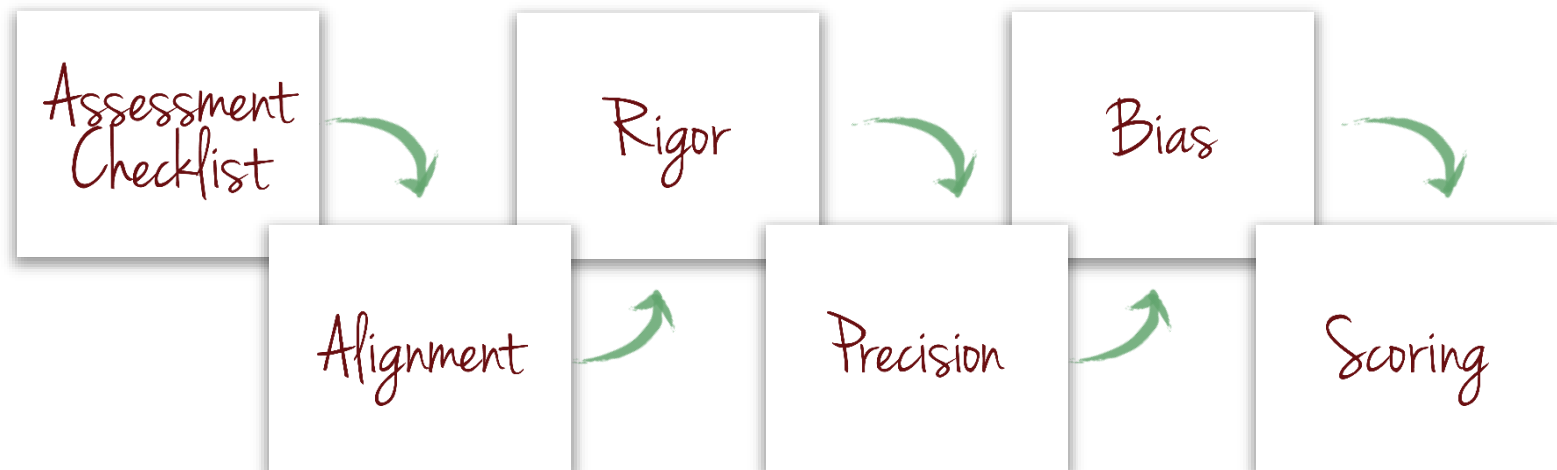


# REFLECTING ON ASSESSMENT DESIGN



# INTRODUCTION & PURPOSE



Assessment Checklist

# INTRODUCTION & OBJECTIVES



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

# KEY CONCEPTS

Assessment  
Checklist



# KEY CONCEPTS

Assessment  
Checklist

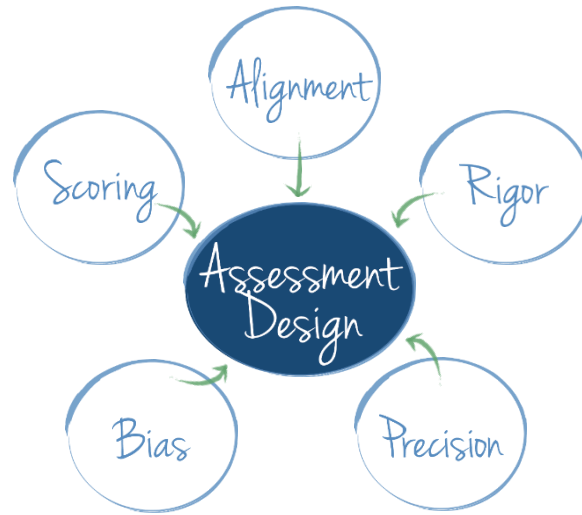
Alignment

Rigor

Precision

Bias

Scoring



# Assessment Checklist

# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

Precision

Bias

Scoring



Assessment  
Checklist

Alignment



Rigor



Precision



Bias



Scoring



# KEY CONCEPTS

Alignment

# KEY CONCEPTS

Assessment  
