

Criteria for Quality Assessments

Review Date _____

Assessment Profile

Teacher _____ Course _____

Name of Assessment _____

Timeframe for this assessment _____

Number of Selected Response Items _____

Number of Constructed Response Items _____

Number of Performance Assessment Tasks _____

Total Number of Possible
Score Points: _____

What type of assessment is this?

- Chapter test.
- Final exam.
- Performance task/project or demonstration
- Developmental inventory or checklist
- Written essay
- Observation checklist
- Unit assessment
- Quiz
- Oral questioning

What are you assessing?

- Achievement
- Development
- Learning Style
- Ability
- Meta-cognition

The primary purpose(s) of this assessment is/are to:

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Tell me if my lesson(s) have been effective. <input type="checkbox"/> Tell me which students need additional help. <input type="checkbox"/> Tell me which students can move ahead and receive enrichment. <input type="checkbox"/> Tell me how I should adjust my lessons. <input type="checkbox"/> Tell my students what they should revise, rethink or resubmit. <input type="checkbox"/> Help my students learn. | <ul style="list-style-type: none"> <input type="checkbox"/> Measure how much my students have progressed. <input type="checkbox"/> Measure whether my students have met standards. <input type="checkbox"/> Measure whether my students have learned what I have taught. <input type="checkbox"/> Measure the quality of my students' work. <input type="checkbox"/> Measure whether my students have done their homework. <input type="checkbox"/> Measure whether my students have paid attention in class. | <ul style="list-style-type: none"> <input type="checkbox"/> Sort my students between those who are doing well and those who are not. <input type="checkbox"/> Compare my students to other students' performances. <input type="checkbox"/> Compare my students' results on this assessment to their other assessments. <input type="checkbox"/> Compare my students' progress to their expected growth. <input type="checkbox"/> Predict how my students will perform in the future. | <ul style="list-style-type: none"> <input type="checkbox"/> Report achievement data to parents. <input type="checkbox"/> Report achievement data to my administrator. <input type="checkbox"/> Gather data for student grading. <input type="checkbox"/> Gather data to share with other teachers. <input type="checkbox"/> Gather data for my students' portfolio. <input type="checkbox"/> To be accountable to my school district. |
|---|---|--|---|

Assessment Quality Checklist

Place a check to indicate your degree of agreement with each criterion.

<i>In this assessment ...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
VALIDITY				
1. Each item or task assesses an important skill, knowledge or understanding.				
2. Each item or task is aligned to a specific local or state standard.				
3. Each item or task assesses something that I teach.				
4. Each item or task assesses something that is in the district curriculum.				
5. The items and tasks suit my purpose.				
6. The results give me exactly what I was looking for.				
RELIABILITY				
7. It's easy for me to assign scores.				
8. It would be easy for anyone to score these.				
9. My scoring criteria or rubric is clear.				
10. When I award scores, I am consistent in following my criteria.				
11. If I scored these today and then a week from now, I would get the same results.				
MATERIALS				
12. The directions for the assessment are clear for students to follow.				
13. The prompts or testing materials are easy for students to follow.				
14. The space for students to write or perform is appropriate for them.				
15. The format is logical.				
16. I keep the master in a secure place.				
17. I have a blueprint that maps out the test's scope and content.				
18. I have an answer key kept secure with my master copy.				
19. I keep some sample completed assessments.				

<i>In this assessment ...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
ADMINISTRATION				
20. I explain the purpose for this assessment to my students.				
21. My students ask very few questions.				
22. The time allotted is adequate for all students.				
23. The equipment or materials set up is clearly defined.				
24. How students are to be organized during the assessment is clearly defined.				
25. I ensure proper lighting and sound.				
26. I remove or control audible distractions.				
27. I remove or control visual distractions.				
28. I ensure that students are comfortable.				
29. I ensure that every student has what they need to fully compete the assessment.				
RESULTS				
30. Assigning scores works smoothly.				
31. I complete a class chart of all students' scores.				
32. The scores have clear meaning and are easy to explain to others.				
33. I sort my students' results to look for patterns of strengths and weaknesses.				
34. I can easily add these results to my student "database" or grade book.				
35. I obtain results that I use with students to help them learn and improve.				
36. I reflect upon the results that this assessment gives me.				
37. I analyze these results in the context of my other classroom assessments				
38. I use these results to improve my instruction.				
39. I use these results to help struggling learners improve their skills through reteaching.				
40. These results help me make important instructional decisions.				

Reflection

Date: _____ Name _____

Assessment: _____

1. *The strong points of this assessment include ...*

2. *This assessment helps students learn in that it ...*

3. *The weaknesses of this assessment include ...*

4. *I'm going to improve this assessment by...*