

ASSESSMENT REVIEW TOOL

A PART OF THE ASSESSMENT TOOLKIT

To be used by: a team of grade or content-alike educators

Required time: Approximately 3 hours (can be completed over several sessions)

Required materials:

- Copy of the Assessment Review Tool (this document) for each member of the review team
- Copy of the assessment for each member of the review team
- At least one copy of the standards to be assessed
- At least one copy of the Companion Document
- Optional: A copy of the Student Learning Objective if the assessment being reviewed is for consideration for an SLO

Assessment Review Tool: The tool provides a framework for educators to use when evaluating an assessment for a given purpose, particularly whether or not an assessment is appropriate as evidence for a Student Learning Objective. It can be used to review commercially-, district-, or teacher-developed assessments. The tool prompts educators to consider type, alignment, scoring, administration, and bias.

This review should be completed by a team of educators and will take several hours to complete in its entirety. Given the scheduling constraints most teams face, the review can be completed over several sessions, each of which could be dedicated to a different aspect of the assessment (e.g. Alignment).

Companion Document: The companion document is a sample review of an assessment being considered for use in an SLO. It includes a completed Assessment Review Tool as well as annotations on the assessment's construct validity, format, directions, and potential biases. It can be used as an instructional tool during professional development on assessment and/or as practice by a team planning to use the Assessment Review Tool.

Content Area: _____ Name of Assessment: _____
 Grade Level: _____ Date of Review: _____
 Reviewer(s): _____

Assessment Review Tool

Part 1: Assessment Profile

Purpose of Assessment

Explain the purpose the assessment is intended to serve (e.g. to inform instruction, to screen/diagnose, to measure outcomes.). *Note that assessments used as evidence for SLOs should be primarily designed to measure outcomes.*

Item Types – check all that apply (Note: There is often overlap among certain item types)

- Constructed Response** (essay, multi-step response with explanation and/or rationale required for tasks)
- Product** (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)
- Performance** (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)
- Short Answer** (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)
- Selected Response** (multiple choice, multiple select, evidence-based selected response (EBSR), true-false, matching, etc.)

Supporting Information – check all that are available (Note: Include as much information as possible to provide a clear picture of the assessment)

- Teacher Directions** (may include prerequisites/description of instruction before giving the assessment; e.g., this assessment should be given after students have learned...)
- Scoring Guide/Rubric**
- Sample Evidence for Student Performance**
- Student Materials**
- Estimated Time for Administration**
- Student Directions**
- Assessment Task/Prompt**
- Other:**

Administration – check all that apply

- Whole Group**
- Small Group**
- Individual**
- Paper and Pencil**
- Computer**
- Other** _____

A high quality assessment should be ... Aligned

Part 2: Alignment

Identify the SLO for which this assessment is being considered:

Identify the standards included in the SLO:

SLO Standards	Evaluated by Assessment		
	Fully	Partially	No
1.			
2.			
3.			
4.			
5.			

Identify additional standards measured by this assessment that are not included in the SLO:

Additional Standards	Check if scores can be partitioned
1.	
2.	
3.	
4.	
5.	

Describe the content knowledge/concepts assessed:

Describe the skills/performance assessed:

Are there a sufficient number of items or tasks on the assessment for each standard being assessed? If no, please identify which standards are underrepresented.

To what extent do you see a strong content match between the task or items and the corresponding state-adopted standards?

- Full match** – all tasks or items fully address the relevant skills and knowledge described in the corresponding state-adopted standard(s)
- Close/Partial match** – most tasks or items address or partially address the relevant skills and knowledge described in the corresponding state-adopted standard(s)
- Minimal match** – some tasks or items match some relevant skills and knowledge described in the corresponding state-adopted standard(s)
- No match** – tasks or most items are not related to the skills and knowledge described in the corresponding state-adopted standard(s)

Are the items or tasks reviewed as cognitively complex as the state-adopted standards? Use the definitions below to select your rating.

- More complex** – most items or the tasks reviewed are at a higher level of complexity than the range indicated for the state-adopted standard(s)
- Similarly complex** – most items or the task reviewed are similar to the level of complexity indicated for the state-adopted standard(s)
- Less complex** – most items or the task reviewed are lower than the level of complexity indicated for the state-adopted standard(s)

Comments/Suggestions for Improvement

Provide evidence to support your responses:

A high quality assessment should be ... Scored using Clear Guidelines and Criteria

Part 3: Rubric/Scoring Guide

Scoring Guide to be used with the assessment:

- Generalized Rubric** (e.g., for writing an argument, for all science labs, etc.)
- Task-specific Rubric** (only used for the particular task)
- Scoring Guidelines** (e.g., checklist with score points for each part)
- Answer key, Scoring Template, Computerized or Machine Scored**
- Anchor Papers** (student samples at each score point)
- Teacher Observation Sheet/Observation Checklist**

Are the rubric/scoring criteria aligned to the state-adopted standards? If no, please explain.

Are the score categories clearly defined and coherent across performance levels? If no, please explain.

Do the rubric/scoring criteria address all of the demands within the task or item? If no, please explain.

Based on your review of the rubric/scoring criteria, would the scoring rubric most likely lead different raters to arrive at the same score for a given response? If no, please explain.

Consider how long it will likely take the teacher(s) to score each assessment. Is this practical given the number of students and the type of assessment?

Are student work samples available that illustrate different levels of performance? If not, explain what additions are needed.

Comments/Suggestions for Improvement

Provide evidence to support your responses:

A high quality assessment should be...Fair and Unbiased

Part 4: Fair and Unbiased

(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

To what extent are the items or tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?

Formatting is:

- Visually clear and uncluttered**
- Somewhat clear and uncluttered**
- Unclear, cluttered, and inappropriate for students**

Provide an explanation of your response, if needed:

Are directions for the items or tasks presented in as straightforward a manner as possible for a range of learners? If no, identify problematic items/tasks and provide suggestions for improvement.

Is the vocabulary and context(s) presented free from cultural or other unintended bias? If no, identify problematic items/tasks and provide suggestions for improvement.

Does the assessment use appropriate levels of academic language for the grade and content area? If no, identify problematic areas and provide suggestion for improvement.

Accommodations are commonly categorized in five ways: presentation, response, setting, timing and scheduling, and linguistics. In the table below, identify any additional accommodations that should be provided to ensure that English Learners and/or Students with Disabilities can access the content represented by the task or items.

<input type="checkbox"/> Presentation Accommodations – Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.	
<input type="checkbox"/> Response Accommodations —Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.	
<input type="checkbox"/> Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting.	
<input type="checkbox"/> Timing and Scheduling Accommodations —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.	
<input type="checkbox"/> Linguistic Accommodations —Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL’s limited English language proficiency, which is different than an accommodation based on a student’s disability or a cognitive need.	

*Please reference “Defining Features of Academic Language in WIDA’s Standards” (See RIDE website)

Comments/Suggestions for Improvement

Provide evidence to support your responses:

Recommendations for this assessment:

- This assessment can be used for this SLO without revisions**
- This assessment can be used for this SLO with minor revisions** (explain below)
- This assessment can be used for this SLO with significant revisions** (explain below)
- This assessment should not be used for this SLO** (explain below)

Comments/Suggestions for Revisions

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