Checklist

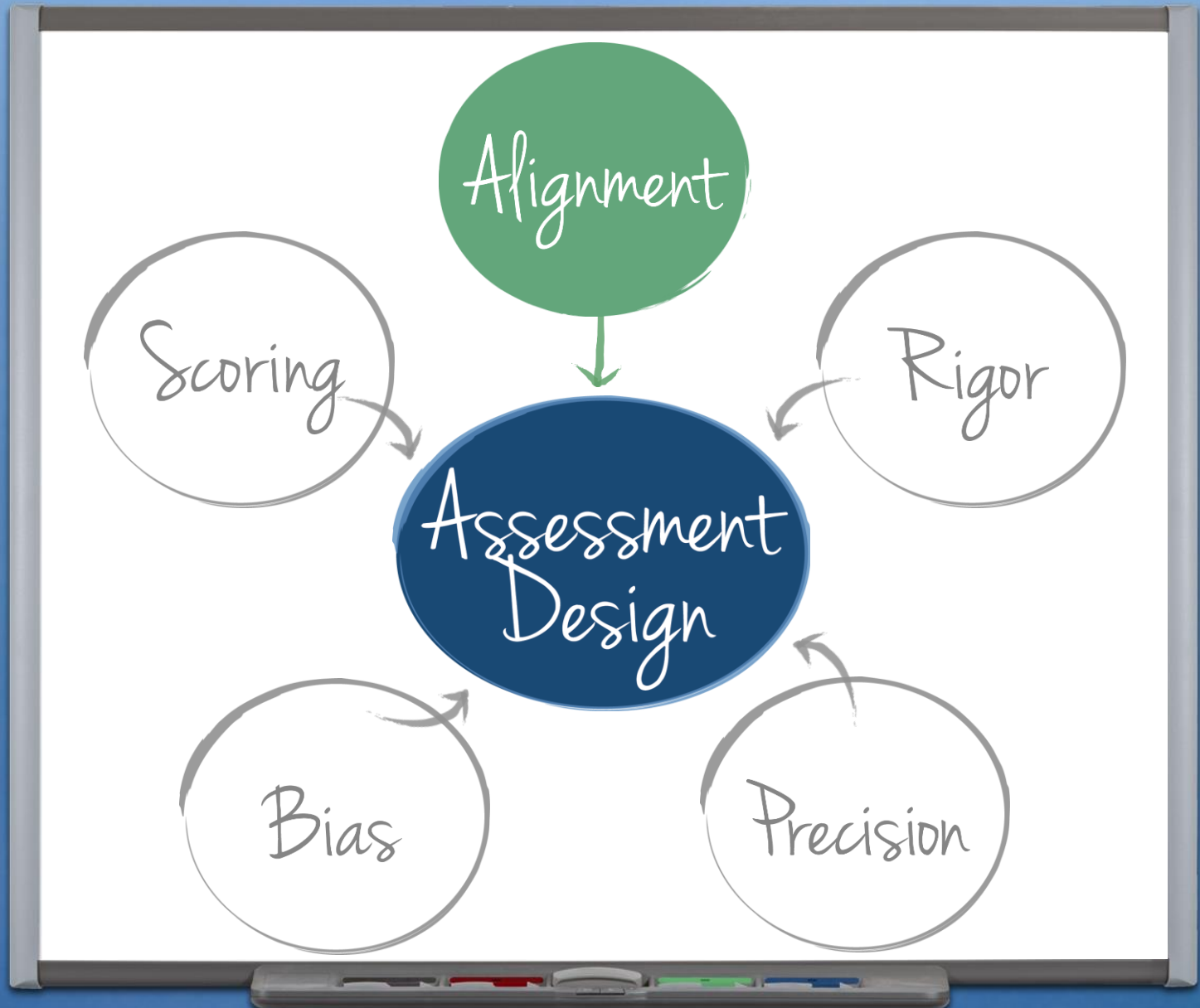
Alignment

Rigor

Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

Alignment

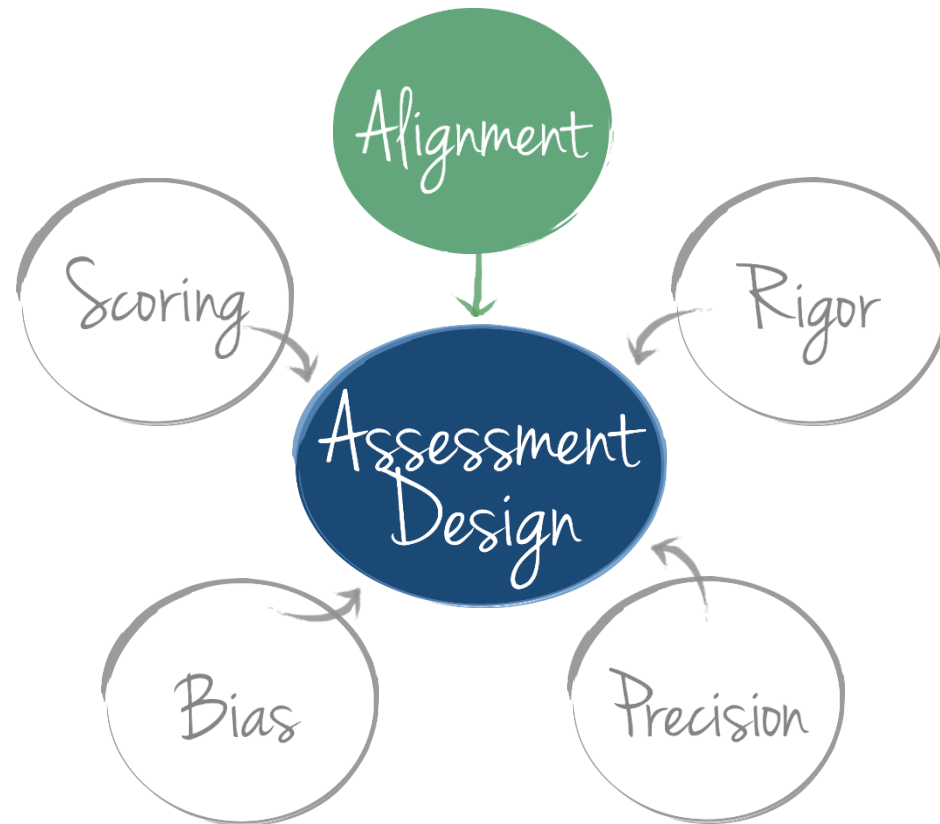
Rigor

Precision

Bias

Scoring

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



# KEY CONCEPTS

Assessment  
Checklist

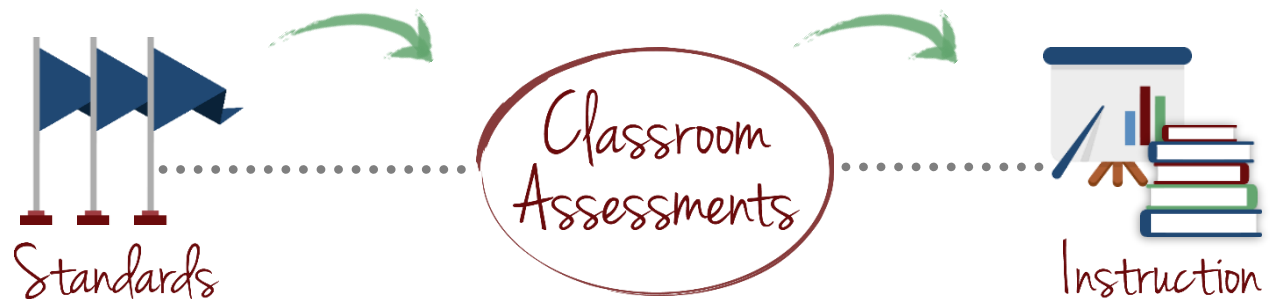
Alignment

Rigor

Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

Alignment

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Precision

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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).

# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

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Scoring



 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



# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

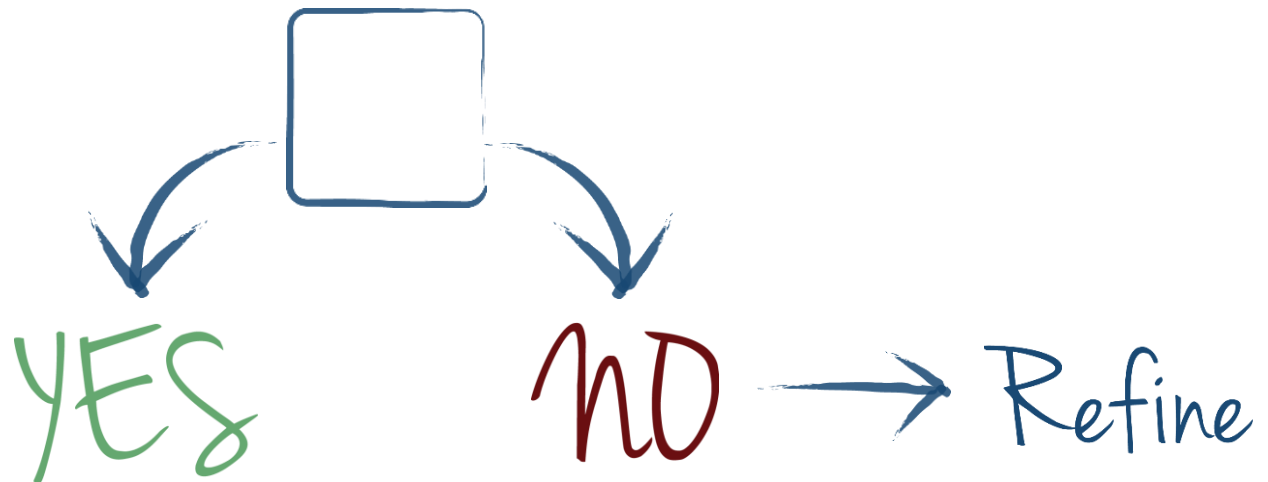
Precision

Bias

Scoring



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



# KEY CONCEPTS

Rigor

# KEY CONCEPTS

Assessment  
Checklist

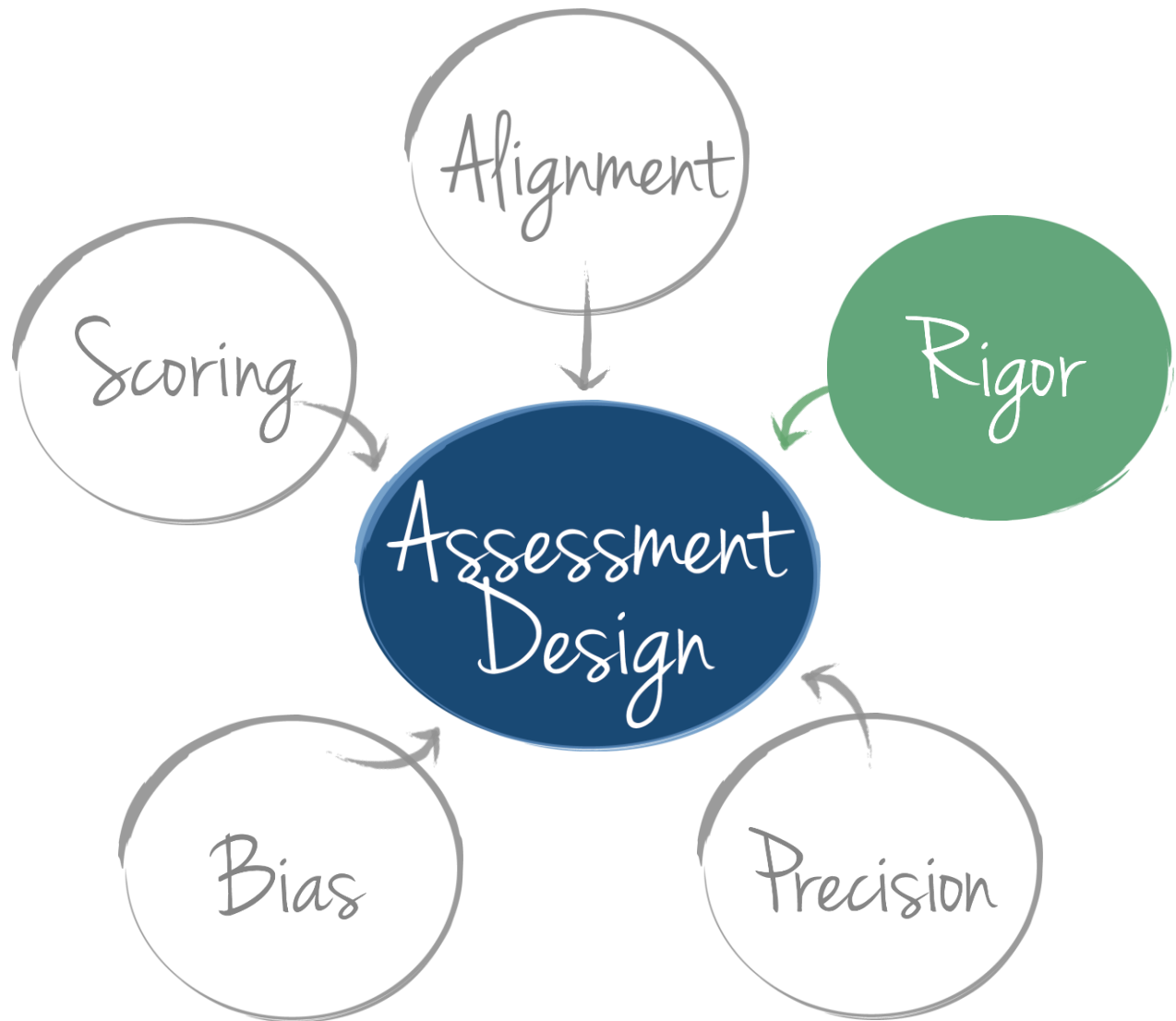
Alignment

Rigor

Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

Alignment

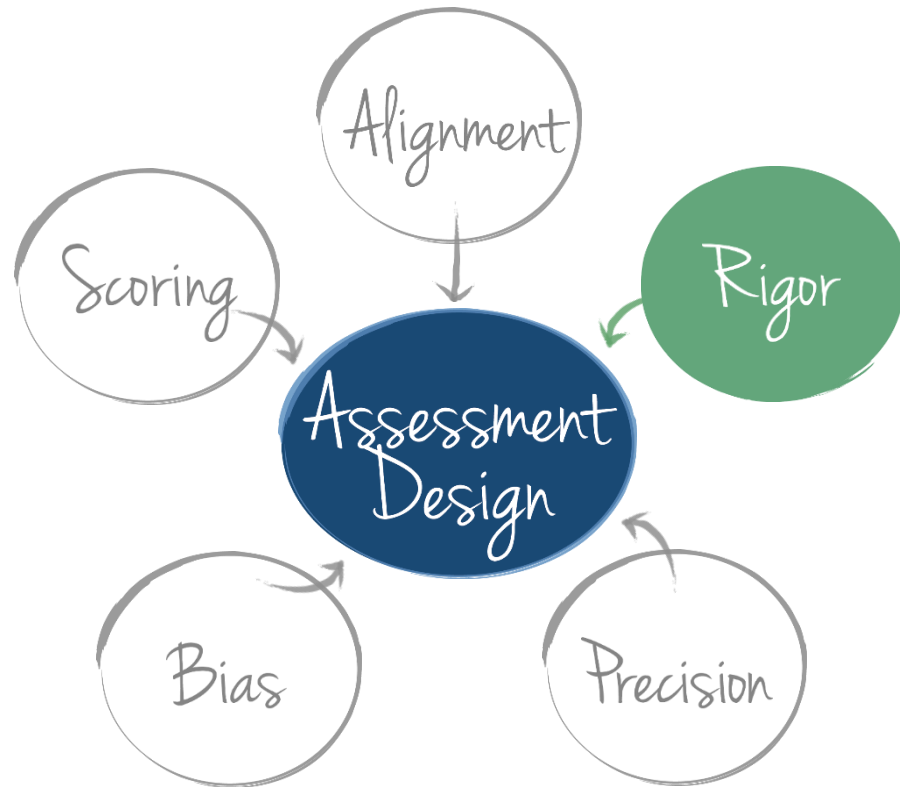
Rigor

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



# KEY CONCEPTS

Assessment  
Checklist

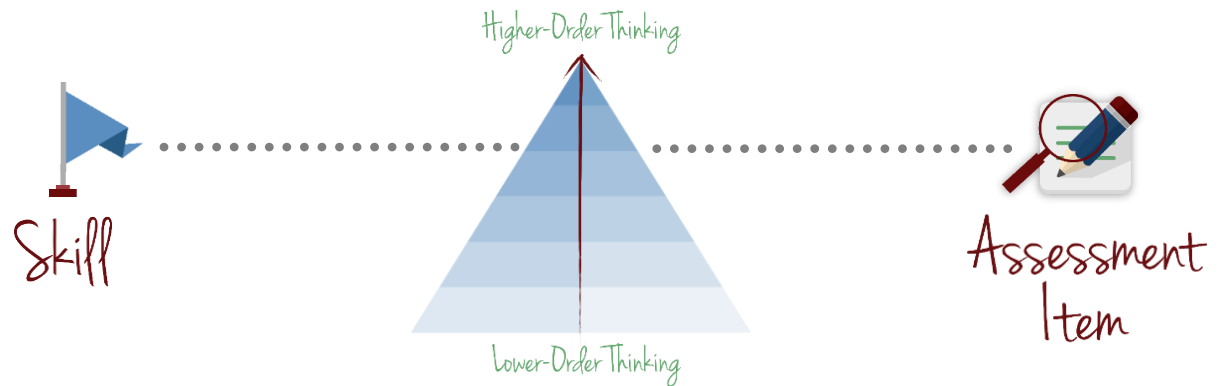
Alignment

Rigor

