March 2006

Nebraska Department of Education

S A M P L E P O R T F O L I O

DISTRICT ASSESSMENT SYSTEM DESCRIPTION FOR MATHEMATICS

DISTRICT ASSESSMENT SYSTEM DESCRIPTION:
Please describe your District Assessment System in this box. Include only those circumstances that directly impact the development of your district's assessment. (Ex: Any unusual constraints or issues related to the development of your assessment.)

SAMPLE

Husker Public Schools is located in the western part of the state and has a total of 110 staff members including a superintendent and three principals. The district consists of one high school, one middle school and two elementary buildings. Staff in all three buildings worked together as a K-12 system in building local assessment and relied upon internal leadership. Some training was obtained through the educational service unit.

Quality Criterion One:

Assessments reflect the state or local standards.

- Districts should provide evidence that assessment content (test items or tasks) corresponds to the appropriate standards. Evidence of the match of assessments to the standards is based on an independent review of the alignment of assessments to the standards. **Please be sure to clearly designate the independence of the review panel.
- Assessments must be shown to be sufficient or comprehensive enough so that the determination of appropriate student classification into performance levels may be done.

In meeting this criterion, districts should answer and document the following questions:

1. ***Who*** did the process?

   Include the number of panelists, their years of experience (collective estimates are appropriate) the grade levels that are represented and in what configurations: grade level, grades above or below the assessed grade, whether the groups were K-12 in nature. Include the number of teachers who participated in comparison to numbers of total staff. This describes the adequacy of the representation.

   If the above panel is the group that assembled or wrote the assessments, it is important to have a second, independent review of the match to standards. If you have more than one panel, state it and describe it. **You will want people with independent, objective judgment to review assessment items or activities for match to standards. **Please be sure to clearly designate the independence of the review panel.**

   Describe who led your process. Was it a teacher leader, an educational service unit staff developer, an administrator? Include qualifications.

Independent Review

The independent review panel consisted of ten staff members who were not part of the development team. These ten educators represent approximately 10% of the district's available staff members. The independent review panel members had an average of 16 years experience. This panel was facilitated by Mrs. Sharp, a half-time secondary gifted teacher and half-time curriculum coordinator. The team members, their assignments and qualifications are listed below:

3rd grade teacher	5 years	Bachelor's
4th grade teacher	22 yrs.	Master's degree +

SAMPLE

5th grade teacher	15 yrs.	Bachelor's +
6th grade teacher	8 yrs.	Master's degree
7-8th grade math teacher	2 yrs.	Bachelor's
7-8th grade math teacher	20 yrs.	Master's degree
10-12th grade math	30 yrs.	Bachelor's degree
10-12th grade math	15 yrs.	Master's degree
Counselor	18 yrs.	Master's degree
K-12 principal	23 yrs.	Specialist

2. ***What*** did they do in this process?

Describe how the panel matched assessment items or activities to the standards. For example: How and when was this match reviewed by an independent group? What steps were actually taken? Include copies of the forms that the group used.

Describe the process used by the panel to determine that sufficient coverage or score points was present. For example: How was it decided that the coverage was comprehensive enough or sufficient? Were there a required number of items or activities per standard? Were other assessment opportunities examined? What was the process that was used? Include any forms that the group used.

If you surveyed staff or collected data from others, indicate how you did that, the process that you used and include any forms that you may have used.

SAMPLE

The independent review team spent two days reviewing assessments in the summer right after school was out. Mrs. Sharp organized the days so that all assessments could be reviewed by two teams. The teams were divided so that multiple grades were represented on each team. The intent was for all grade levels to have input on the elementary, middle, and high school assessments.

Step One: Team members began by reviewing and discussing the content standards to clarify what each standard specified and at what level of Bloom's taxonomy performance was expected. Because the independent review team would also be making decisions about sufficiency, specifically breadth of coverage, the teams also discussed the district's definitions of student performance that had been written for each standard (see criterion 6 for a description of these performance level definitions).

Step Two: To give the teams an opportunity to practice what they would be doing in the process Mrs. Sharp provided an example of an assessment and the whole group reviewed it together item by item, coming to agreement about the standard

which matched the items and performance level (i.e. whether the item measured beginning, progressing, proficient, or advanced skills). Mrs. Sharp provided a form that was used to record the consensus ratings for the team on each item.

Step Three: After team members made a judgment about both the match between an item and a standard and the level of performance the item measures, the teams came to consensus on each item of each assessment. We used a criterion of 80% to determine when there was sufficient agreement about match and performance level. For the size of our review panels, this meant that 4 of 5 educators had to agree that an item matched the same standard and on the performance level. If a team member disagreed or suggested that changes were needed, he or she provided the reason to the rest of the team. Those changes had to be agreed upon as well. Each team reviewed half of the assessments using the forms provided by Mrs. Sharp.

Step Four: In August when staff returned to school, the results of the review and recommended changes were shared with the whole elementary staff. Planning time was provided for three members of the assessment development team to make the needed changes. Those changes were made in early September before any assessments had been administered to students.

