



Activity 3.5

Auditing an Assessment for Quality

Learning Target for the Activity

- Know how to help teachers audit an assessment for quality.

Purpose

This activity is designed to give school leaders and teachers practice at using the method-specific quality guidelines described in this chapter. For a deeper understanding of the craft knowledge necessary to create items, exercises, tasks, and scoring guides, we refer you to Chapters 5 through 8 of Chappuis and Stiggins (2020).

Time

One to two hours

Materials Needed

- A classroom assessment, along with its answer key, scoring guide, or rubric
- A statement of the learning goal(s) represented on the assessment

Suggested Room Setup

Tables and chairs for small groups (content or grade-level teachers may prefer to work together)

Directions

Working in small groups, complete each step in the order below:

1. Ask participants to select one assessment method—selected response, written response, or performance assessment—to learn more about. It is suggested that participants work in teams of two or three, determined by the method they choose. Join one group, and complete the activity with them.

(If you are conducting a deeper study of creating assessments using Chappuis and Stiggins [2020], give participants a week or two to read the relevant chapter. Those studying selected-response methodology will read Chapter 5, “Designing and Using a Selected Response Assessment,” pp. 131–163. Those studying constructed-response methodology will read Chapter 6, “Designing and Using a Written Response Assessment,” pp. 179–209. Those studying performance assessment will read Chapter 7, “Designing and Using a Performance Assessment, pp. 201–261, and those studying personal communication will read Chapter 8, “Using Personal Communication as an Assessment Method,” pp. 272–299.)

2. Have participants work in method-specific teams to audit one of their assessments for quality.
 - The selected-response group will use the selected response test quality checklist shown in Figure 3.2 to conduct their evaluations.

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- The constructed-response group will use the quality guidelines for a constructed-response assessment given in Figure 3.3 to conduct their evaluations.
- The performance assessment group will use the characteristics of a high-quality performance task shown in Figure 3.4 and the characteristics of a high-quality rubric shown in Figure 3.5 to conduct their evaluations.

Closure

After conducting their evaluations, each group will either make the revisions necessary to improve quality or write a revision plan for what they see needs to be done.