

Assessment Review Protocol 2

Directions:

1. Find a teacher or a team willing to review your assessment.
2. Provide a copy of the standards you are assessing, any texts that the assessment references, the assessment itself, and any attending tools for the assessment.
3. Provide the reviewers with the following criteria for quality and feedback form, and offer them a helpful timeline for providing their feedback.

Criteria for Quality

- **Alignment:** The assessment and attending tools match the standards.
- **Rigor:** The assessment elicits appropriate levels of reasoning.
- **Relevance:** The assessment matters to the students who will take it.
- **Fairness and equity:** The assessment and attending tools are as free of bias as possible and allow all students full opportunities for success.
- **Clarity:** All prompts, questions, criteria, and directions and any other text are written in language that all learners will find clear, direct, understandable, and accessible.
- **Reliability:** The questions and items are set up in a manner that will generate consistent and accurate interpretations of the results.

Assessment Review Feedback Form

Name of course: _____ Date of review: _____

Team members reviewing the materials:

Standards addressed:

Specific and strategic targets isolated for assessment purposes:

Number of specific targets: _____

Number of strategic targets: _____

Total number of targets: _____

Quality of Targets

Select a level of quality (*no evidence, developing, or proficient*) for each statement. Use the indicators of quality for learning targets listed in the far-left column to determine if the learning targets listed on the assessment meet the criteria. Check the appropriate box to the right for each statement.

Indicators of Quality for Learning Targets	No Evidence	Developing	Proficient
Targets align with required or appropriate standards for the course.			
The identified types of targets reflect the core processes of the standards (maintain the essence of the standards' content and processes).			
Targets are sufficient and accurate in reflecting all the course objectives and expectations.			
Targets have endurance (will be lifelong, required learning).			
Targets have leverage (will be required to support other learning in life).			
Targets are scaffolded (build on each other).			
Targets are written in student-friendly language (framed as <i>I will, I can, or Students will be able to</i> statements that students understand).			

Rigor of Targets

Review the assessment and note the total number of targets per DOK level. Then, note the percentage of the assessment that addresses each DOK level. Note: Your interpretation of DOK levels may differ from the assessment architect's interpretation. Your input can provide another perspective.

Total Number of Targets per Category on Assessment	DOK and Mental Processing	Percentage of Total Targets Represented on Assessment
	Level 1: Recall	
	Level 2: Skill or Concept Application	
	Level 3: Strategic Thinking	
	Level 4: Extended Thinking	

Is the assessment's purpose clear?

Does it match the essence of the standards involved?

Does the assessment method (selected-response assessment, constructed-response assessment, performance assessment) match the essence of the standards involved?

Criteria for Constructed-Response Assessments: Essay or Performance-Based Assessments

Select a level of quality (*no evidence*, *developing*, or *proficient*) for each statement. Use the indicators of quality for learning targets listed in the far-left column to determine if the questions, prompts, or tasks listed on the assessment meet the criteria. Check the appropriate box to the right for each statement.

Indicators of Quality for Constructed-Response Assessments	No Evidence	Developing	Proficient
The assessment aligns tightly to the learning targets.			
The assessment focuses on assessing skills worth learning.			
The assessment strives to stimulate real challenges facing people in a field of study or real life.			
The assessment allows for ill-structured challenges (challenges that have more than one right answer).			
The assessment emphasizes questions requiring thought and knowledge.			
The assessment demystifies tasks, criteria, and standards.			
The assessment allows for activities or topics to match students' learning styles and interests.			
The assessment requires evaluations to be based on explicit criteria and standards of quality.			
The assessment involves students in the assessment process in meaningful ways.			

Reviewer Team Feedback

Use your notes from the earlier sections to provide feedback to the assessment architects. Be sure to provide feedback that will help your colleagues continue their learning as they revise and improve the assessment you just reviewed.

Opportunities for Growth	Celebrations of Strength

Team Self-Assessment

Prior to reading the reviewers' feedback regarding your newly designed assessment, list your own identified opportunities for growth and celebrations of strength.

Opportunities for Growth	Celebrations of Strength

Team Reflections: Next Steps

Looking at the feedback your review team provided, draw your own conclusions. As the architects of an assessment, you always have the option to ignore feedback if you deem it inappropriate or inaccurate given your professional expertise of the subject matter or the levels of readiness for your students. Create your own list of what to do next with the feedback, and record your decisions in the space provided.