SAMPLE

3. ***What*** were the **results** of the process and **how** did you act upon them?

Describe what the results were. What happened as a result of the committees working together? What number of items or types of assessments were changed? What was kept? What was thrown out? What was learned? What was decided? Why? This is an essential step.

The chart below contains the results of the process including the recommended changes. All of the changes including additions, deletions, and revisions suggested by the independent review panel were made by the assessment development team.

Criterion One

ASSESSMENTS MUST MATCH STANDARDS

	ASSESSMENT	TYPE		Number	RANGE OF DIFFICULTY				CHANGES MADE
Targets to be measured	Name	Obj.	Subj	No. of Items	Beg	Prog.	Prof.	Adv.	
8.1.1 Students will recognize natural numbers whole numbers, integers, and rational numbers.	Country store	X		8 (obj.)	2	2	2	2	More items are needed at all levels.
8.1.2 Students will determine equivalences among fractions, decimals, and percents.	Nebraskaland	X		5 (obj.)		1	2	2	More items are needed at all levels.
8.1.3 Students will write and use numbers in expanded exponential form and scientific notation.	Nebraskaland	X		17 (obj.)	3	7	6	1	More items are needed at the advanced level.
8.1.4 Students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	Science Unit	X		6 (obj.)	2	2	2	0	More items are needed at all levels.
8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with/without use of technology.	Terra Nova								
8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.	Terra Nova								
8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers with/without the use of technology.	Terra Nova								
8.2.4 Students will apply the order of operations to solve problems with/without use of technology.	Terra Nova								
8.2.5 Students will apply strategies of estimation when solving problems with/without the use of technology.	Terra Nova								
8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.	Science Unit		X	7 (subj.) tasks with a 4 pt. rubric for each	7	9	9	3	More opportunities are needed for students to demonstrate advanced level performance.

SAMPLE

8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors.	Transportation Unit	X		8	2	2	2	2	More items are needed at all levels.
8.4.1 Students will identify, describe, compare, and classify 2 and 3 dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.	Terra Nova	X							
8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	Geometry Unit	X		22	4	6	7	5	No changes.
8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.	Geometry Unit		X	1 task with a 4 pt. Rubric	1	1	1	1	More opportunities for students to demonstrate performance are needed at all levels.
8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	Geometry Unit	X		6		2	4		More items are needed at all levels.
8.4.5 Students will apply transformations to two & three dimensional geometric figures.	Geometry Unit	X		7	2	2	2	1	More items are needed at all levels.
8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode.	Country Store	X		20	2	6	6	6	No changes.
8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.	Terra Nova								
8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	Science Unit	X		14		7	7		Need beginning and advanced level items.
8.5.4 Students will identify statistical methods and probability for making decisions.	Country Store	X		8	2	2	2	2	Need more items at all levels.
8.6.1 Students will demonstrate knowledge and use of the one & two dimensional coordinate systems.	8.6.1 Test	X		10	2	3	3	2	
8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems.	Country Store	X		9	3	3	3		Need advanced items.
8.6.3 Students will describe and represent relations, using tables, graphs, and rules.	Science Unit	X		6	2	2	2		Need more items at all levels.

SAMPLE

Quality Criterion Two –

Students have an opportunity to learn the content.

- Districts should provide evidence that assessment content (test items or tasks) corresponds to the district's curriculum and instruction. The match of assessments to instruction is based on evidence that the content of the assessments has been taught.
- Instruction must have occurred prior to assessment. For this criterion to be fully met, students should have the instruction on 80% or more of the content prior to being assessed on that content.
- **"Opportunity to learn" as described in this criterion means that the local school district's curriculum offers the opportunity for students to meet the standards prior to the assessment. It means the district collected evidence showing students had the opportunity to learn. Documentation of that evidence is provided in this criterion.**

SAMPLE

Note: Even if you are using the norm referenced tests aligned to the Nebraska standards by the Buros Center for Testing, you ***still*** *need to describe how Criterion 2 was met.*

In meeting this criterion, districts should answer and document the following questions:

1. ***Who*** did the process?

   Include the number of panelists, their years of experience (collective estimates are appropriate), the grade levels that are represented and in what configurations: grade level, grades above or below the assessed grade, whether or not the groups were K-12. Include the number of teachers who participated in comparison to numbers of total staff.

   If you compiled information from teachers or others and used forms or questionnaires to collect that data, include a copy of all forms that were used to include information from others.

   Describe who led your process. Was it a teacher leader, an educational service unit staff developer, an administrator? Include qualifications of the leader.

Mrs. Sharp also facilitated the curriculum alignment process. She went through the committee assignments, making sure staff requests were honored and that balanced committees were formed. The alignment of our local curriculum and instruction to the math standards was done by eight staff members: three elementary teachers, two middle school and three high school math teachers. These educators represent about 8% of the possible staff in the district.

