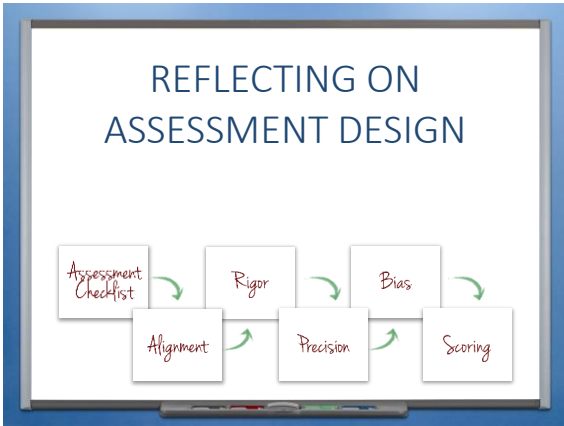


# Reflecting on Assessment Design



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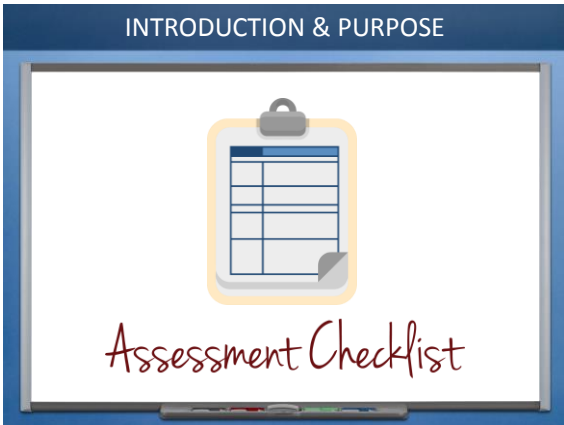
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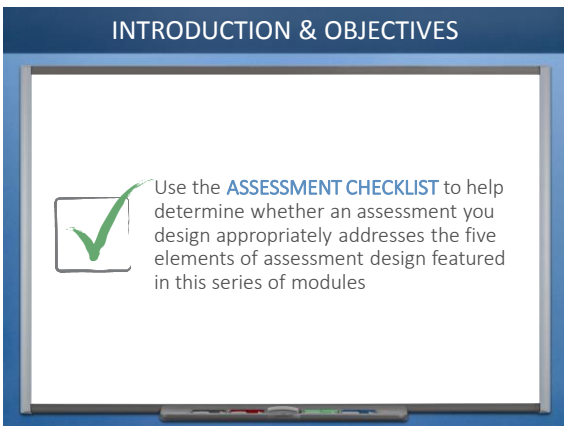
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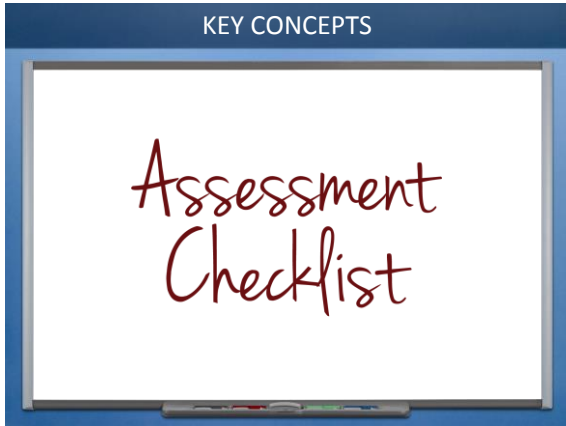
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# Reflecting on Assessment Design



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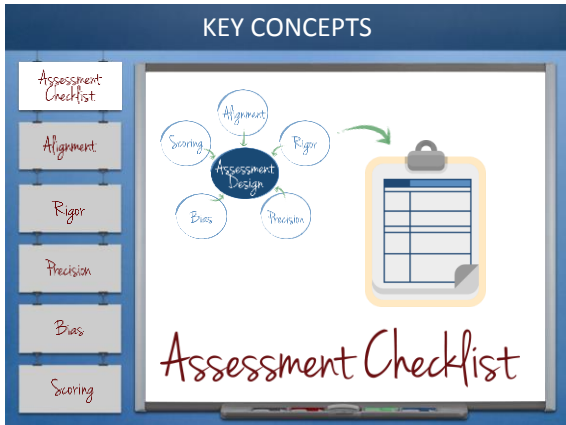
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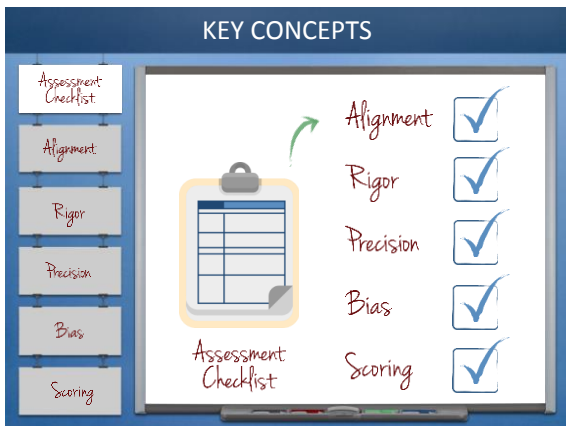
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# Reflecting on Assessment Design

