

Tool 30: Assessment Evaluation

Content/Standard 1. Formats are conducive to testing this particular content. 2. There are enough assessment tasks to accumulate a comprehensive picture of student proficiency with this skill. 3. The assessment tasks reflect all of the expectations of the standard. 4. Performance criteria and performance tasks are congruent. 5. Rubrics created reflect the performance criteria. 6. Learning targets are clearly stated in performance criteria, rubric, and tasks.	Yes No Somewhat Yes No Somewhat Yes No Somewhat Yes No Somewhat Yes No Somewhat Yes No Somewhat
Meeting Learner Needs 1. Assessment tasks take various learning styles into consideration. 2. Rubric has been created so that varying ability levels and diverse learners will have needs met. 3. Assessment tasks and tools will enable students to be involved in the assessment process. 4. Includes content, examples, tasks, and context that are equally familiar and appropriate for students of all backgrounds and cultures.	Yes No Somewhat Yes No Somewhat Yes No Somewhat Yes No Somewhat
Reflecting on Results 1. Assessment provides relevant information about students' level of understanding. 2. Assessment results of teachers in varying classrooms show similar numbers of students who are proficient and not proficient. 3. Results from all classrooms who participated show that assessment task results are reliable. 4. Rubric consistencies of all classrooms who participated demonstrate valid assessment tasks.	Yes No Somewhat Yes No Somewhat Yes No Somewhat Yes No Somewhat