Teaching Assignment	Years Experience	Degree
3rd grade teacher	18 years	Master's
5th grade teacher	6 years	Bachelor's
6th grade math teacher	15 years	Master's
7-8th grade math teacher	18 years	Bachelor's
7-8th grade math teacher	21 years	Master's
9th-10th grade math teacher	27 years	Specialist
10-12th grade math teacher	4 years	Bachelor's
10-12th grade math teacher	14 years	Master's

SAMPLE

2. ***What*** did they do in this process?

Describe how your panel(s) examined your local curriculum to find where standards were covered. For example: If you were identifying mathematics standards in another curriculum area, indicate that. Indicate the steps that your teacher teams took.

Timing is an important component of this criterion so it must be demonstrated that assessments are given after sufficient instruction has occurred.

If you examined textbooks and instructional materials, describe how you determined when during the school year, the standards were covered. If you collected information through lesson plans, collected classroom assignments, assessments, or classroom observations, give specific examples about what percentage of teachers were involved, who examined these products or made the observations, and how it was determined that the content of assessment was being taught. If you used surveys or questionnaires, include the forms used for that process.

Describe how you determined the point in time when assessment(s) would occur. Was it throughout the year? ****Dates or a clear indication of timing is important and required.** Was it at one point in time after enough instruction had occurred? Indicate at what point in the year the assessment occurred – give the month(s) of assessment administration and describe why you made that decision. Provide the rationale for the decision and the process used to determine that rationale.

The math curriculum alignment took place during district curriculum days in mid-June, 2003, when all staff were working on their respective curriculum and standards alignment.

Step One: Mrs. Sharp facilitated the process for aligning the district's curriculum with the standards. She began by providing copies of the math content standards to the panel and led a discussion on how these may appear in the curriculum and illustrations of how the knowledge and skills might be taught. She also demonstrated how the standards could be found in the curriculum (and examples of when they were not present). She provided a form for the panel to document their work (include a copy of the form.)

Step Two: The panel used the form and identified where all the math standards were found in the math curriculum noting the gaps and overlaps within and across grade levels. The group discussed the changes needed and how they might be implemented. These recommended changes were documented and forwarded to the math curriculum committee for their consideration.

Step Three: At the regular math curriculum committee meeting the following month, the recommended changes were approved and the curriculum was revised to reflect the needed changes.

Step Four: As part of the regular math curriculum committee meeting in July, 2003, the staff prepared a chart to document where instruction occurred relative to assessment. During this meeting, math staff outlined when the math instruction occurred in relation to assessment. Several adjustments and changes were made so that at least 80% of the math instruction on standards occurred before instruction. These changes are documented in the results section for this criterion and represent a consolidation of the results gathered from each teacher's classroom practices.

SAMPLE

3. What were the ***results*** of the process and **how** did you act upon them?

   Describe what the results were. What happened as a result of the committees working together? Or the surveys? Or the collection of lesson plans? What was changed? How was instruction or classes offered changed or adjusted? What was learned? What was decided? Why? Identify and describe the outcomes. Were there gaps or overlaps? State what you found; give the results of your work. Indicate what you intend to do with your findings.

   The chart that follows is a completed summary of the alignment and opportunity to learn process, including the suggested changes that were made by the elementary staff.

Criterion Two

OPPORTUNITY TO LEARN

Standard	Unit Taught (When)	Assessment Used	When Assessed	Changes Needed
8.1.1 Students will recognize natural numbers whole numbers, integers, and rational numbers.	January-February	Country Store	February 28	No changes.
8.1.2 Students will determine equivalences among fractions, decimals, and percents.	December	Nebraskaland Assessment	December 21	Additional instruction needed, so we moved the instruction from March to December
8.1.3 Students will write and use numbers in expanded exponential form and scientific notation.	December	Nebraskaland Assessment	December 21	Added this content into instructional unit
8.1.4 Students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	March 1-20	Science Unit	March 30	Science Teachers involved
8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with/without use of technology.	Throughout year	Terra Nova	April 25	No changes.
8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.	Throughout year	Terra Nova	April 25	No changes
8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers with/without the use of technology.	Throughout Year	TerraNova	April 25	Added an instructional unit on using technology with math in 2002.
8.2.4 Students will apply the order of operations to solve problems with/without use of technology.	October-November	Terra Nova	April 25	No changes.
8.2.5 Students will apply strategies of estimation when solving problems with/without the use of technology.	Nov, Dec, Jan.	Terra Nova	April 25	No changes.
8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.	March 1-20	Science Unit	March 30	Involved Science teachers

