



Creating & Analyzing Quality Classroom Assessments

- **Assessment:** A process of collecting evidence to make informed decisions.
- **Assessment Literacy:** Includes what someone knows, believes, and does with assessments.

Types of Assessment

Summative

- Assessment *of* learning (e.g., ILEARN, SAT, final examinations).

Formative

- Assessment *for* learning (e.g., exit tickets, questioning, rich tasks).

Interim

- Progress monitoring over time (e.g., NWEA, i-Ready, ClearSight).

Diagnostic

- Diagnosis of specific student needs for certain skills (e.g., dyslexia screener).

Applying Assessment Knowledge

Assessment implementation requires us to identify items or tasks that serve as strong measures of student achievement to ensure quality.

- **Standards:** The item aligns to at least one primary standard at the appropriate grade level.
- **Specifications:** The item aligns to characteristics of the item specification.
- **Depth of Knowledge (DOK):** The item aligns to the DOK (cognitive complexity) defined by the standard.
- **Content:** The content of the items is accurate and grade-level appropriate.
- **Scoring:** The item has a single, correct key for multiple-choice items. The distractors, while plausible, are incorrect.
- **Accessibility:** The item and/or content includes appropriate features, modifications, and accommodations for students who require additional support.

What standard is being assessed with each item? Is it a strong or weak alignment?

What is the DOK for your assessment?

What is the blueprint for your assessment?



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What is my assessment measuring?

Use this chart to consider the items included in your assessment. Choose an item and answer the corresponding questions. Record any additional notes or ideas for changes in the final column.

Item #	What is the task? What are the students expected to know or do?	To what standard does this item align? Is the alignment strong?	What is the DOK for this item?	What is the DOK for this standard?	Additional notes.

Assessment Quality Review Checklist

Standards: The item aligns to one primary standard at the appropriate grade level.

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DOK: The item aligns to the DOK (cognitive complexity) defined by the standard.

Content: The content of the items is accurate and grade-level appropriate.

Scoring: The item has a single, correct key for multiple-choice items. The distractors, while plausible, are incorrect.

Accessibility: The item and/or content includes appropriate features, modifications, and accommodations for students who require additional support.

- *Based on standard alignment and rigor discussions, does the assessment require changes?*
- *How would one increase the DOK for this assessment item?*



Analyze and reflect on assessments going forward. After reviewing individual assessment items, take a step back and consider the assessment as a whole. Use questions to build the blueprint and review your assessment. (Examples: Which standards are being assessed? What is the priority of the standards? Does the assessment correlate to your curricular priorities? Were any extraneous items or areas requiring updates identified?)