

Sample Protocol for Developing an Assessment

Facilitator Notes

Remind team members that the purpose of each common formative assessment is to provide data back to the team about which students have or have not mastered each of the learning targets being assessed. The assessment needs to be short and easy enough to score so that the team can respond quickly to the results.

The team will respond to students who need additional time and support around a specific learning target, those who might benefit from additional practice, as well as those who would benefit with opportunities for enrichment and extension.

Materials Needed

- The unwrapped organizer for the standard(s)
- Template for assessment plan

The Design Process

Step One: Decide What to Assess

Consider all of the learning targets you have found during the unwrapping process that are being taught during this part of the unit. Decide which of these targets to assess. Remember you do not have to assess every learning target.

Consider:

1. Which targets are most likely to cause certain students difficulty?
2. Which targets are most important or prerequisite skills for information to come later in this unit?
3. Which targets are absolutely necessary for students to know?

Step Two: Decide How to Assess

For each learning target, make sure team members agree on the expected level of thinking for mastery of that target. For each learning target, choose the most appropriate assessment method: selected response, constructed response, or performance assessment. Make sure that the thinking level you're expecting can be assessed with the type of assessment you've chosen.

Step Three: Develop the Assessment Plan

Complete the assessment plan. Decide what type of items and how many items you will use to assess student learning on each target. Consider how long the assessment will take to administer and how much time teachers will need to score the results.

Step Four: Determine the Timeline

Decide the date or range of dates for administering the assessment and the date for the next meeting to discuss results. Remember to consider scoring time before establishing the date for the meeting to discuss the data.

Step Five: Write the Assessment

Use the guidelines for quality item writing while writing the assessment.

Step Six: Review the Assessment Before Administration

Review the assessment to make sure the directions are clear and that students will understand what you are expecting from them during the assessment.

Step Seven: Set Proficiency Criteria and Decide How to Gather the Data

Determine what the score for proficiency will be so that data can be reported back by learning target and by student.