REFLECTING ON ASSESSMENT DESIGN

INTRODUCTION & PURPOSE

Use the ASSESSMENT CHECKLIST to help determine whether an assessment you design appropriately addresses the five elements of assessment design featured in this series of modules.
Reflecting on Assessment Design

**KEY CONCEPTS**

Assessment Checklist

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Assessment Checklist
Reflecting on Assessment Design

**KEY CONCEPTS**

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

**Alignment**
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**KEY CONCEPTS**

- **Source:** Tennessee Department of Education, "Tennessee’s State Mathematics Standards: Grade 3" (2010).

Interpret whole-number quotients of whole numbers, for example, interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

What is 12 ÷ 5?

2.4 or 2 with a remainder of 2
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KEY CONCEPTS

Is each assessment item aligned with the standard you intend to teach and measure?

Rigor

Alignment

Scoring

Bias

Precision

Assessment Design

Rigor

Align

Bias

Precision

Scoring

Rigor
Reflecting on Assessment Design

KEY CONCEPTS

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.

- **Alignment**
- **Rigor**
- **Precision**
- **Bias**
- **Scoring**

KEY CONCEPTS

- **Alignment**
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Reflecting on Assessment Design

**KEY CONCEPTS**

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**Assessment Checklist**

- Alignment
- Rigor
- Precision
- Bias
- Scoring

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**SmartEd**

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Assessment Item**

Which of the following words is an antonym of “tense”? 

- a. troubled
- b. calm
- c. concerned
- d. smooth

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**KEY CONCEPTS**

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**Assessment Checklist**

- Alignment
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**SmartEd**

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**Assessment Item**

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**KEY CONCEPTS**

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**Assessment Checklist**

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Does the level of rigor of each assessment item match the level of rigor of the skill you intend to measure?

Does the assessment measure a range of student thinking and understanding so that it measures what all students know and can do?

YES  NO  Refine

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Reflecting on Assessment Design

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

- Are all assessment items free of typos and factual errors?
- Does the assessment and each assessment item have all of the information that students will need to demonstrate their knowledge and skills?
- Are all items well formatted?
- Are the instructions for the assessment and each assessment item precise so that students understand where and how to address the item?
- Does the assessment and each assessment item indicate how many points each assessment item is worth (if relevant) and how much time students have to complete their work?

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**KEY CONCEPTS**

- Is the prompt framed in the positive?
- Are the choices consistent in form, content and length? Are they ordered in a logical sequence? Are they all plausible?

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**KEY CONCEPTS**

Which of the following is a type of mammal?

- a. carrot
- b. tree
- c. apple
- d. whale
Which of the following is a type of mammal?

- a. carrot
- b. tree
- c. apple
- d. whale

Answer:
- d. whale
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.

Bias: when an assessment provides a systematic advantage or disadvantage to groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion.
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KEY CONCEPTS

Did you ensure that each assessment item does not provide an advantage or disadvantage to any group of students because of their personal characteristics, such as race, gender, socioeconomic status or religion?
Reflecting on Assessment Design

**KEY CONCEPTS**

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.
Reflecting on Assessment Design

KEY CONCEPTS

- Aligning
- Rigor
- Precision
- Bias
- Scoring

KEY CONCEPTS

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CHECK FOR UNDERSTANDING

Use the **ASSESSMENT CHECKLIST** to help determine whether an assessment you design appropriately addresses the five elements of assessment design featured in this series of modules.
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CHECK FOR UNDERSTANDING

1. What question can you ask to check an assessment for alignment? If you like, use the assessment checklist to help you answer the question.

Is each assessment item aligned with the standard that I intend to teach and measure?
Reflecting on Assessment Design

CHECK FOR UNDERSTANDING

2. What question can you ask to check for bias? If you like, use the assessment checklist to help you answer the question.

Did I ensure that each assessment item does not provide an advantage or disadvantage to any group of students because of their personal characteristics, such as race, gender, socioeconomic status or religion?
Reflecting on Assessment Design