KEY CONCEPTS



Alignment

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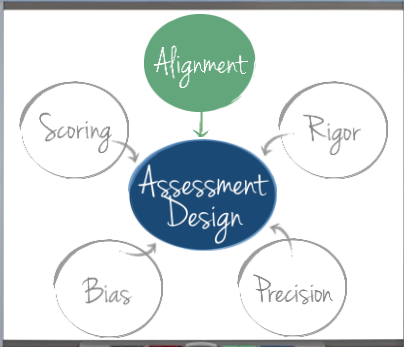
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KEY CONCEPTS

- Assessment Checklist
- Alignment
- Rigor
- Precision
- Bias
- Scoring



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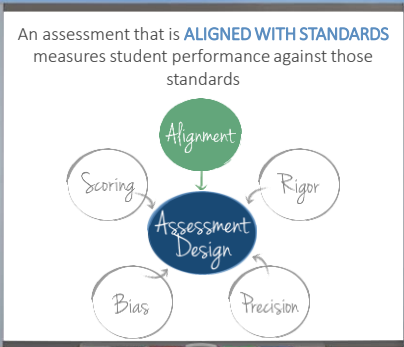
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KEY CONCEPTS

- Assessment Checklist
- Alignment
- Rigor
- Precision
- Bias
- Scoring

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



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

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# Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Standards → Classroom Assessments → Instruction

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

**Standard**

Interpret whole-number quotients of whole numbers, (for example, interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

**Assessment Item**

What is  $12 \div 5$ ?

Source: Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 3" (2010).

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

~~Standards → Classroom Assessments~~

**Skill(s)**

→ Interpret whole-number quotients of whole numbers.

**Assessment Item**

What is  $12 \div 5$ ?

**Answer**

2.4 or 2 with a remainder of 2

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# Reflecting on Assessment Design

KEY CONCEPTS

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Is each assessment item aligned with the standard you intend to teach and measure?

YES NO → Refine

A whiteboard with a blue border. On the left, there is a vertical list of six items: 'Assessment Checklist', 'Alignment', 'Rigor', 'Precision', 'Bias', and 'Scoring'. The 'Assessment Checklist' item is highlighted. On the right, there is a question: 'Is each assessment item aligned with the standard you intend to teach and measure?' with a blue checkmark in a box to its left. Below the question, there is a small empty square box. Two arrows point from this box: one to the word 'YES' in green, and another to the word 'NO' in red. An arrow points from 'NO' to the word 'Refine'.

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KEY CONCEPTS

Rigor

A whiteboard with a blue border. The word 'Rigor' is written in the center in a large, red, cursive font.

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KEY CONCEPTS

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Alignment

Scoring

Rigor

Assessment Design

Bias

Precision

A whiteboard with a blue border. On the left, there is a vertical list of six items: 'Assessment Checklist', 'Alignment', 'Rigor', 'Precision', 'Bias', and 'Scoring'. The 'Rigor' item is highlighted. On the right, there is a diagram. A central blue circle contains the text 'Assessment Design'. Five arrows point towards this central circle from surrounding white circles: 'Alignment' (top), 'Scoring' (left), 'Rigor' (right, highlighted in green), 'Bias' (bottom-left), and 'Precision' (bottom-right).

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# Reflecting on Assessment Design

### KEY CONCEPTS

Assessment Checklist

- Alignment
- Rigor
- Precision
- Bias
- Scoring

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

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### KEY CONCEPTS

Assessment Checklist

- Alignment
- Rigor
- Precision
- Bias
- Scoring

"Stretch" Items & Lower-level Items

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### KEY CONCEPTS

Assessment Checklist

- Alignment
- Rigor
- Precision
- Bias
- Scoring

"Stretch" Items & Lower-level Items

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# Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

**Standard**  
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Assessment Item**  
Which of the following words is an antonym of "tense"?

