

Evaluating the Quality of an Assessment

	Assessment Planning	Item Planning
Is it valid?	<ol style="list-style-type: none">1. We identified specific learning targets.2. We determined the level of rigor for each target.3. We matched the assessment to the identified level of thinking.	<ol style="list-style-type: none">1. The assessment items match the cognitive demand of the learning target.2. Students know which items match each learning target.
Is it reliable?	<ol style="list-style-type: none">1. We used a sufficient number of questions to ensure reliability (four multiple choice, one well-written constructed-response or performance assessment).2. The team agrees with the way proficiency has been determined and how the items will be scored.	<ol style="list-style-type: none">1. The reading level of the questions won't interfere with the assessment.2. There are no give aways in selected-response items.3. There are no ambiguous answers in selected-response items.4. There is a context, when appropriate, for constructed-response items.

Source: Gareis and Grant, 2008; Stiggins et al., 2004