SAMPLE

8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors.	March-April	Transportation Unit	May 1	This unit was added because the standard was not previously represented in the curriculum.
8.4.1 Students will identify, describe, compare, and classify 2 and 3 dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.	February, March	Terra Nova	April 25	No changes.
8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	October-November	Geometry Unit	November 30	This unit was moved from seventh grade to eighth grade.
8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.	October-November	Geometry Unit	November 30	This unit was added to address gaps in the 8th grade curriculum.
8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	October-November	Geometry Unit	November 30	This unit was created and added in 2002 to reflect the content of this standard in the curriculum.
8.4.5 Students will apply transformations to two & three dimensional geometric figures.	October-November	Geometry Unit	November 30	We added this unit in 2003.
8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode.	January February	Country Store	Febr. 28	No changes.
8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.	All year	Terra Nova	April 25	Added an instructional unit in 2001 on interpreting data from tables, charts, and graphs to address these skills.
8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	March 1-20	Science unit	March 30	We recommended that science teachers be involved in the future.
8.5.4 Students will identify statistical methods and probability for making decisions.	January-February	Country Store	Feb. 28	No changes.
8.6.1 Students will demonstrate knowledge and use of the one & two dimensional coordinate systems.	October-November	8.6.1 Test	November 22	No changes.
8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems.	January-February	Country Store	Febr. 28	We added an instructional unit in 2003 to address the gap in our curriculum.
8.6.3 Students will describe and represent relations, using tables, graphs, and rules.	March 1-20	Science unit	March 30	We recommended that science teachers be involved in future discussions.

SAMPLE

Quality Criterion Three

Assessments are free from bias or offensive language or situations.

- Districts should provide evidence that assessment content has been examined critically to be free of bias against any group or population of students. Assessments should have been examined to be free of offensive language and stereotyping. For this criterion to be met, there needs to be a staff development component including orientation to bias for the assessment developers, an examination of the content of the assessment(s) by a panel that is qualified to conduct a bias review, or statistical procedures that examine the differences in performance of selected groups of examinees or both.

In meeting this criterion, districts should answer and document the following questions:

1. ***Who*** did the process?

   This includes a staff development component so that those writing assessment tasks/items and independent reviewers are aware of sensitive situations. Describe who led the staff development and include the qualifications of that person or individuals.

   If your district used a panel of experts from outside the school district, include the number of panelists, their qualifications and what was important about having them on the panel. If you used teacher panels, summarize the characteristics of the panel including their years of experience, the grade levels that are represented and in what configurations. If panel members were included because of diversity, indicate what that was and why.

   Include any forms used and indicate at what point in the assessment process these groups or individuals met.

SAMPLE

Total staff participated in training on bias and offensive language – all 110 staff members. All staff members were assigned to a review team for a set of district assessments. There were a total of 12 teams with 5-6 staff members on each. The actual team reviewing the math assessments consisted of six staff members. The training was led by the staff developers at the service unit. They had been prepared to do the training through the regional workshops sponsored by their state organization.

The six staff members reviewing the math assessments were the following:

Assignment	Years	Degree
K-12 Counselor	15 years	Master's
K-12 Special Ed	6 years	Master's

9th grade science teacher	20 years	Master's
7-8th grade math teacher	12 years	Master's
7th grade math teacher	9 years	Bachelor's
5th grade teacher	5 years	Bachelor's

2. ***What*** did they do in this process?

Describe the process used to insure that items/activities in the assessment(s) are free of bias. Describe the bias "orientation" process as well as the "assessment examination" process. It is not appropriate to merely "accept" the assurance of a text book company or of a test maker that items are bias-free or not sensitive.[1] Items/activities need to be examined locally through your process to eliminate or change any items of an inappropriate or sensitive nature. How did the teams judge whether items or tasks were free from bias?

If you used a statistical method to assess bias, specify and describe the method used.

SAMPLE

Step One: The staff developers from the service unit provided an orientation to bias and sensitivity. In this orientation all staff members had a chance to review the sample assessment items and to determine how they were insensitive and might be improved.

Step Two: The 12 teams were then assigned a set of district assessments for review. Each group shared orally some of the recommended changes.

Step Three: The team reviewing the math assessments (see above) identified several needed changes in the items and those recommended changes were recorded on the chart that follows.

3. ***What*** were the results of the process and **how** did you act upon them?

Describe the results of the review. What was changed? What was thrown out? Your evidence is strengthened by giving examples of items or tasks that were revised or updated.

The summary chart including the recommended changes were reviewed and acted upon.

[1] *Note that if a district is using a norm-referenced test included in NDE's alignment studies, it does not need to include information about a local bias review.*

Criterion Three

ASSESSMENT HAS BEEN REVIEWED FOR BIAS

Standard	Assessment Used	Bias Changes Needed
8.1.1 Students will recognize natural numbers whole numbers, integers, and rational numbers.	Country Store	Removed references that may disadvantage students who live in urban settings.
8.1.2 Students will determine equivalences among fractions, decimals, and percents.	Nebraskaland Assessment	Increased the size of the maps.
8.1.3 Students will write and use numbers in expanded exponential form and scientific notation.	Nebraskaland Assessment	Increased the size of the maps.
8.1.4 Students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	Science Unit	Clarified directions for the assessment and reinforced that teachers should also read directions for the project to the students.
8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with/without use of technology.	Terra Nova	--
8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.	Terra Nova	--
8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers with/without the use of technology.	TerraNova	--
8.2.4 Students will apply the order of operations to solve problems with/without use of technology.	Terra Nova	--
8.2.5 Students will apply strategies of estimation when solving problems with/without the use of technology.	Terra Nova	--
8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.	Science Unit	No changes