Precision

Bias

Scoring



 "Stretch" Items &  Lower-Level Items

# KEY CONCEPTS

Assessment  
Checklist

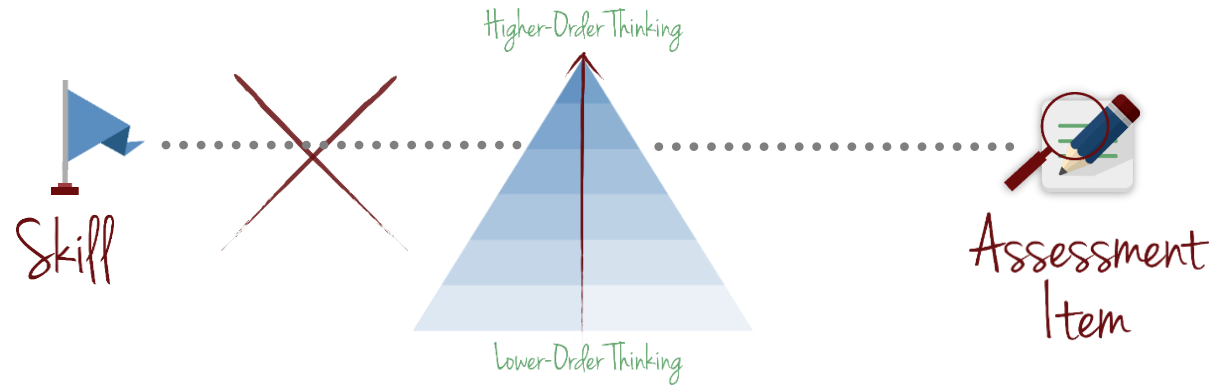
Alignment

Rigor

Precision

Bias

Scoring



 "Stretch" Items &  Lower-Level Items

# 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).

# 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



# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

Precision

Bias

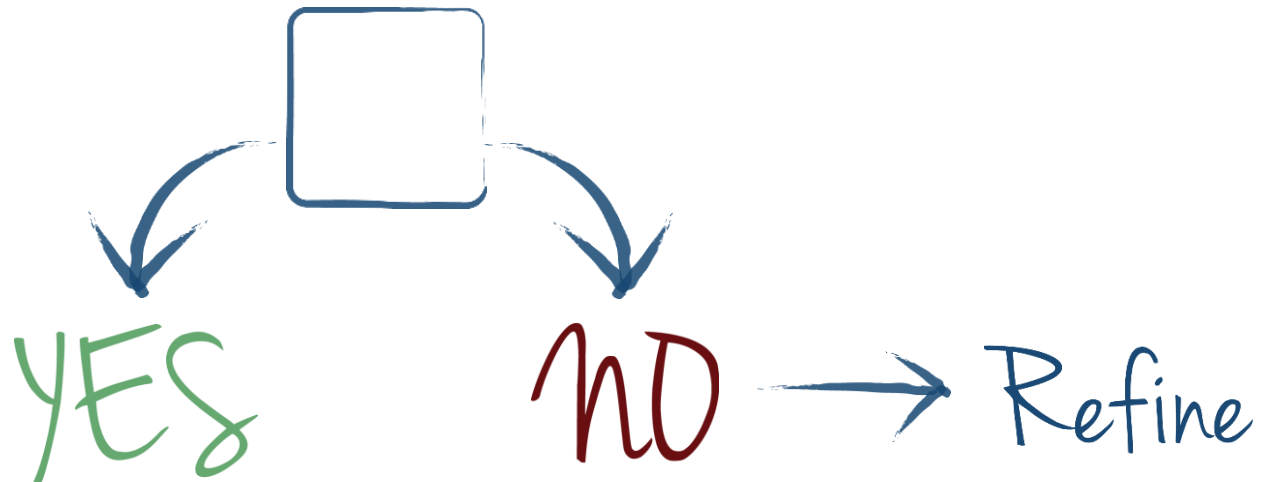
Scoring



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?



# KEY CONCEPTS

Precision

# KEY CONCEPTS

Assessment  
Checklist

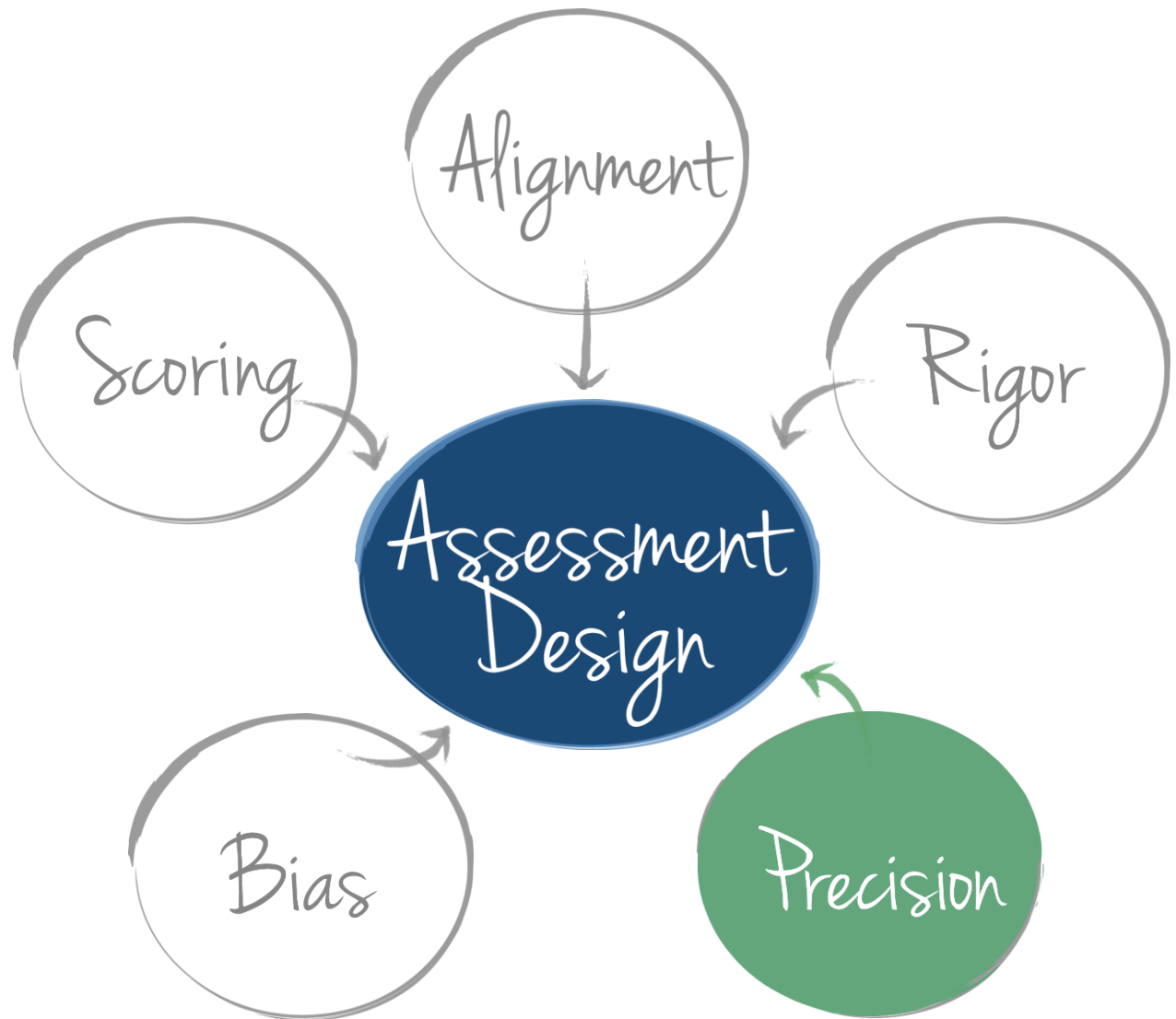
Alignment

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Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