- a. troubled
- b. calm
- c. concerned
- d. smooth

Source: New York State Department of Education, "New York State P-12 Common Core Learning Standards for English Language Arts & Literacy" (2010).

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

**Standard**  
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Assessment Item**  
Which of the following words is an antonym of "tense"?

- a. troubled
- b. calm
- c. concerned
- d. smooth

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Does the level of rigor of each assessment item match the level of rigor of the skill you intend to measure?

Does the assessment measure a range of student thinking and understanding so that it measures what all students know and can do?

YES NO → Refine

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# Reflecting on Assessment Design

KEY CONCEPTS



Precision

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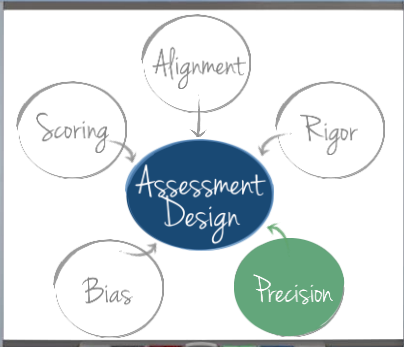
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KEY CONCEPTS

- Assessment Checklist
- Alignment
- Rigor
- Precision
- Bias
- Scoring



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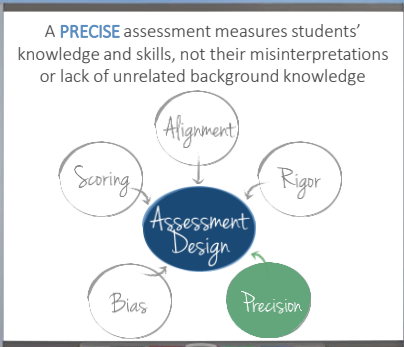
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KEY CONCEPTS

- Assessment Checklist
- Alignment
- Rigor
- Precision
- Bias
- Scoring

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



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# Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

- Are all items well formatted?
- Are the instructions for the assessment and each assessment item precise so that students understand where and how to address the item?
- Are all assessment items free of typos and factual errors?
- Does the assessment and each assessment item have all of the information that students will need to demonstrate their knowledge and skills?
- Does the assessment and each assessment item indicate how many points each assessment item is worth (if relevant) and how much time students have to complete their work?

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**KEY CONCEPTS**

Assessment Checklist


Alignment

Rigor

Precision

Bias

Scoring



- Is the prompt framed in the positive?
- Are the choices consistent in form, content and length? Are they ordered in a logical sequence? Are they all plausible?

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**KEY CONCEPTS**

Assessment Checklist


Alignment

Rigor

Precision

Bias

Scoring

 Assessment Item

Which of the following is a type of mammal?

- a. carrot
- b. tree
- c. apple
- d. whale

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# Reflecting on Assessment Design

KEY CONCEPTS

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Assessment Item

Which of the following is a type of mammal?

- a. carrot
- b. tree
- c. apple
- d. whale

Answer

- d. whale

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KEY CONCEPTS

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

YES

NO → Refine

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KEY CONCEPTS

Bias

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# Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist  
Alignment  
Rigor  
Precision  
Bias  
Scoring

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**KEY CONCEPTS**

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

Assessment Checklist  
Alignment  
Rigor  
Precision  
Bias  
Scoring

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**KEY CONCEPTS**

Assessment Checklist  
Alignment  
Rigor  
Precision  
Bias  
Scoring

**bias**  
when an assessment provides a systematic advantage or disadvantage to groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion

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# Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

We detect bias at the group level, not the individual level.

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Reading Comprehension

Reading Comprehension

Familiarity with Sailing

Socioeconomic Status

Source of Bias

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Did you ensure that each assessment item does not provide an advantage or disadvantage to any group of students because of their personal characteristics, such as race, gender, socioeconomic status or religion?

YES

NO → Refine

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# Reflecting on Assessment Design

KEY CONCEPTS



Scoring

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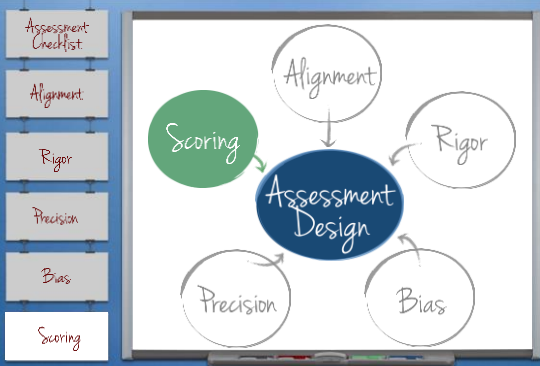
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KEY CONCEPTS



Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Alignment

Scoring

Rigor

Precision

Bias

Assessment Design

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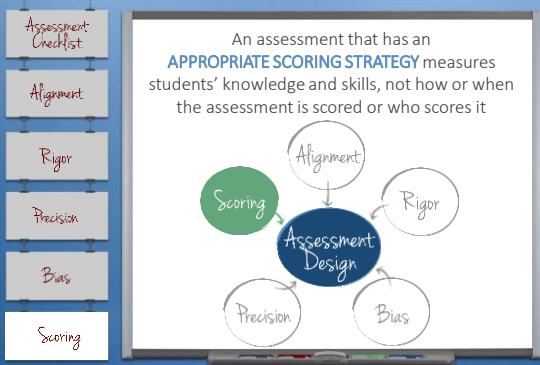
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KEY CONCEPTS



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

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Alignment

Scoring

Rigor

Precision

Bias

Assessment Design

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# Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Answer Keys

Scoring Guides

Rubrics

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Rubrics

Performance Levels

Dimensions

Descriptors

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**KEY CONCEPTS**

Assessment Checklist

Alignment

Rigor

Precision

Bias

Scoring

Answer Keys

Scoring Guides

Rubrics

YES

NO → Refine

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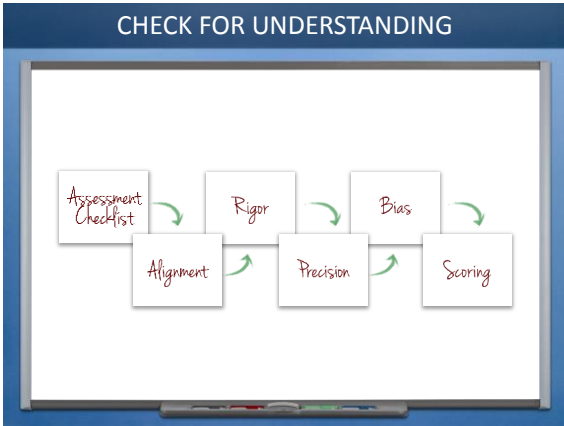
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# Reflecting on Assessment Design



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CHECK FOR UNDERSTANDING

Use the **ASSESSMENT CHECKLIST** to help determine whether an assessment you design appropriately addresses the five elements of assessment design featured in this series of modules

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CHECK FOR UNDERSTANDING

Assessment Items

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# Reflecting on Assessment Design

## CHECK FOR UNDERSTANDING



### Assessment Item

1. What question can you ask to check an assessment for alignment?  
If you like, use the assessment checklist to help you answer the question.

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## CHECK FOR UNDERSTANDING



### Assessment Item

1. What question can you ask to check an assessment for alignment?  
If you like, use the assessment checklist to help you answer the question.



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## CHECK FOR UNDERSTANDING



### Answer

1. What question can you ask to check an assessment for alignment?  
If you like, use the assessment checklist to help you answer the question.

*Is each assessment item aligned with the standard that I intend to teach and measure?*

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# Reflecting on Assessment Design

## CHECK FOR UNDERSTANDING



### Assessment Item

2. What question can you ask to check for bias? If you like, use the assessment checklist to help you answer the question.

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## CHECK FOR UNDERSTANDING



### Assessment Item

2. What question can you ask to check for bias? If you like, use the assessment checklist to help you answer the question.



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## CHECK FOR UNDERSTANDING



### Answer

2. What question can you ask to check for bias? If you like, use the assessment checklist to help you answer the question.

*Did I ensure that each assessment item does not provide an advantage or disadvantage to any group of students because of their personal characteristics, such as race, gender, socioeconomic status or religion?*

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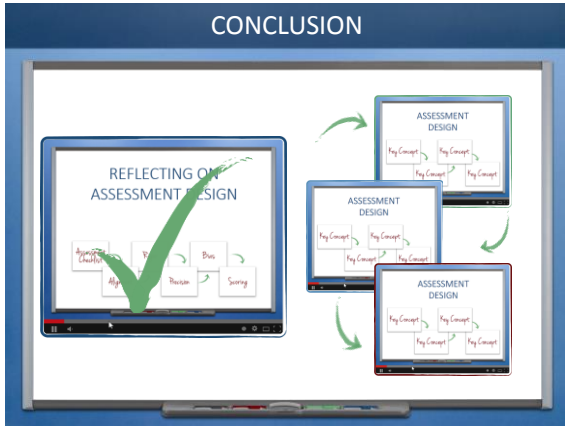
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# Reflecting on Assessment Design



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