



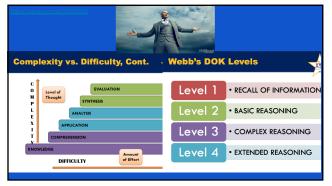
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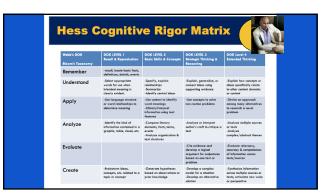
Validity

Inferences educators draw from a valid test should be a strong predictor of student's level of proficiency

Items measure what they intend to measure

There needs to be items that differentiate student skill levels (DOK should be varied).





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Purchased Assessments

Do they address the standards as rigorously as your state assessment? Do they provide items that encourage deep critical thinking (multiple standards assessed in one question)?

Do they reflect item stems from the state assessment?

Do they provide rubrics?

Do wrong answers illuminate understanding? (Can you review the questions and answers?)

Reliability



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How consistently will a student score on this test over time? The test should give you the same scores time after time.

Fewer items for a standard or skill=less reliability

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Standardized Assessments

Data is valuable

Data must be triangulated with other assessments

You should not use one assessment to explain a student's proficiency.



8

Norm-Referenced Test

Are designed to describe performance by comparing other test taker's performance Growth is usually seen in the middle

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Standards-Referenced Test

Similar to a criterion-referenced test, but usually a scale of 1-4 is attached to each standard and a scaled score is provided as well (scaled score is not a good reporting tool) WHY?

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