

## Assessment Validation Protocol

### Purpose

To ensure assessments have technical quality. This protocol can be used with performance assessments as well as traditional assessments. When we share our assessments with our colleagues, we are more likely to uncover our blind spots and assumptions.

### Planning

- **Time:** Fifty to sixty minutes (First round will take more time as group develops familiarity with questions. More time is also required if student work is being reviewed with assessment.)
- **Group size:** Four or more
- **Roles:** Choose a facilitator, timekeeper, recorder, and reporter.

### Setting Norms

- Honor our learning and be respectful of the work of the teacher and the student.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator's role and follow the guidelines and time constraints.
- Keep feedback crisp and to the point.
- Don't skip the debrief process.

### Process

1. **Norms:** The facilitator reviews the protocol process, norms, and any additional questions or information if the assessment is being tuned. (two to five minutes)
2. **Presentation:** Presenter briefly walks through the materials with the group and explains the context of the assessment. (three to five minutes)
3. **Examination:** Group members silently examine the assessment materials. (seven to ten minutes)
4. **Clarifying questions:** The group asks any clarifying questions they have about the materials and process. (two to seven minutes; round one may require more time for clarification)
5. **Validation guide:** While the presenter silently takes notes, the facilitator leads groups through each section of the Validation Checklist and seeks consensus for each item. The facilitator reads each numbered item aloud and asks the group to consider whether the answer is yes or no and to be prepared to explain their choice. Once consensus is reached (80 percent agreement), the group moves on to the next numbered item. Times are specified for each section, and each section can be modified to meet the needs of the group, as long as seven minutes are left for the remaining steps of feedback and debrief. (twenty to thirty minutes)
6. **Feedback and reflection:** The team reads the feedback from each section. After hearing all of the feedback, the presenter may ask clarifying questions, provide further information, and offer reflections based on the feedback, but does not need to justify! The facilitator reminds the presenter to resist the tendency to justify. (eight to ten minutes)
7. **Debrief:** The facilitator leads the debrief (four minutes)
  - Did the team honor the norms at all times?
  - What went well? What could have gone better?
  - What are the implications of what we've learned for instruction?

*Source: Center for Collaborative Education. (2012). Quality performance assessment: A guide for schools and districts. Boston: Author. Accessed at [www.ode.state.or.us/wma/teachlearn/testing/resources/qpa\\_guide\\_oregon.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/qpa_guide_oregon.pdf) on February 8, 2017. Adapted with permission.*