SAMPLE

8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors.	Transportation Unit	Increased the size of the maps, changed two items that might disadvantage lower socioeconomic status students.
8.4.1 Students will identify, describe, compare, and classify 2 and 3 dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.	Terra Nova	
8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	Geometry Unit	Revised figures to be bolder.
8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.	Geometry Unit	Bolder figures.
8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	Geometry Unit	Bolder figures.
8.4.5 Students will apply transformations to two & three dimensional geometric figures.	Geometry Unit	Bolder figures.
8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode.	Country Store	Changed the products so that they would be more familiar to students.
8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.	Terra Nova	
8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	Science Unit	No changes.
8.5.4 Students will identify statistical methods and probability for making decisions.	Country Store	No changes.
8.6.1 Students will demonstrate knowledge and use of the one & two dimensional coordinate systems.	8.6.1 test	No changes.
8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems.	Country Store	Changed the products so that they would be more familiar to students.
8.6.3 Students will describe and represent relations, using tables, graphs, and rules.	Science Unit	Modified directions to clarify students' expectations.

SAMPLE

Quality Criterion Four –

The level is appropriate for students.

- Districts should provide evidence that assessment content has been examined critically to determine the appropriateness of the level. This criterion can be met if there is evidence that a panel of individuals qualified to determine the level of appropriateness, examined the content of the assessment(s) and found it to be appropriate. The criterion may also mean an appropriate reading level for the standard being assessed.

In meeting this criterion, districts should answer and document the following questions:

1. ***Who*** did the process?

   Describe the panelists, their years of experience, the grade levels that are represented and in what configurations: all the same grade level, grades above or below the assessed grade, anything that would show that these panelists would be qualified judges of appropriate level of tasks for students. Include the number of teachers who participated in comparison to numbers of total staff. Indicate the point in time when the groups met.

   For example: If the school psychologist or others in your district who have expertise in student development were involved, indicate their involvement and/or who led the process. Include the qualifications.

   If someone conducted a readability analysis, indicate who that person was and what his/her qualifications were.

   The group reviewing the assessments for appropriate level was the same group of independent reviewers used in Criterion One (see page 2 for qualifications.) The group met three times (September 14, October 9, and October 18) after school to provide judgments about the appropriate level of the district's assessments. Mrs. Sharp facilitated these meetings.

2. ***What*** did they do in this process?

   Describe the process you used to review items to make sure they were at an appropriate level. What steps did you take? How did you make this determination? For example: Describe how you collected the evidence. If you used questionnaires or forms to collect data, include copies of those forms.

SAMPLE

If you used an analysis of readability level, indicate which one (s) was used and why the process was selected.
Note: Relying on a textbook's statement about readability without supporting evidence is not adequate.

Step One: Mrs. Sharp prepared a form and explained how the group needed to examine each item or task on the assessment and make a decision based upon their professional judgment about the appropriateness of the level for students at this age and grade level (include a copy of the form.)

Step Two: With Mrs. Sharp leading the process, each group member provided a judgment for each item and task on all the assessments. Following these independent judgments, the group discussed their ratings and came to consensus about whether an item or task was at an appropriate level. As in criterion 1, each team of 5 educators reviewed half these assessments. They set a decision rule of 80% agreement, meaning that 4 of 5 members of the team had to agree that the item or task was at an appropriate level. They documented these results on a consensus form similar to the one they used for their individual ratings and gave these ratings and their recommendations to Mrs. Sharp.

Step Three: Mrs. Sharp analyzed the data and compiled the results in the table that is included in the next section of this criterion.

SAMPLE

3. ***What*** were the results of the process and **how** did you act upon them?

Describe what discoveries you made in the process and any modifications that you determined were needed on the basis of recommendations of the panels or qualified reviewers. Indicate any changes that you made as a result of the review.
If your district conducted a readability analysis, include a description of the results and the changes that were made.

The chart below indicates the results of the review for appropriate level. It should be noted that all recommended changes recommended by the reviewers were made.

Criterion Four

ASSESSMENTS MUST BE AT APPROPRIATE LEVELS

Standard	Assessment Used	Level Changes Needed
8.1.1 Students will recognize natural numbers whole numbers, integers, and rational numbers.	Country Store	None
8.1.2 Students will determine equivalences among fractions, decimals, and percents.	Nebraskaland Assessment	Cities on the maps changed to more familiar ones
8.1.3 Students will write and use numbers in expanded exponential form and scientific notation.	Nebraskaland Assessment	Cities on the maps changed to more familiar ones
8.1.4 Students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	Science Unit	Changed vocabulary in four items on the assessment to reflect grade appropriate vocabulary.
8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with/without use of technology.	Terra Nova	
8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.	Terra Nova	
8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers with/without the use of technology.	TerraNova	
8.2.4 Students will apply the order of operations to solve problems with/without use of technology.	Terra Nova	
8.2.5 Students will apply strategies of estimation when solving problems with/without the use of technology.	Terra Nova	
8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.	Science Unit	Changed vocabulary in four items on the assessment to reflect grade appropriate vocabulary.
8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors.	Transportation Unit	Changed terms to make more appropriate for middle school level.

