

Administrative Features of High Scoring Assessments

Panel Discussion & Ratings

Name of Assessment: _____

Assessment ID#: _____ Overall Score: _____

| Category | Definition | Scoring | Panel's Rating |
|-------------------------------|--|---|----------------|
| Teacher-Friendly | <u>Appropriateness from a teacher perspective:</u> (1) Length of time to administer (relative to how much content is covered) is manageable; (2) results/scores are immediately available; (3) minimal training is required to administer; (4) scores are easily interpretable; (5) scores can be easily shared with parents & supervisors; (6) scores can be linked/related to other assessments; (7) minimal technology and materials required | 3 = most of these features are true about this assessment 2 = several of these features are true about this assessment 1 = one or two of these features are true about this assessment 0 = these features are not true about this assessment | Rating: |
| | | | Notes: |
| Administrator-Friendly | <u>Appropriateness from a principal or upper administration perspective:</u> (1) cost is balanced with ease of administration; (2) cost is balanced with content coverage; (3) scores can be easily shared with parents or aggregated across schools and classrooms; (4) scores can be related to other assessments; (5) minimal technology and materials required; (6) minimal training is required to administer; (7) allows for progress monitoring across multiple years | 3 = most of these features are true about this assessment 2 = several of these features are true about this assessment 1 = one or two of these features are true about this assessment 0 = these features are not true about this assessment | Rating: |
| | | | Notes: |

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|------------------------------|---|---|------------------------------------|
| Administration Format | <p><u>Facilitates reliable and valid scoring with minimal disruption:</u></p> <p>The assessment is relatively quick to administer and relies (either all or in-part) on direct one-on-one administration of items allowing for more accurate assessment of student ability</p> | <p>3 = this is very true about this assessment</p> <p>2 = this is somewhat true about this assessment</p> <p>1 = this is minimally true about this assessment</p> <p>0 = this is not at all true about this assessment</p> | <p>Rating:</p> <hr/> <p>Notes:</p> |
| Language | <p>The assessment offers both an English and Spanish version and the administration of each is very similar (i.e., does not require separate training)</p> | <p>3 = evidence of strong English and Spanish version (independently created and independently validated); true alternate forms but a similar or identical administration format</p> <p>2 = moderate evidence of strong English and Spanish version (e.g., a Spanish version was created as a translation of the original English assessment); similar or identical administration format</p> <p>1 = a minimally robust Spanish form is available OR a strong Spanish form is available but administration varies greatly between the two forms</p> <p>0 = no Spanish form is available</p> | <p>Rating:</p> <hr/> <p>Notes:</p> |

| Category | Definition | Scoring | Panel's Rating |
|---------------------------|--|--|------------------------------------|
| Student-Friendly | <p><u>Appropriateness from a student perspective:</u> (1) minimal time requirement from student; (2) directions/task are easy to understand; (3) utilizes practice items; (3) visually appealing; (4) minimizes testing stress (e.g., tasks may be engaging and "fun" for student); (5) evidence of accommodations for students with disabilities.</p> | <p>3 = most of these features are true about this assessment</p> <p>2 = several of these features are true about this assessment</p> <p>1 = one or two of these features are true about this assessment</p> <p>0 = these features are not true about this assessment</p> | <p>Rating:</p> <hr/> <p>Notes:</p> |
| Cultural Relevance | <p>(1) things the assessment assumes students know are culturally and time relevant (e.g., a vocabulary assessment utilizes words and pictures that are not culturally or time biased. For example, students aren't asked to identify objects that are obsolete or culturally biased, such as palm trees and typewriters); (2) students can relate to the content</p> | <p>3 = this is very true about this assessment</p> <p>2 = this is somewhat true about this assessment</p> <p>1 = this is minimally true about this assessment</p> <p>0 = this is not at all true about this assessment</p> | <p>Rating:</p> <hr/> <p>Notes:</p> |