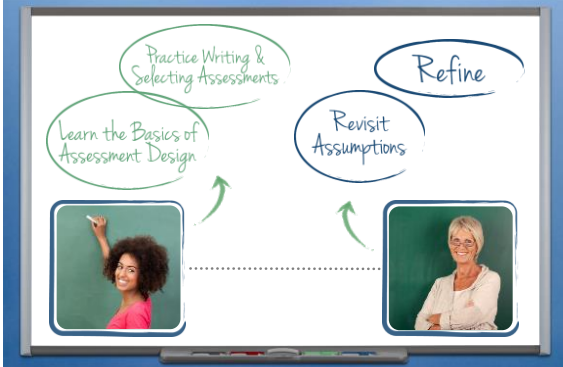
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## INTRODUCTION & PURPOSE



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## INTRODUCTION & PURPOSE



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# Introduction to Assessment Design

## INTRODUCTION & PURPOSE



Define **FIVE ELEMENTS OF ASSESSMENT DESIGN AND VALIDITY AND RELIABILITY**



Explain **WHY** teachers should focus on **FIVE ELEMENTS OF ASSESSMENT DESIGN**



Explain the purpose of the **ASSESSMENT BLUEPRINT** and the **ASSESSMENT BLUEPRINT EXAMPLE**

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## KEY CONCEPTS

Classroom Assessments

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## KEY CONCEPTS

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint



### assessment

processes and tools that measure what students know and can do



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# Introduction to Assessment Design

**KEY CONCEPTS**


Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

**assessment**  
processes and tools that measure what students know and can do



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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint



**Classroom Assessments**

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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

**assessment design**  
term that includes planning, writing and selecting assessments

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# Introduction to Assessment Design

## KEY CONCEPTS

### Five Elements of Assessment Design

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); and Rhode Island Department of Education, "Deepening Assessment Literacy."

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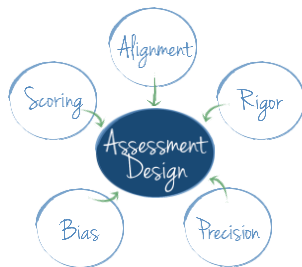
## KEY CONCEPTS

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint



Sources: To create this list, we synthesized information from several sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

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## KEY CONCEPTS

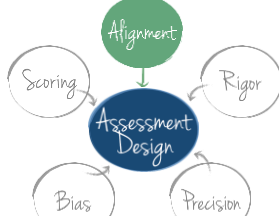
Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

An assessment that is **ALIGNED WITH STANDARDS** measures student performance against those standards



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# Introduction to Assessment Design

**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

An assessment has an **APPROPRIATE LEVEL OF RIGOR** if the assessment includes assessment items that match the level of rigor of the skill(s) you intend to measure *and* the assessment measures a range of student thinking and understanding so that it measures what all students know and can do

```
graph TD; Alignment((Alignment)) --> AD((Assessment Design)); Rigor((Rigor)) --> AD; Precision((Precision)) --> AD; Bias((Bias)) --> AD; Scoring((Scoring)) --> AD;
```

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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

A **PRECISE** assessment measures students' knowledge and skills, not their misinterpretations or lack of unrelated background knowledge

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graph TD; Alignment((Alignment)) --> AD((Assessment Design)); Rigor((Rigor)) --> AD; Precision((Precision)) --> AD; Bias((Bias)) --> AD; Scoring((Scoring)) --> AD;
```

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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

An **UNBIASED** assessment measures students' knowledge and skills, not differences among groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion

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```

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# Introduction to Assessment Design

**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

An assessment that has an **APPROPRIATE SCORING STRATEGY** measures students' knowledge and skills, not how or when the assessment is scored or who scores it

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graph TD; Alignment((Alignment)) --> AD((Assessment Design)); Rigor((Rigor)) --> AD; Bias((Bias)) --> AD; Precision((Precision)) --> AD; Scoring((Scoring)) --> AD;
```

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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

```
graph TD; Alignment((Alignment)) --> AD((Assessment Design)); Rigor((Rigor)) --> AD; Bias((Bias)) --> AD; Precision((Precision)) --> AD; Scoring((Scoring)) --> AD; AD --> VR((Validity and Reliability));
```

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**KEY CONCEPTS**

Validity and Reliability

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# Introduction to Assessment Design

**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

**validity**  
the extent to which an assessment measures what you intend it to measure

**reliability**  
the extent to which a student's score will be the same no matter when, where or in what form the student takes the assessment or who scores it