Alignment

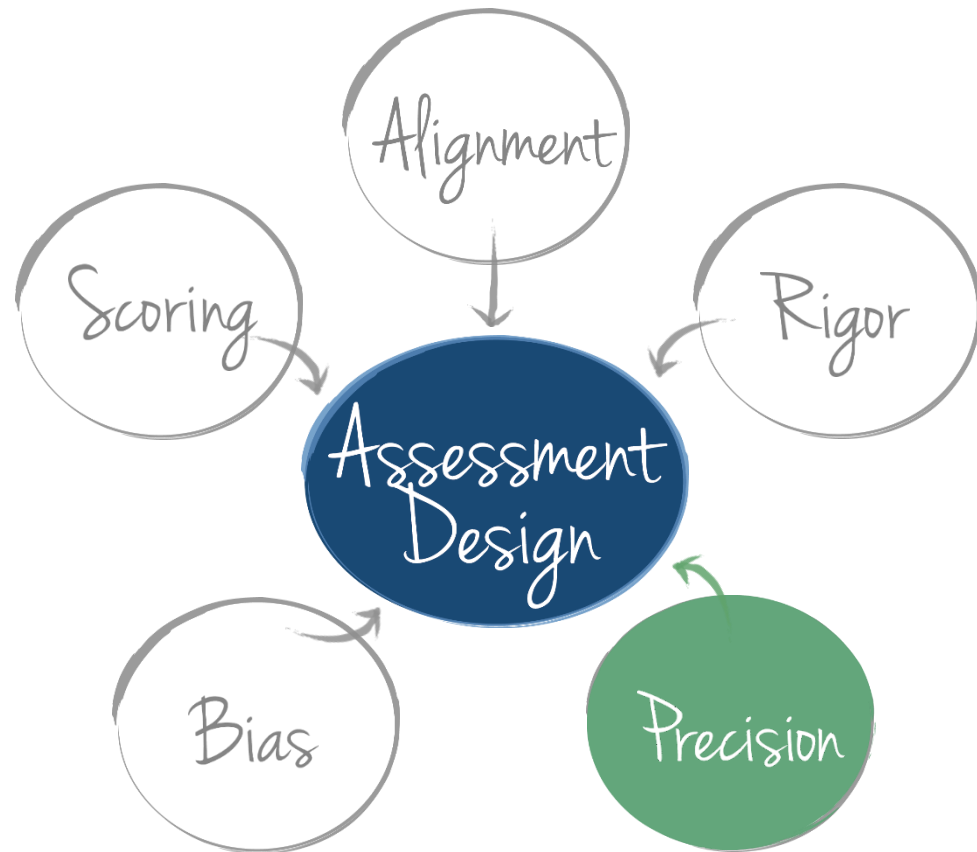
Rigor

Precision

Bias

Scoring

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



# 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?

# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

Precision

Bias

Scoring



Multiple Choice



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?

# 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

# 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



# KEY CONCEPTS

Assessment  
Checklist

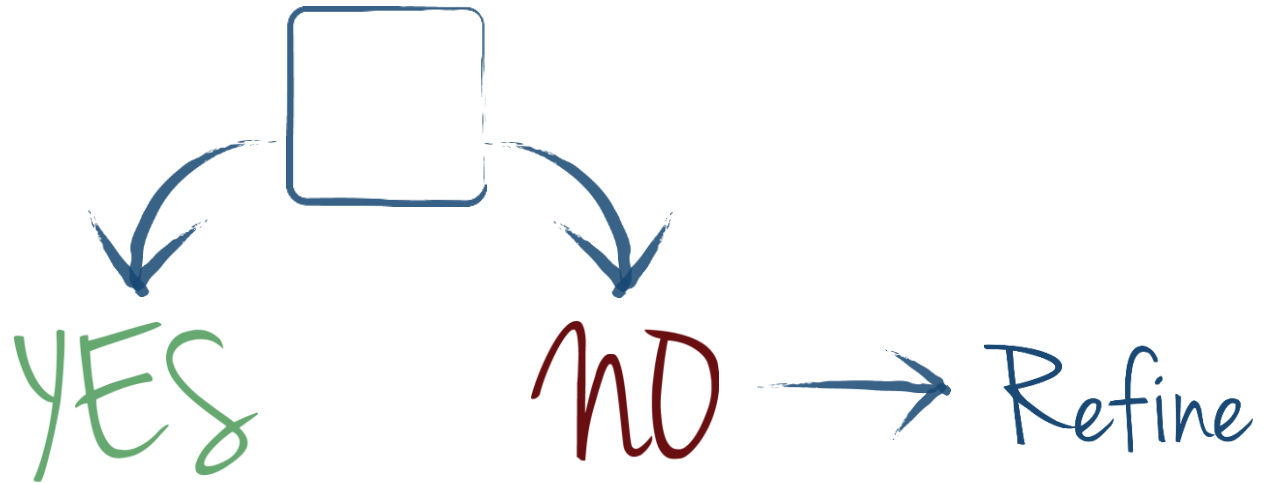
Alignment

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# KEY CONCEPTS

*Bias*

# KEY CONCEPTS

Assessment  
Checklist

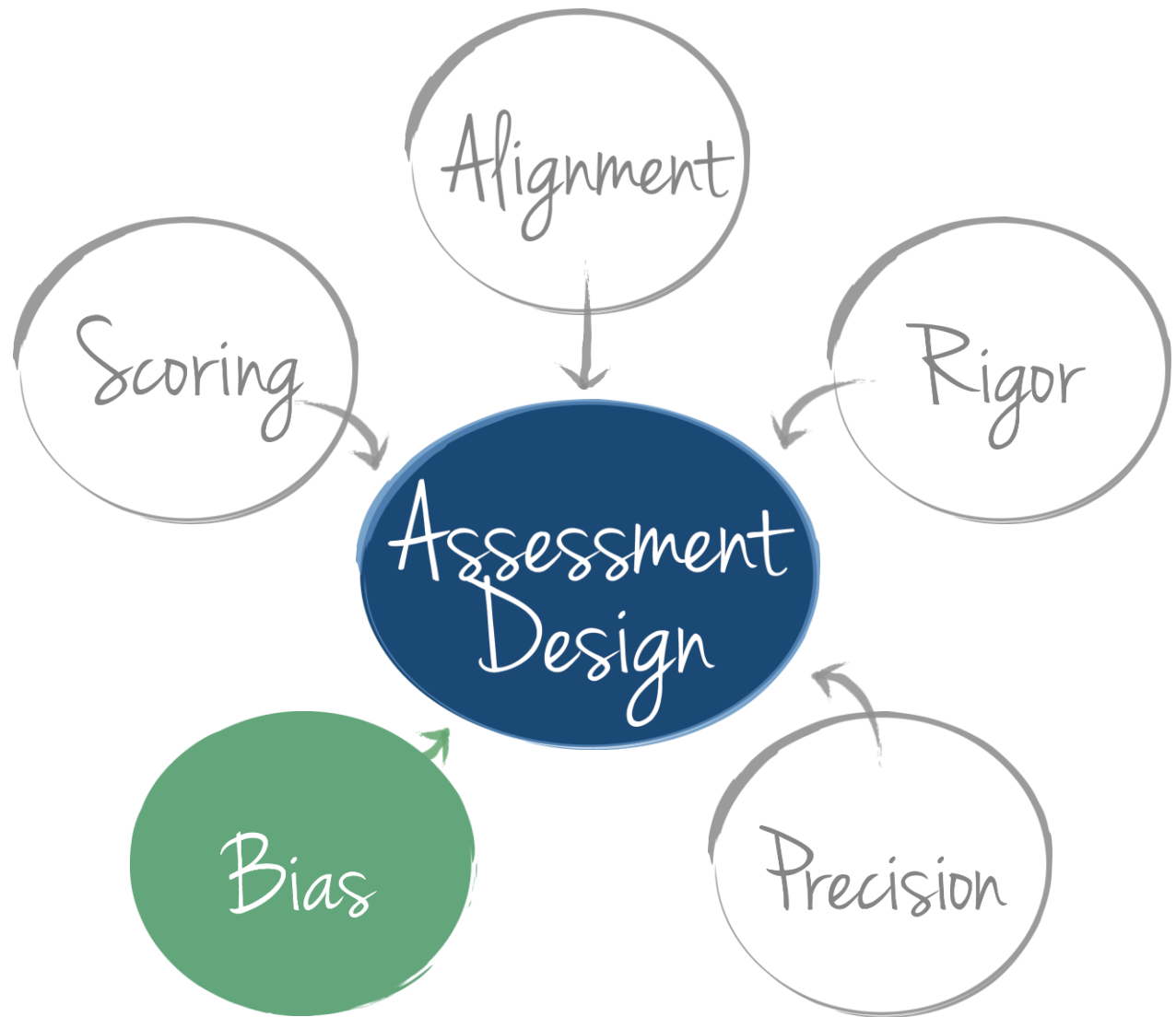
Alignment

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Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

