

## Evaluating the Quality of an Assessment

	<b>Assessment Planning</b>	<b>Item Planning</b>
Is it valid?	<ol style="list-style-type: none"> <li>1. We identified specific learning targets.</li> <li>2. We determined the level of rigor for each target.</li> <li>3. We matched the assessment to the identified level of thinking.</li> </ol>	<ol style="list-style-type: none"> <li>1. The assessment items match the cognitive demand of the learning target.</li> <li>2. Students know which items match each learning target.</li> </ol>
Is it reliable?	<ol style="list-style-type: none"> <li>1. We used a sufficient number of questions to ensure reliability (four multiple choice, one well-written constructed-response or performance assessment).</li> <li>2. The team agrees with the way proficiency has been determined and how the items will be scored.</li> </ol>	<ol style="list-style-type: none"> <li>1. The reading level of the questions won't interfere with the assessment.</li> <li>2. There are no give aways in selected-response items.</li> <li>3. There are no ambiguous answers in selected-response items.</li> <li>4. There is a context, when appropriate, for constructed-response items.</li> </ol>

Source: Gareis and Grant, 2008; Stiggins et al., 2004