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

Valid

Reliable

Assessment Blueprint

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**KEY CONCEPTS**

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

Classroom Assessments

Assessment Design

Valid

Reliable

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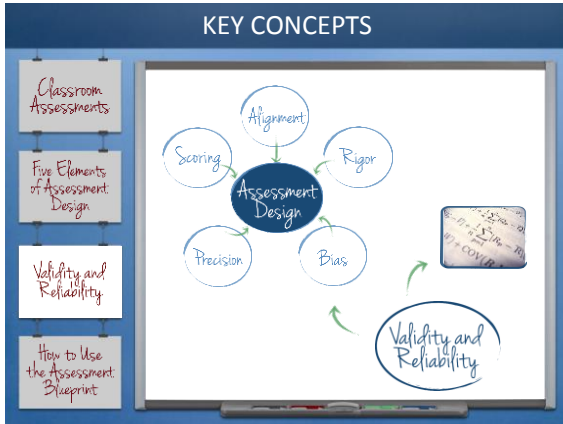
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# Introduction to Assessment Design



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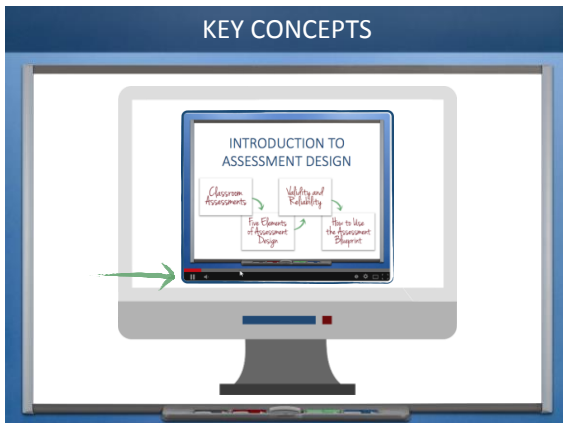
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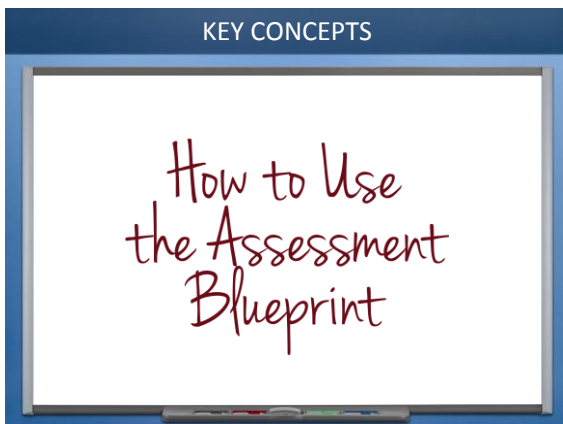
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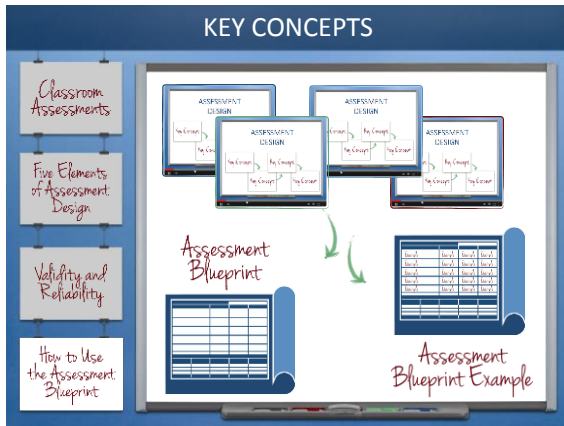
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# Introduction to Assessment Design



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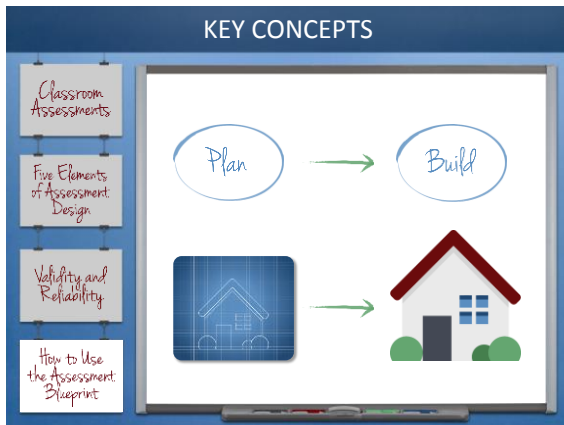
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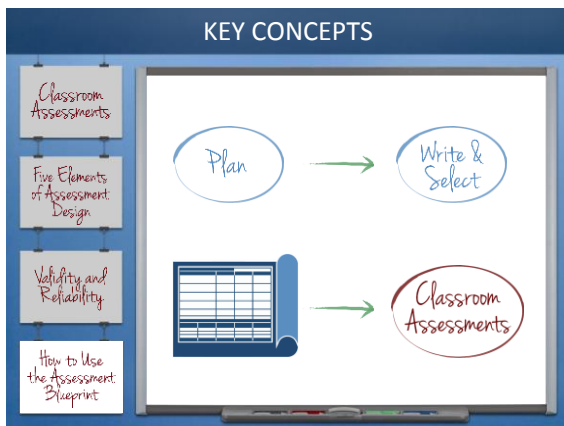
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# Introduction to Assessment Design