Alignment

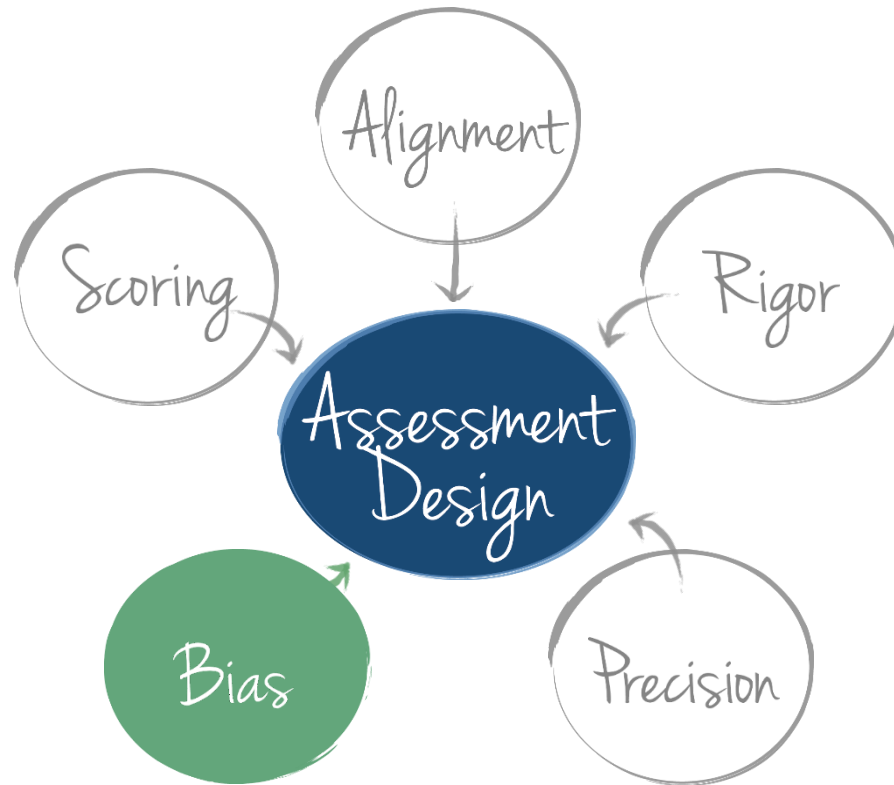
Rigor

Precision

Bias

Scoring

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



# 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

# KEY CONCEPTS

Assessment  
Checklist

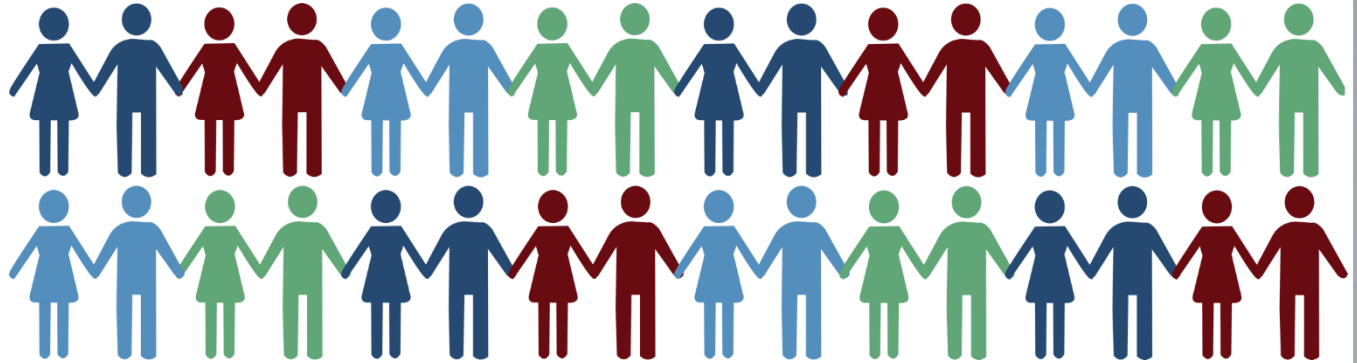
Alignment

Rigor

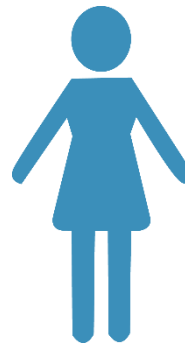
Precision

Bias

Scoring



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



# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

Precision

Bias

Scoring

Reading  
Comprehension



Reading  
Comprehension

Familiarity  
with Sailing

Socioeconomic  
Status

Source of  
Bias

A red arrow originates from the text 'Source of Bias' and points towards the 'Socioeconomic Status' bubble.



# KEY CONCEPTS

Assessment  
Checklist

Alignment

Rigor

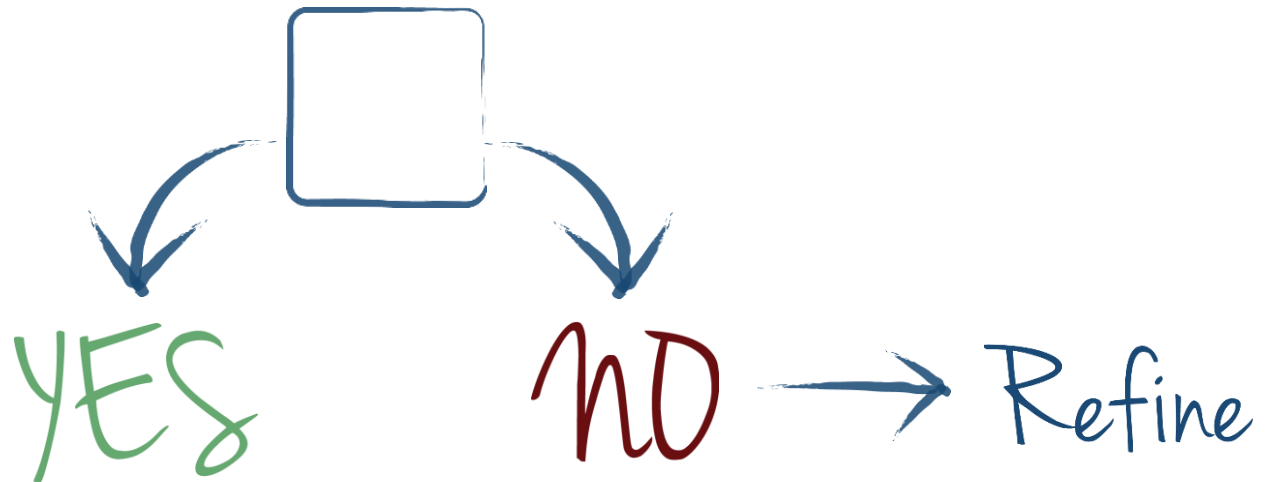
Precision

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?