SAMPLE

8.4.1 Students will identify, describe, compare, and classify 2 and 3 dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.	Terra Nova	
8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	Geometry Unit	No changes.
8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.	Geometry Unit	No changes.
8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	Geometry Unit	No changes.
8.4.5 Students will apply transformations to two & three dimensional geometric figures.	Geometry Unit	No changes
8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode.	Country Store	No changes.
8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.	Terra Nova	
8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	Science Unit	Changed vocabulary in four items on the assessment to reflect grade appropriate vocabulary.
8.5.4 Students will identify statistical methods and probability for making decisions.	Country Store	No changes.
8.6.1 Students will demonstrate knowledge and use of the one & two dimensional coordinate systems.	8.6.1 Test	No changes.
8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems.	Country Store	No changes.
8.6.3 Students will describe and represent relations, using tables, graphs, and rules.	Science Unit	Changed vocabulary in four items on the assessment to reflect grade appropriate vocabulary.

SAMPLE

Quality Criterion Five –

There is consistency of scoring.

This criterion asks the district to provide evidence that assessments are reliable in terms of the consistency of scores that might be expected of students who might take the assessment(s) on more than one occasion without intervening instruction. It also addresses the consistency of scoring for subjectively scored items, prompts, or performance.

- Districts should provide evidence of reliability with assessments that include multiple choice or other objectively scored items. The level that will result in this criterion being rated as fully met, is a consistency measure of .70 or higher (averaged across all standards assessed).

- If you have used an appropriate process for calculating reliability but have an average reliability value lower than .70 and provide a feasible plan to improve reliability, you will receive a "Needs Improvement."

- If you have used an appropriate process for calculating reliability, but the average reliability is lower than .70 and you do not indicate how you plan to improve the reliability, or if your proposed plan for improving reliability is not likely to achieve that goal, you will receive a "Not Met" rating.

- Evidence of reliability should be provided for subjectively scored assessments. For these types of assessments (e.g., essays, student research papers) there should be clear scoring criteria (a scoring guide or rubric) and there should be evidence that the scoring criteria are applied consistently. This is typically demonstrated by showing that multiple scorers have independently agreed with scoring a sample of student work.

Districts may receive one of four comments:

"Met"	"Met some further comment necessary"
"Needs Improvement"	"Not Met"

**Note:* In the review of the portfolio…

- A "Needs Improvement", or "Met-some further comment necessary" will be considered the same as "Met" except in the case of Criterion #5.
  - If Criterion 5 receives a "Met-some further comment necessary" it will be considered the same as "Met," and it is possible to receive an exemplary rating.
  - If Criterion 5 receives a "Needs Improvement," it is not considered the same as "Met", and the highest rating possible will be "Very Good."

In meeting this criterion, districts should answer and document the following:

1. **Who** did the process?

   Indicate the person(s) or teams who actually led, conducted, and participated in the reliability analysis. Include their qualifications.

   Mrs. Sharp led the process for calculating reliability. She used a spreadsheet and software program for calculating internal consistency, specifically coefficient alpha, on the objectively scored assessments. Teachers reported the individual student item-by-item data to her.

   On the subjectively scored assessments, Mrs. Sharp facilitated the training on the rubric with staff and calculated the level of inter-rater agreement on samples of the student papers for each applicable assessment.

2. **What** did they do in this process?

   There are several ways to measure the reliability of scores on a district's assessments. Some ways are more appropriate for some assessment methods than others. The methods below are only suggestions. Other methods not listed include such methods as: alternate forms, split-half, and test-retest methods.

SAMPLE

Objectively Scored Assessments

Reliability for most objectively scored assessments was calculated using internal consistency, specifically coefficient alpha because we anticipated a range of difficulty in the items and also had some objectively scored items that had multiple points. Most of the math assessments were objectively scored. At the end of each quarter, teachers reported the results of the assessments to Mrs. Sharp and she put the data into an Excel spreadsheet. At the curriculum committee meetings during January, March and May, staff members examined assessments with low reliability and discussed possible changes that might improve reliability.

Reliability on some of the objectively scored assessments was calculated using a decision consistency model. After mastery levels were determined for beginning, progressing, proficient, and advanced student work, a teacher's professional judgment was made about student performance using the definitions of performance described in criterion 6 and compared to the actual student performance on the district assessment. The level of exact match was calculated and reported for 50 student/assessment pairs that were selected for this method. The professional judgment and the match were recorded on a form (include a copy of the form.)

Subjectively Scored Items
Mrs. Sharp led a training process for all scorers for the assessment with word problems. The focus of the training was on the specific criteria in the rubric. Mrs. Sharp provided examples to illustrate each level on the rubric. Participants had the opportunity to score the examples independently and then in pairs. After the practice, the group discussed the overall results. A sample of 53 assessments for each applicable standard was selected and then scored independently by two raters. Exact agreement was calculated for instances where rubrics had 5 or fewer points associated with them. When the rubric was more than five points, adjacent agreement was also calculated and reported.

