

## STEPS FOR CREATING QUALITY LOCAL ASSESSMENTS

The criteria for quality assessments are recommended for justifying the decisions made in which student growth measures are attributed to teacher effectiveness. This process is essential for both locally developed and commercial assessments. Districts that elect to create new local assessments should employ processes and protocols to ensure consistent and quality results.

#	Step	Description	Review
1	Assemble a Team	Choosing a team of teachers that have knowledge in the content area will help verify that the assessment has content validity.	
2	Establish the Purpose of the Assessment	Clearly define the purpose of the assessment as a student growth measure.	<i>Michigan Assessment Consortium (MAC) Module 3: Determining the Outcome of the Common Assessment</i>
3	Unpack/Deconstruct the Standards to Create Clear Learning Targets	<ul style="list-style-type: none"> <li>• <b>Important</b> – the standard or target is important to the discipline and/or important to the students' future.</li> <li>• <b>Leverage</b> – the standard or target has leverage, it represents enabling knowledge and/or skills.</li> <li>• <b>Appropriate</b> – the standard or target has been selected because it reasonably represents what the student can do at a given point in time (relative to the purpose of the assessment (e.g. pre-assessment, final end-of-course assessment)).</li> <li>• <b>Clear</b> – the standard has been deconstructed so that it can be turned into a learning target and the standard is in language the student understands.</li> <li>• <b>Measureable</b> – the standard has been turned into a learning target that contains a verb that accurately represents the type of thinking, performance or disposition desired.</li> <li>• <b>Balance</b> – the collection of targets selected for one common assessment, or for a collection of common assessments for one grade and one academic year represent a variety of target types. For example, we are not unwittingly selecting a majority of targets that represent knowledge only.</li> </ul>	<i>Michigan Assessment Consortium (MAC) Modules 4 and 5:</i>  <b>Identifying Learning Targets for the Common Assessment</b>  <b>Matching the Assessment Methods to the Learning Target</b>



#	Step	Description	Review
4	Ensure Access to the Content for ALL Students	Provide appropriate accommodations that guarantee access to the assessment for students with special needs.	<i>Michigan Assessment Consortium (MAC) Module 6: Assessing Students with Special Needs</i>
5	Create a Test Blueprint	Design the assessment using the content and rigor of the learning targets. Choose the most appropriate assessment methods and quantity of items that will best reflect the standards taught for the instructional period. Consider the standard alignment, depth of knowledge (DOK), assessment method, item source, item sampling, and testing time.	<i>Michigan Assessment Consortium (MAC) Module 7: Writing the Test Blueprint</i>
6	Select Items or Develop New Items	Review content from item banks and make appropriate selections, based on the blueprint criteria. If there are no existing items to choose from, use quality guidelines for item creation.	<i>Michigan Assessment Consortium (MAC) Modules for Item Development 8-15:</i> <b>Module 8: Writing Selected Response Items – Part 1</b> <b>Module 8: Writing Selected Response Items – Part 2</b> <b>Module 9: Writing Constructed Response Items</b> <b>Module 10: Writing Performance Assessments</b> <b>Module 11: Using Portfolios to Assess Students</b> <b>Module 12: Developing and Using Scoring Guides and Rubrics</b> <b>Module 13: Editing the Draft Assessment Items</b> <b>Module 14: Detecting and Eliminating Bias and Distortion</b> <b>Module 15: Assembling the Assessment Instrument</b>



#	Step	Description	Review
7	Field Test Items	Evaluate the effectiveness of assessment items by analyzing real student data for item difficulty, item discrimination and bias. Analyze the reliability and validity of the assessment through psychometric principles and content expert reviews.	<i>Michigan Assessment Consortium (MAC) Modules for Field Testing 16-19:</i>  <b>Module 16: Field Testing</b>  <b>Module 17: Looking at Field Test Data</b>  <b>Module 18: Reliability</b>  <b>Module 19: Validity</b>
8	Determine Standards for Adequate Growth	Adhere to sound principles for standard setting and apply rigorous procedures to determine intervals of growth.	See section on Standard Setting for Student Growth
9	Assessment Review	Review the assessment periodically and revise to maintain alignment with standards and/or curriculum.	School/District Teams
10	Administer and Score the Assessment	Develop standardized procedures for the administration and scoring of the assessment. Establish procedures to ensure the validity of score interpretation as a measure of teacher effectiveness.	School/District Teams