## KEY CONCEPTS

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

Source: Adapted from Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

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## KEY CONCEPTS

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

Source: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini assessment for Who was Marco Polo?" by Joan Holub and The Adventures of Marco Polo by Russell Freedman" (2014).

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## KEY CONCEPTS

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

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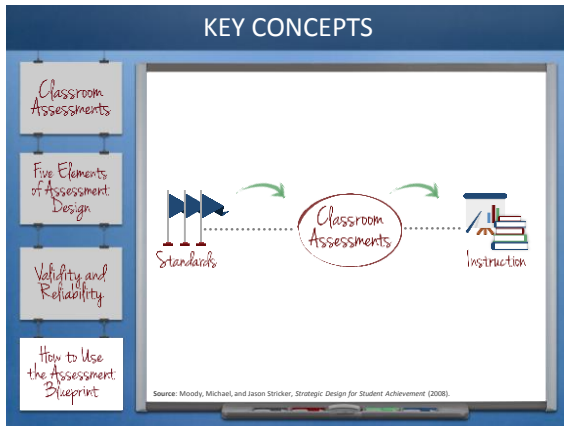
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# Introduction to Assessment Design




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# KEY CONCEPTS

Primary Purpose

Classroom Assessments

Five Elements of Assessment Design

Validity and Reliability

How to Use the Assessment Blueprint

1. Primary Purpose of the Assessment	2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items	
Reading Informational Text 1: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade's topic or subject area.	Reading Informational Text 2: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade's topic or subject area.	Reading Informational Text 3: Analyze how an author or speaker presents an argument or particular points in a text, uses rhetorical and visual support within the text.	Determine the meaning of new vocabulary words.	DR	
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Writing 2: Write informative/explanatory texts in which they introduce a topic, provide facts, describe events, and analyze how a subject is developed, examined, and argued.	Writing 3: Write narrative texts in which they tell a story, often from a real or imagined perspective.	Support your point of view with evidence.	CR, PT CR, PT	
Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Reading Informational Text 1: Determine the meaning of new vocabulary words.	CR-MC	1-3	5	14
2	Reading Informational Text 2: Determine the meaning of new vocabulary words.	CR-Short Answer	1-4	13	34
3	Writing 1: Write an opinion, and support your point of view.	PT-Essay	5	18	34
TOTAL				36	100%

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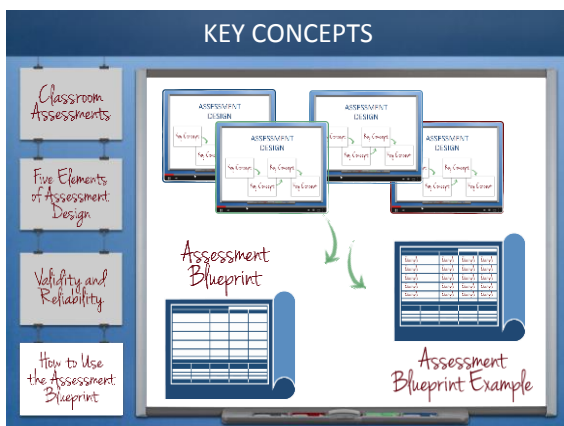
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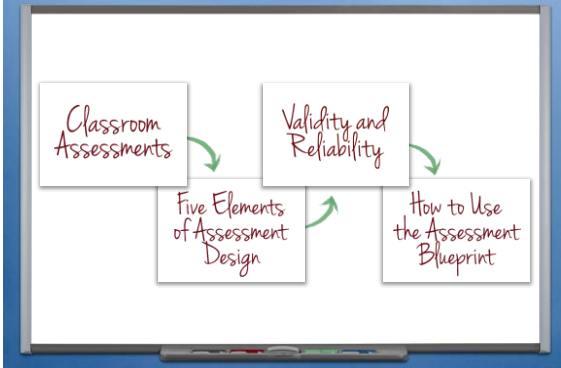
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# Introduction to Assessment Design