3. **Results** of the process and **how** did you act upon them?

Describe the reliability value that the reliability analysis produced for the assessments that you used**. If the reliability values are not as high as you would like them to be, describe what you will do to increase the reliability.** Your description should include examples of items that you need to change and specific steps you intend to take to change them. If your process is acceptable but the plan for improving reliability is not clearly described, the highest possible rating on Criterion 5 is "Needs Improvement." A "Needs Improvement" on Criterion #5 prevents an "Exemplary" overall rating on the portfolio. Note that if inappropriate processes were used or if the plan for improving reliability is not likely to be effective, this will result in a "Not Met" rating.

SAMPLE

Criterion Five

THE ASSESSMENTS ARE SCORED RELIABLY

STANDARDS	METHOD USED	RESULTS	CHANGES MADE
8.1.1 Students will recognize natural numbers whole numbers, integers, and rational numbers.	coefficient alpha	.59	Need to add more items at all performance levels.
8.1.2 Students will determine equivalences among fractions, decimals, and percents.	coefficient alpha	.38	Need to examine the quality of the items.
8.1.3 Students will write and use numbers in expanded exponential form and scientific notation.	coefficient alpha	.78	
8.1.4 Students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	coefficient alpha	.60	Need to add more items at all performance levels.
8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with/without use of technology.	Terra Nova		
8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.	Terra Nova		
8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers with/without the use of technology.	Terra Nova		
8.2.4 Students will apply the order of operations to solve problems with/without use of technology.	Terra Nova		
8.2.5 Students will apply strategies of estimation when solving problems with/without the use of technology.	Terra Nova		
8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.	Inter-rater agreement (on total score 28-point rubric)	.45 (exact) / .67 (adjacent)	Need additional training on the rubrics and the key distinctions among the levels.
8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors.	coefficient alpha	.71	Although minimally acceptable, we are planning to add more items to this assessment.

SAMPLE

8.4.1 Students will identify, describe, compare, and classify 2 and 3 dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.	Terra Nova		
8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	coefficient alpha	.78	
8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.	Inter-rater agreement 4-point rubric.	.74	
8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	coefficient alpha	.44	Need to add more items across all performance levels.
8.4.5 Students will apply transformations to two & three dimensional geometric figures.	Decision consistency	.71	
8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode.	coefficient alpha	.76	
8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.	Terra Nova		
8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	Decision Consistency	.74	
8.5.4 Students will identify statistical methods and probability for making decisions.	coefficient alpha	.72	
8.6.1 Students will demonstrate knowledge and use of the one & two dimensional coordinate systems.	coefficient alpha	.61	Need to add more items across all performance levels.
8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems.	Decision Consistency	.69	
8.6.3 Students will describe and represent relations, using tables, graphs, and rules.	Decision Consistency	.74	
	Average Reliability	.66 (mean) / .71 (median)	

SAMPLE

Quality Criteria Six –

The mastery levels are appropriate.

This criterion is about determining "how good is good enough" in terms of levels of student achievement.

- Districts should provide evidence that the student mastery decisions were made using procedures that take into account the difficulty of the items or tasks in the assessments or classifications of students on an independent criterion. The procedure used to set mastery levels should include systematic judgments about assessment content and the different levels of student performance.

- The important thing here is for districts to identify and describe the method used to set mastery levels. Districts may not rely on their traditional grading scale to make these decisions. Professional judgment about students or about the test/work itself need to be used to arrive at mastery level decisions.

Quality Criteria 1-4 are done during the assessment development phase. Quality Criteria 5 and 6 typically occur after assessments have been administered, and you have actual student results.

SAMPLE

In order to meet this criterion, districts should answer and document the following questions:

1. **Who** did the process?

   Include the number of panelists, their years of experience (collective estimates are appropriate), the grade levels that are represented and in what configurations: grade level, grades above or below the assessed grade, whether or not the groups involved teachers in multiple grade levels. Include the number of teachers who participated in comparison to numbers of total staff.

   If you compiled information from teachers or others and used forms or questionnaires to collect that data, include a copy of all forms that were used to include information from others.

   Describe who led your process. Was it a teacher leader, an educational service unit staff developer, an administrator? Include qualifications.

The panelists who participated in the process were the following:

7-8th grade math teacher	18 yrs. experience	Bachelor's degree
7-8th grade math teacher	21 yrs. experience	Master's degree
9-10th grade math teacher	27 yrs. experience	Specialist
9-10th grade math teacher	15 yrs. experience	Master's degree
Counselor	18 yrs. experience	Master's degree

2. **What** did they do in this process?

Your district may have used one of the following processes or others that you have chosen. For example:

Mastery levels were set with three methods: Modified Angoff, Modified Contrasting group and Analytical Judgment methods.

SAMPLE

Modified Angoff Method

Step One: The team started with the performance level definitions that were used and previously described in Criteria 1 and 5. For this process we focused on the characteristics of the "barely progressing," "barely proficient," and "barely advanced" students and what characteristics distinguished them from the performance level just below. For example, we talked about what distinguished the "barely progressing" student from the beginning student for the content represented in each assessment, and so on. We wrote the characteristics for the objective assessments for each of these "target students" on chart paper and put them up around the room for the teachers to reference during the judgment process.

