

Part II. ASSESSING THE ASSESSMENTS

Nebraska Department of Education

ON-SITE ASSESSING THE ASSESSMENTS CHECKLIST

The purpose of this review is to assure that the local district assessment process is of sufficient quality. This checklist is to be used for district self assessment.

			ALIGNMENT
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks reflect a match to the appropriate standard(s).
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks reflect the content and skills found within the standard(s).
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items were reviewed by both internal and external groups.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	A list, table of specifications, or "blueprint", maps the assessment items to the standards in order to show which items assess which standards.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The process and the alignment results are documented.
			SUFFICIENCY
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	All the academic content standards are measured in the assessment items/tasks.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks are distributed across all performance levels.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks include a variety of appropriate formats.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Appropriate assessment items/tasks are focused on higher order thinking skills.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Groups reviewed the assessments for sufficiency results.
			CLARITY
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for students are clear.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for teachers are clear.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for students are standardized across the district.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for teachers are standardized across the district.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Individual student reports are sent to parents each school year.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Parent reports provide appropriate explanation of results.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Parent reports are provided in the appropriate language(s).
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	District and school level reports are appropriately disaggregated.

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			APPROPRIATENESS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments are appropriate for the assessed grade level.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments show an increase of expectation from one grade level to the next.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been screened for fairness, bias, and sensitivity.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been edited for appropriateness of expectations.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments can be appropriately accommodated if needed.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been administered with appropriate accommodations.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	External or internal groups reviewed the assessments.
			SCORING PROCEDURES
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors are clear and specific for each assessment.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors differentiate for each proficiency level.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors are consistently applied to the cut scores on each assessment or standard.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors ensure increased expectations from one grade level to the next.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have scoring guidelines and directions established.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The subjectively scored assessments have clearly defined rubrics.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The subjectively scored assessments have inter-rater reliability and decision consistency methods that are within acceptable ranges.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Test security measures taken to assure results are not compromised.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Monitoring procedures are in place for inclusion, standardization and security.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Training is provided for those administering the assessments.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Participation rates are documented.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Local procedures are in place for assuring appropriate accommodations for ELL students, students with disabilities, and students on 504 plans.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Local assessment procedures/plans are in place to assure comparability and consistency across the district.