## CHECK FOR UNDERSTANDING



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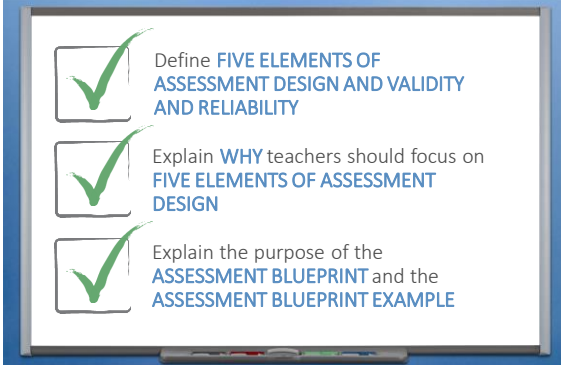
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## CHECK FOR UNDERSTANDING



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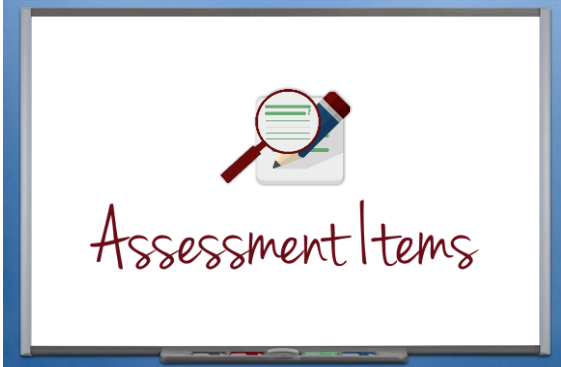
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## CHECK FOR UNDERSTANDING



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# Introduction to Assessment Design

## CHECK FOR UNDERSTANDING



### Assessment Item

1. Discuss in one to three sentences why we recommend that you focus on five elements of assessment design as opposed to the statistical concepts associated with validity and reliability.

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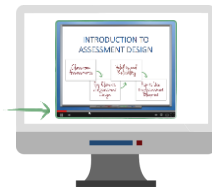
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## CHECK FOR UNDERSTANDING



### Assessment Item

1. Discuss in one to three sentences why we recommend that you focus on five elements of assessment design as opposed to the statistical concepts associated with validity and reliability.



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## CHECK FOR UNDERSTANDING



### Answer

1. Discuss in one to three sentences why we recommend that you focus on five elements of assessment design as opposed to the statistical concepts associated with validity and reliability.

*Assessments that I use in my classroom do not demand the same level of statistical scrutiny as large-scale, standardized tests, but I can consider five elements of assessment design to ensure that my assessments are reasonably valid and reliable. Once I master how to address these five elements, I will be able to plan, write and select assessments that have an appropriate level of validity and reliability for use in my classroom.*

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# Introduction to Assessment Design

## CHECK FOR UNDERSTANDING



### Assessment Item

2. What are the assessment blueprint and assessment blueprint example, and how will you use them to understand the concepts in this series of modules and plan assessments in the future?

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## CHECK FOR UNDERSTANDING



### Assessment Item

2. What are the assessment blueprint and assessment blueprint example, and how will you use them to understand the concepts in this series of modules and plan assessments in the future?



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## CHECK FOR UNDERSTANDING



### Answer

2. What are the assessment blueprint and assessment blueprint example, and how will you use them to understand the concepts in this series of modules and plan assessments in the future?

*The assessment blueprint and the assessment blueprint example are tools to help me organize the concepts in this series of modules. The assessment blueprint includes a table with directions and a blank template that I can repurpose to design my own assessments. The assessment blueprint example is the template filled out with an example. I can use the tools in my teaching practice to help me determine which standard or standards I plan to measure and design assessments to measure mastery of the standard or standards before I begin teaching.*

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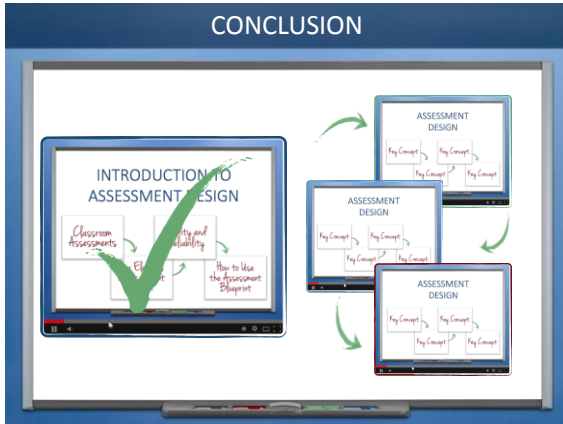
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# Introduction to Assessment Design



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