# KEY CONCEPTS

Scoring

# KEY CONCEPTS

Assessment  
Checklist

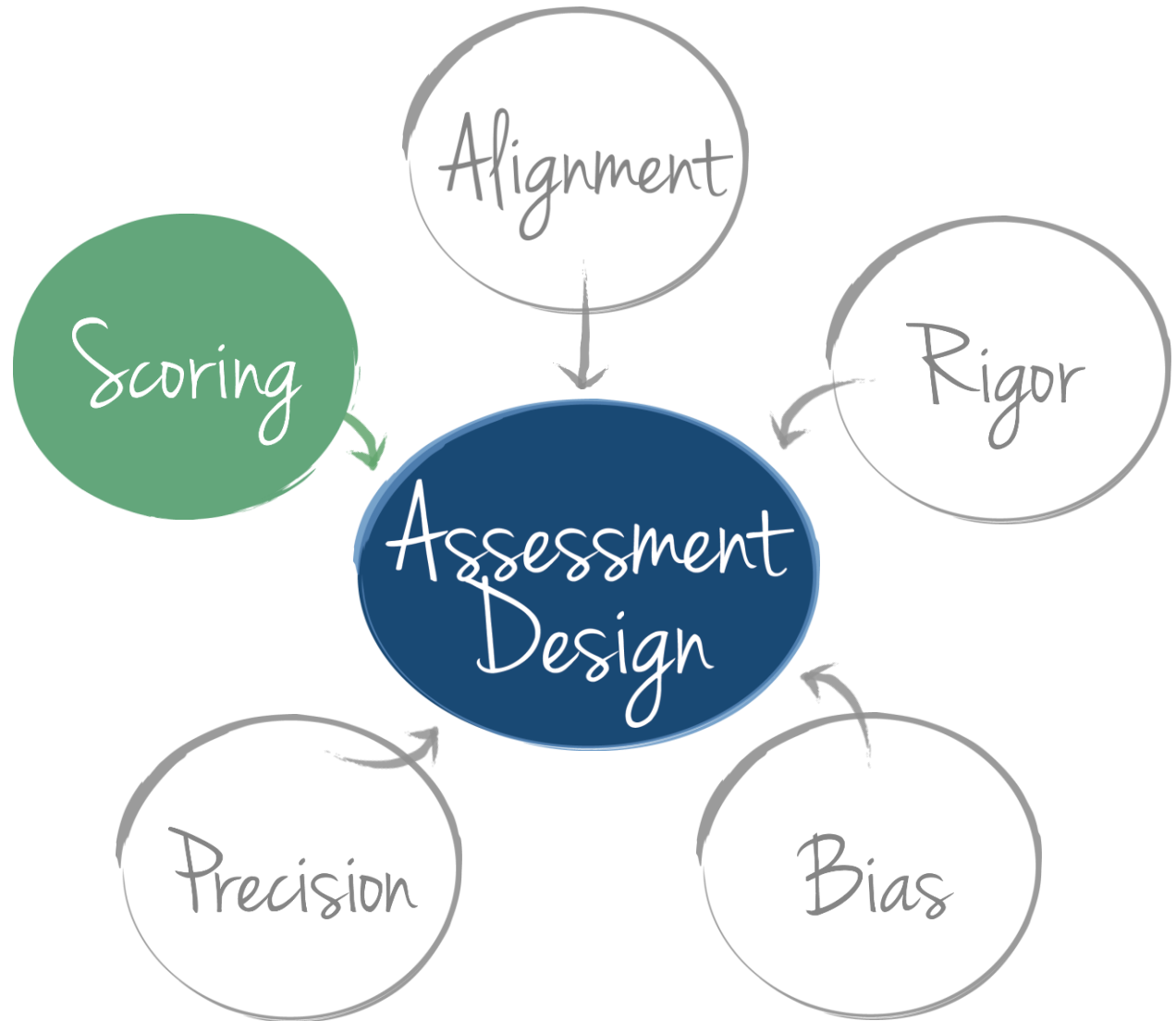
Alignment

Rigor

Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

Alignment

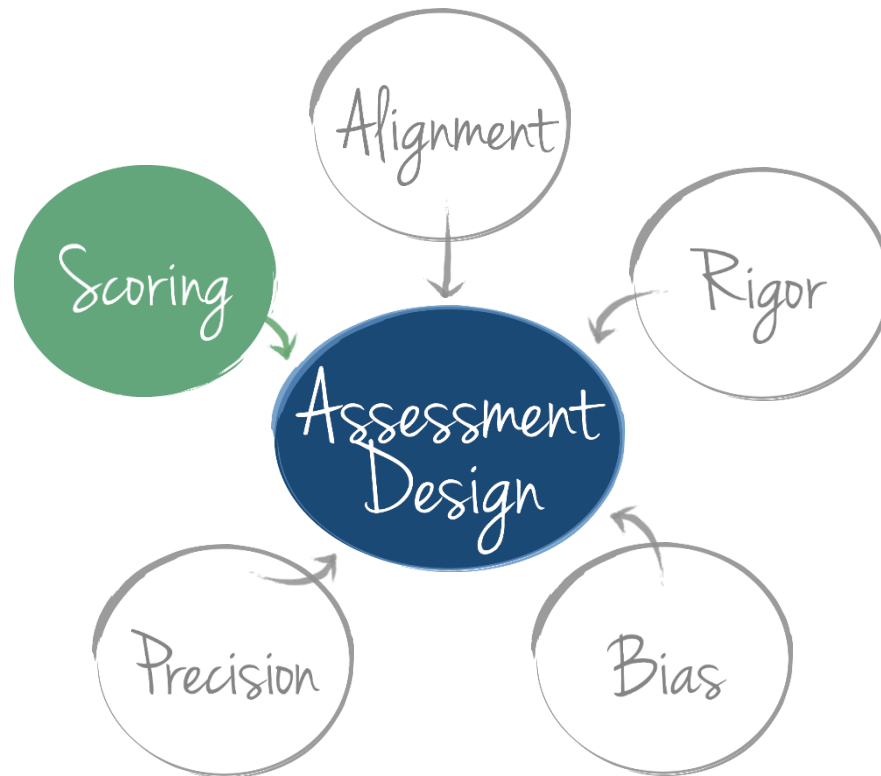
Rigor

Precision

Bias

Scoring

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



# KEY CONCEPTS

Assessment  
Checklist

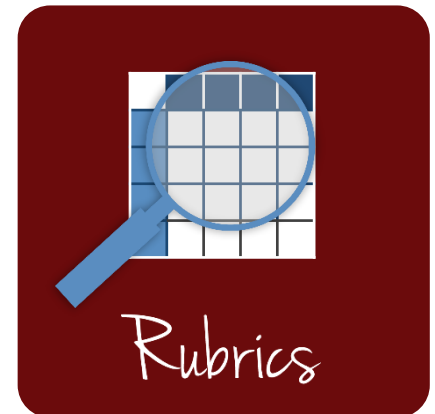
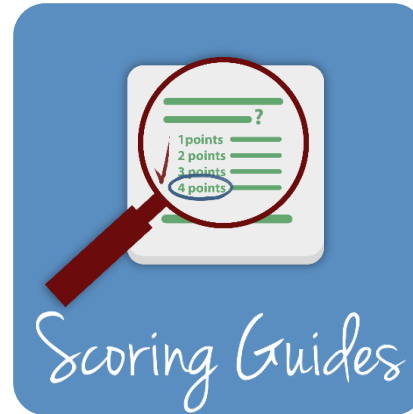
Alignment

