

Attachment B

Choosing Quality Assessments

Assessments are central to measuring learning and evaluating the attainment of goals that teachers set for their learners. The extent to which learning targets have been met is determined by performance on an end-of-learning assessment. Choosing a quality assessment is an important step. For use in teacher growth and evaluation activities, teachers and evaluators must be confident that the chosen assessments possess certain qualities.

Assessments must:

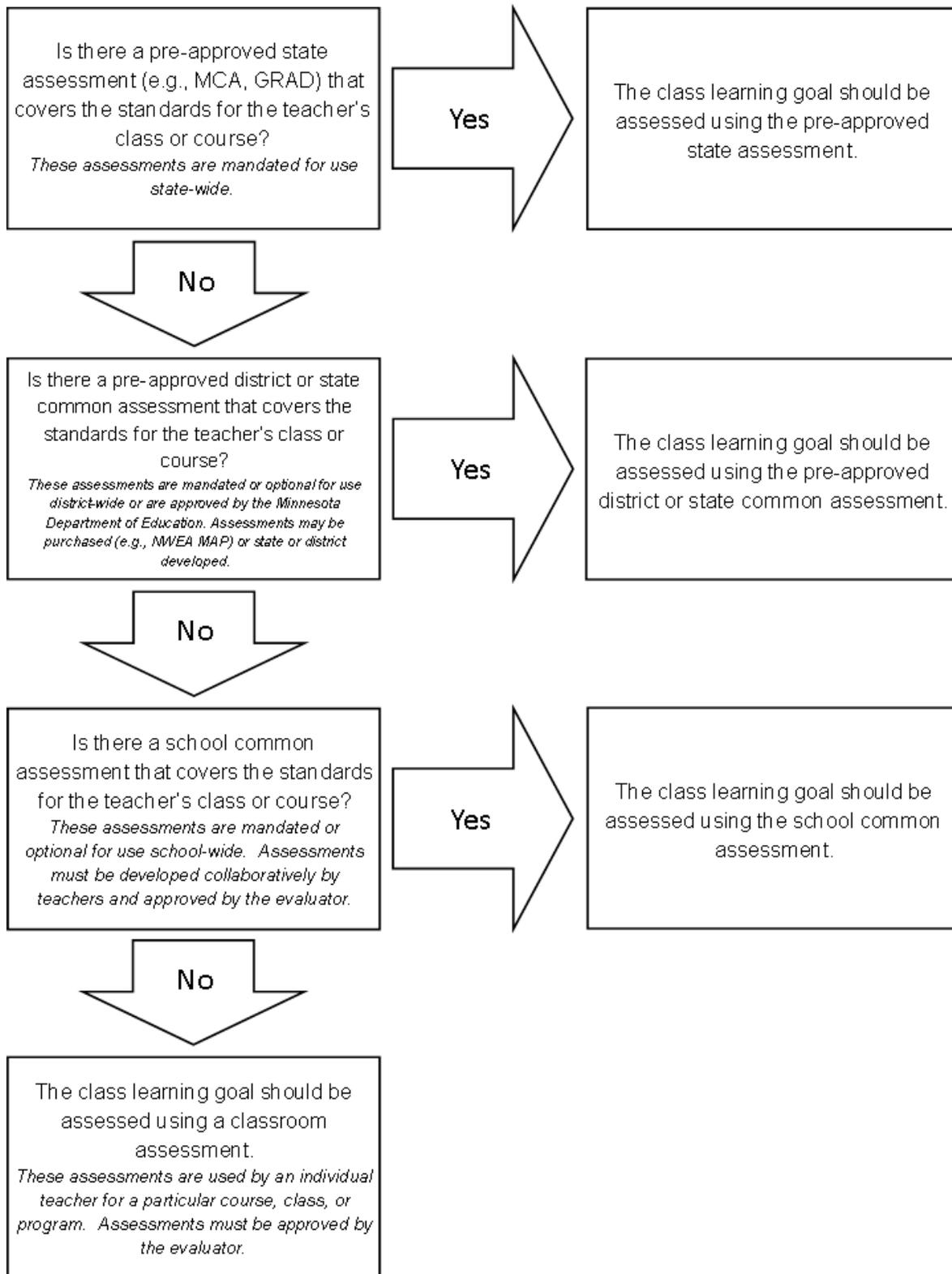
1. be aligned to content standards;
2. assess learner growth across a wide range of performance levels;
3. be valid, reliable, and specific;
4. capture true mastery of skills, including higher-order thinking skills;
5. provide data that can, as much as possible, be attributed directly to teacher efforts; and
6. include the potential for accommodations and modifications when appropriate.

It is also important that those who teach the same course use a common assessment whenever available. This ensures consistency and provides an opportunity to collaborate for improved student learning. Whenever possible, teachers should collaborate to identify, develop, and/or approve assessments.

The decision flowchart on the next page demonstrates a ranking of types of assessments based on the amount of confidence teachers and evaluators can have in their alignment, rigor, and format, as well as the extent to which they are common across teachers. The types of available assessments will vary by districts, so teachers (with their evaluators) are required to select the assessment which ranks highest in the flowchart for their class learning goals.

Teachers in the same school will often have different types of assessments available for class learning objectives. All assessments must be high quality, so assessments must be rigorously reviewed, evaluated, and approved. As outlined in the flowchart, this process may occur at the state or district level. In other cases an individual evaluator must judge the quality of an assessment.

As part of an approval process, it is also important that teachers and evaluators agree on the score or performance level learners must have to demonstrate mastery. For assessments pre-approved by the state or a district, mastery standards should be provided by the state or district, whichever entity approved the assessment. For evaluator-approved assessments, the mastery standards should be collaboratively set by the teacher(s) and evaluator. The mastery standard should indicate that a learner has mastered the necessary content to be successful at the next level of learning, and mastery standards should be the same for all teachers using the same common assessment.



ⁱ **Note:** The terms "class" or "course" used in the above chart are not applicable to all teaching assignments. Additional options should be provided for those who do not have a classroom assignment, such as special educators who provide 0-3 services in homes, or parenting educators providing home visits to families with high needs.