

Appendix B

Determine Appropriateness: Interim and Summative Assessment Prompts

It is important to consider a variety of factors to determine whether or not an assessment is appropriate for your needs and capabilities. The prompts below should be used to generate discussion about an assessment currently being used or about an assessment being considered. Comments should be recorded as evidence of the reflection and analysis. For more information refer to section IV Developing and Selecting Assessments.¹

Assessment: _____	Comments / Summary Statement
Purpose/Use	
What is the intended purpose of this assessment? ² What is the target population for which this assessment was designed? Is the assessment being used for its intended purpose, with its intended population?	
Alignment	
What is your evidence that the assessment items are aligned to the standards? Who completed the study of alignment? How rich is the representation of the content standards?	

¹ Adapted from Li, Marion, Perie, & Gong (2010). An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, 85, 2. and The Council of Chief State School Officers (2010). *Building an interim assessment system: A workbook for school districts*. Washington, DC: Author.

² When using commercial assessments, the intended purpose is usually described in the test publisher's materials.

Validity & Reliability	
<p>If the assessment is to be used to monitor whole class student progress, does it include at least three forms of the assessment to be given throughout the year?</p> <p>If the assessment is to be used to monitor individual student progress, does it include multiple forms of the assessment to be administered to match the frequency of interventions?</p> <p>If multiple forms of the assessment are provided, what is the evidence of equating procedures to ensure comparability across forms?</p> <p>How varied are the assessment response types (e.g., selected response, constructed response)? Are they varied enough to assess the complexity of the content?</p> <p>How have you ensured that the assessment is paced with the curricula so that students are not being tested on standards that have not been taught?</p>	
Fairness	
<p>What accommodations are available?</p> <p>What training needs to be offered to teachers to ensure the valid, reliable, and effective administration, interpretation, and use of the assessment?</p> <p>What procedures are in place to ensure equitable testing conditions?</p>	

Administration	
<p>How is the assessment administered? (Individual, small group, or whole class? Paper and pencil, via computer, or other?)</p> <p>If the materials are consumable, how will the LEA replenish supplies?</p> <p>Is the amount of time it takes to administer reasonable given the frequency with which it will be administered?</p> <p>What training needs to be offered to teachers to ensure proper administration?</p>	
Scoring & Reporting	
<p>How long will it take the LEA or vendor to score the assessment?</p> <p>Are open-ended items included in the assessment? If so, how explicit are scoring guidelines/rubrics?</p> <p>If open-ended items are included in the assessment, what training materials and exemplar papers are available?</p> <p>Does the type of score (e.g., raw, scale, norm-referenced, criterion-referenced) reported match the assessment purpose?</p> <p>What, if any, quantitative and qualitative data are included in the assessment reports? How can it be used to inform instruction?</p> <p>What training do teachers need in how to read/use the reports?</p> <p>How can results be aggregated or disaggregated?</p> <p>Are score reports easily understood by parents? Students?</p>	