INTRODUCTION AND PURPOSE

- Define FIVE ELEMENTS OF ASSESSMENT DESIGN AND VALIDITY AND RELIABILITY
- Explain WHY teachers should focus on FIVE ELEMENTS OF ASSESSMENT DESIGN
- Explain the purpose of the ASSESSMENT BLUEPRINT and the ASSESSMENT BLUEPRINT EXAMPLE

KEY CONCEPTS

Assessment processes and tools that measure what students know and can do

KEY CONCEPTS

Classroom Assessments
Introduction to Assessment Design

KEY CONCEPTS

assessment
processes and tools that measure what students know and can do

KEY CONCEPTS

assessments design
term that includes planning, writing and selecting assessments
KEY CONCEPTS

**Five Elements of Assessment Design**

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, "Designing and Evaluating Assessments" (2014); Rhode Island Department of Education, "Deeping Assessment Literacy.

**Key Concepts**

1. **Assessment Design**
   - Alignment
   - Scoring
   - Rigor
   - Bias
   - Precision

2. **An assessment that is ALIGNED WITH STANDARDS measures student performance against those standards**

**References**: To create this list, we synthesized information from several sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, "Designing and Evaluating Assessments" (2014); Rhode Island Department of Education, "Deeping Assessment Literacy."
KEY CONCEPTS

Introduction to Assessment Design

An assessment has an **APPROPRIATE LEVEL OF RIGOR** if the assessment includes assessment items that match the level of rigor of the skill(s) you intend to measure and the assessment measures a range of student thinking and understanding so that it measures what all students know and can do.

**KEY CONCEPTS**

A **PRECISE** assessment measures students’ knowledge and skills, not their misinterpretations or lack of unrelated background knowledge.

**KEY CONCEPTS**

An **UNBIASED** assessment measures students’ knowledge and skills, not differences among groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion.
Introduction to Assessment Design

An assessment that has an appropriate scoring strategy measures students' knowledge and skills, not how or when the assessment is scored or who scores it.

KEY CONCEPTS

Validity and Reliability
Introduction to Assessment Design

KEY CONCEPTS

**validity**
the extent to which an assessment measures what you intend it to measure

**reliability**
the extent to which a student’s score will be the same no matter when, where or in what form the student takes the assessment or who scores it.

### KEY CONCEPTS

1. Primary Purpose of the Assessment
2. Standard(s) (one per row)
3. Skill(s) (one per row)
4. Level(s) of Rigor
5. Possible Type(s) of Items

<table>
<thead>
<tr>
<th>Item #</th>
<th>Standard(s) and/or Skill(s)</th>
<th>Type of Item</th>
<th>Level(s) of Rigor</th>
<th># of Points</th>
<th>% of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>SR-MC</td>
<td>1–3</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Quote accurately, identify main ideas and explain how the author uses evidence.</td>
<td>CR-Short</td>
<td>1–4</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Write an opinion, and support your point of view.</td>
<td>PT-Essay</td>
<td>5</td>
<td>18</td>
<td>51</td>
</tr>
</tbody>
</table>

**TOTAL** 35 100%

KEY CONCEPTS

1. Primary Purpose of the Assessment
   - Summative

2. Standard(s) (one per row)
3. Skill(s) (one per row)
4. Level(s) of Rigor
5. Possible Type(s) of Items

Reading Informational Text 1:
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Informational Text 2:
- Identify main ideas and how key details support them.

Reading Informational Text 4:
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Reading Informational Text 8:
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing 1:
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

6. Write and/or Select Assessment Items

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<td>CR-Short Answer</td>
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TOTAL 35 100%
Introduction to Assessment Design

CHECK FOR UNDERSTANDING

- Classroom Assessments
- Validity and Reliability
- Five Elements of Assessment Design
- How to Use the Assessment Blueprint

CHECK FOR UNDERSTANDING

- Define FIVE ELEMENTS OF ASSESSMENT DESIGN AND VALIDITY AND RELIABILITY
- Explain WHY teachers should focus on FIVE ELEMENTS OF ASSESSMENT DESIGN
- Explain the purpose of the ASSESSMENT BLUEPRINT and the ASSESSMENT BLUEPRINT EXAMPLE

CHECK FOR UNDERSTANDING

Assessment Items
Introduction to Assessment Design

CHECK FOR UNDERSTANDING

1. Discuss in one to three sentences why we recommend that you focus on five elements of assessment design as opposed to the statistical concepts associated with validity and reliability.

Assessments that I use in my classroom do not demand the same level of statistical scrutiny as large-scale, standardized tests, but I can consider five elements of assessment design to ensure that my assessments are reasonably valid and reliable. Once I master how to address these five elements, I will be able to plan, write and select assessments that have an appropriate level of validity and reliability for use in my classroom.
The assessment blueprint and the assessment blueprint example are tools to help me organize the concepts in this series of modules. The assessment blueprint includes a table with directions and a blank template that I can repurpose to design my own assessments. The assessment blueprint example is the template filled out with an example. I can use the tools in my teaching practice to help me determine which standard or standards I plan to measure and design assessments to measure mastery of the standard or standards before I begin teaching.