

Assessment Criteria Review Learning Targets

- I understand the ODE requirements for a Category II assessment.
- I can identify assessments as Category II or not.
- I have identified assessment needs in my building/across content areas.
- I understand how Performance Tasks fit into our district mission.
- I understand that literacy instruction and assessments across content areas support our students in SBAC success.

Assessment criteria (ODE requirements):

Criteria	
1. Clear Purpose	Why am I assessing?
2. Clear Learning Target(s)	What am I assessing?
3. Quality Assessment	How can I assess it well?
4. Proper Test Administration	How will I ensure test conditions do not interfere with a student's ability to perform well on a test?

WHY are you assessing?

- 1. Inform and Improve Instruction; or
- 2. MEASURE OUTCOMES
 - assessments to certify **student mastery** could include **fewer questions with questions clustered around that achievement level.**
 - assessments to **measure student growth**, would include **many questions across the distribution of student performance** in order to determine student's movement along a learning progression.

WHAT should the assessment assess?

- **Learning targets** should be derived from the local curriculum which has been aligned to adopted standards.
- Learning targets for **content** knowledge include state standards.
- Learning targets for **skills** and **strategies** may also come from other sources.

Differentiating Growth

- When assessments are used to measure growth, it is important that those assessments contain an adequate range of items and scoring options to capture the growth of all students, [including the highest performing students](#).

Guiding Questions for WHAT you are assessing.

- ❑ What evidence is collected to assess whether a student has met or exceeded the intended learning target(s)?
- ❑ Do the learning targets arise from local curriculum standards?
- ❑ Are the learning targets clearly stated and universally understood and accepted?

Now for the HOW...

- The *question format*, options for how the student answers the question, and the way answers are scored should all measure **the full range of complexity and depth of knowledge required in the learning target.**
- The scoring process should be aligned and reliable. The scorer should have a very deep understanding of the learning targets assessed.

HOW you assess continued...

- The question format and options for how the student answers the question should measure the content and the skills described in the learning target.
- Vocabulary and reading material used in the questions should have been reviewed through a bias/sensitivity/accessibility lens.

Guiding Questions for HOW you are assessing.

- Has a proper scoring procedure(s) been selected given the target?
- Have high quality questions been developed?
- Are assessment items clearly aligned to the standards?
- Have sources of bias been anticipated and minimized?
- Have sound scoring procedures been developed?

Criteria in a nutshell

- Learning targets are standards-based and clearly stated.
- **Number of questions for each target should reflect importance of content/skills.**
- The assessment should be comprehensive and measure the course-long material.
- **In order to measure growth of all students, the level of questions should range from low level to high level in depth of knowledge.**

In order to show growth at the individual student level...

- Students on both ends of the achievement/learning spectrum should be able to access the material and display learning at his/her level of understanding.
- Share out: What “type” of assessment allows all students to show understanding? What “type” makes that difficult?

Look at some examples

- Using the cheat sheet with state criteria, determine if the assessment in front of you meets the criteria of a Category II assessment with somebody sitting next to you.
- How are your assessments going to be scored? Should teachers score assessments on an island, together, or trade across schools?

Reflect

- Did the assessment meet the criteria?
- Why/why not?
- What do your departments/assessment-writing teams need for them to be successful?