Rigor

Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

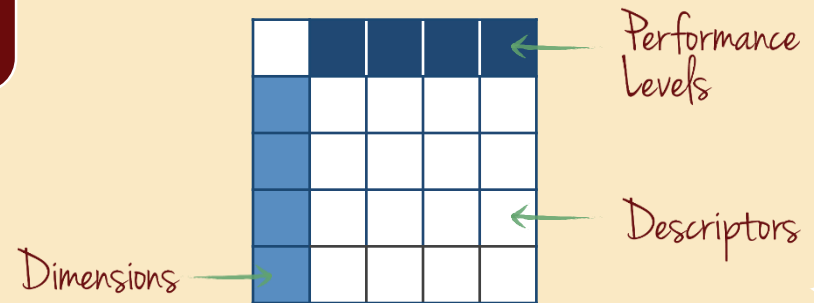
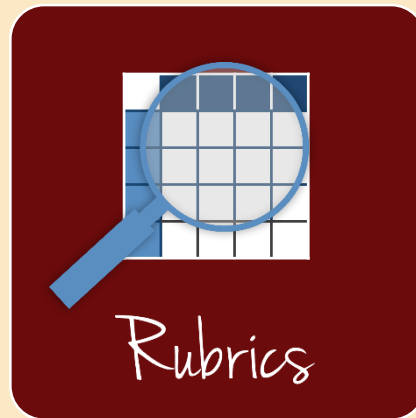
Alignment

Rigor

Precision

Bias

Scoring



# KEY CONCEPTS

Assessment  
Checklist

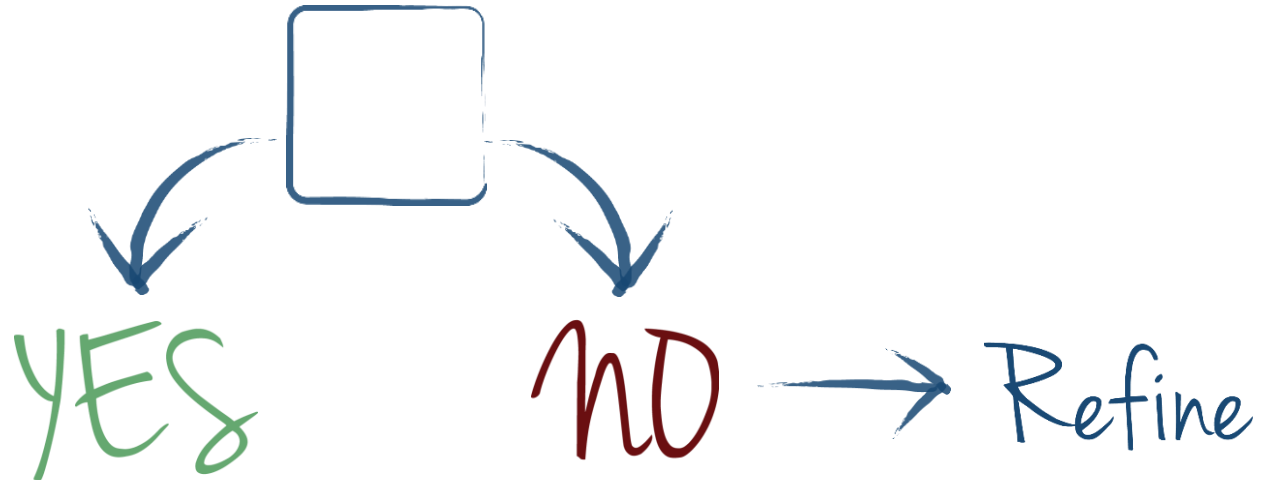
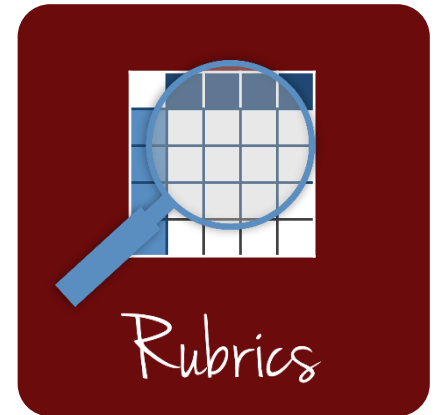
Alignment

Rigor

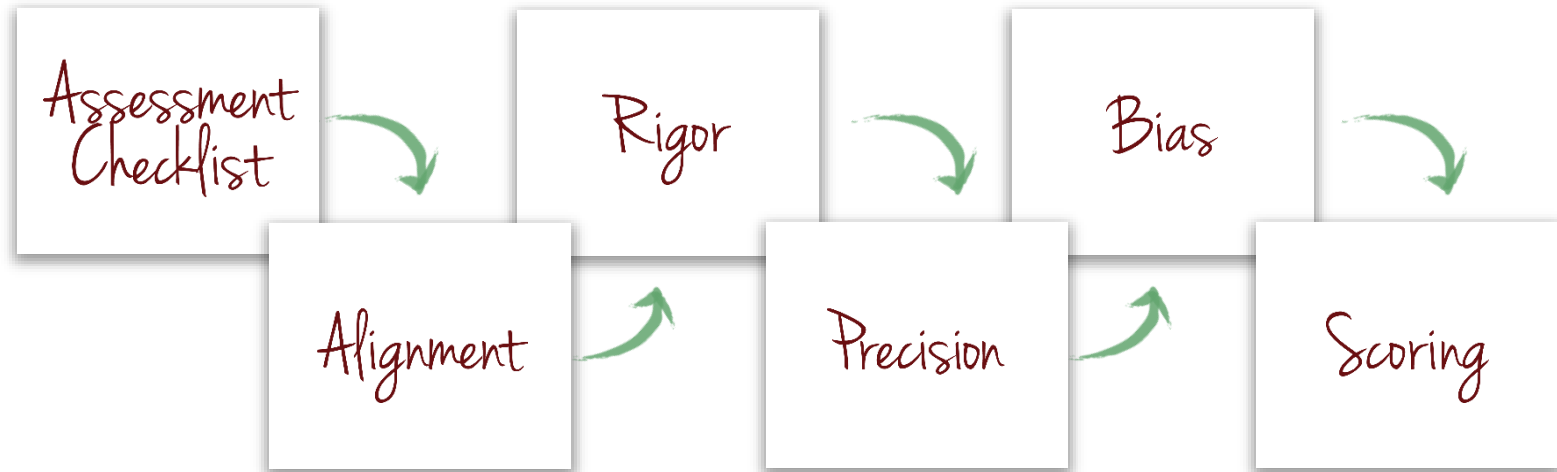
Precision

Bias

Scoring



# CHECK FOR UNDERSTANDING



# 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



# CHECK FOR UNDERSTANDING



Assessment Items

# 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.

# 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.



# 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?*

# 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.

# 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.



# 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.

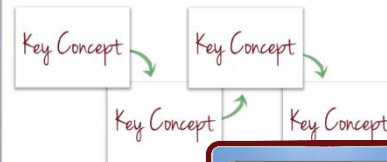
*Did I ensure that each assessment item does not provide an advantage or disadvantage to any group of students because of their personal characteristics, such as race, gender, socioeconomic status or religion?*

# CONCLUSION

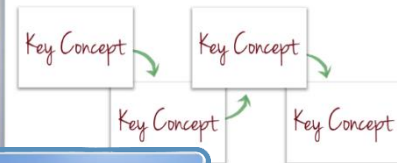
## REFLECTING ON ASSESSMENT DESIGN



## ASSESSMENT DESIGN



## ASSESSMENT DESIGN



## ASSESSMENT DESIGN