Step Two: We use a Modified Angoff method which requires panelists to make judgments about how the "target students" will likely perform on each item.

Step Three: Mrs. Principal had the team members examine each item on the assessments and make an independent determination (based on the definitions we had agreed upon) whether the barely advanced student would answer correctly. The passing score for each level was determined to be the number of items that will be answered correctly by students at each level.

Step Four: The results were averaged across all the team members. We used the mean score for each level as our cut score.

Modified Contrasting Group Method

Step One: Using the same definitions we described, the team of teachers who had the students in class this year (and one teacher had 8th grade students the preceding year) – were involved in this student-based method.

Step Two: The team had not seen the assessment results but because they knew the students and had had them in class, they were able to make a professional judgment about the level where the students would score: beginning, progressing, proficient, or advanced. They recorded those judgments on a worksheet (include the form used.)

Step Three: When the assessment results were compiled, we replaced the team's professional judgment about the student performances with the actual student performance results. The results were averaged across the team members and the averages averaged. Median cut scores were calculated as well to determine which value best represented the distinction between performance levels.

Analytical Judgment Method

Step One: Mrs. Sharp had selected 50 examples of student assessments used to measure standards 8.3.1 and 8.4.3. Those examples were at all possible scorepoints. The teachers did not know what the scores had been on the examples.

Step Two: The teams looked at the 50 performances and each team member classified them in one of four levels. Then from those classifications, each team member identified what they believed were the two best "beginning" performances and the two worst "progressing" performances.

Step Three: The actual scores from these performances selected were averaged to determine the progressing cut score. This process was reported for both the proficient and the advanced cut scores.

SAMPLE

3. *What* were the **results** of the process and **how** did you act upon them?

Describe the results or any new learning in the process you used. Provide the actual numbers that will be used as your mastery levels.

Criterion Six

MASTERY LEVELS ARE APPROPRIATE

STANDARD	METHOD	MASTERY LEVELS				CHANGES NEEDED
		Beg.	Prog.	Prof.	Adv.	
8.1.1 Students will recognize natural numbers whole numbers, integers, and rational numbers.	Modified Angoff	52-60	61-74	75-87	88-100	
8.1.2 Students will determine equivalences among fractions, decimals, and percents.	Modified Angoff	54-59	60-73	74-86	87-100	
8.1.3 Students will write and use numbers in expanded exponential form and scientific notation.	Modified Contrasting Groups	52-60	61-71	72-84	85-100	
8.1.4 Students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	Modified Contrasting Groups	76-79	80-85	86-92	93-100	
8.2.1 Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with/without use of technology.		----Terra Nova----				For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).
8.2.2 Students will identify the appropriate operation and do the correct calculations when solving word problems.		----Terra Nova----				For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).
8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers with/without the use of technology.		----Terra Nova----				“”For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).
8.2.4 Students will apply the order of operations to solve problems with/without use of technology.		----Terra Nova---				“”For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).
8.2.5 Students will apply strategies of estimation when solving problems with/without the use of technology.		----Terra Nova----				“”For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).

SAMPLE

8.3.1 Students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.	Analytical Judgment Method	0-16	17-19	20-23	24-28	
8.3.2 Students will convert units within measurement systems using standard and metric, given conversion factors.	Modified Contrasting Groups	68-74	75-81	82-89	90-100	Need to revisit and review the proficiency level definitions.
8.4.1 Students will identify, describe, compare, and classify 2 and 3 dimensional geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.		Terra Nova				“”For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).
8.4.2 Students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	Modified Angoff	51-62	63-71	72-83	84-100	
8.4.3 Students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle, as well as the area and circumference of circles.	Analytical Judgment Method	1	2	3	4	Need to add additional examples of student assessments.
8.4.4 Students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	Modified Contrasting Groups	58-69	70-77	78-84	85-100	
8.4.5 Students will apply transformations to two & three dimensional geometric figures.	Modified Angoff	64-71	72-79	80-87	88-100	Need further discussion about the “barely proficient” category.
8.5.1 Students will collect, construct, and interpret data displays and compute mean, median, and mode.	Modified Angoff	50-61	61-72	78-81	82-100	
8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons and predictions.		Terra Nova				For Terra Nova, only one cut score is used that separates Proficient and above from Progressing and below (50th percentile).

SAMPLE

8.5.3 Students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	Modified Angoff	72-79	80-86	87-93	94-100	
8.5.4 Students will identify statistical methods and probability for making decisions.	Modified Angoff	64-71	72-80	81-90	91-100	
8.6.1 Students will demonstrate knowledge and use of the one & two dimensional coordinate systems.	Modified Angoff	68-73	74-80	81-89	90-100	
8.6.2 Students will apply algebraic concepts and operations to solve linear equations and word problems.	Modified Contrasting Groups	51-59	60-70	71-85	86-100	
8.6.3 Students will describe and represent relations, using tables, graphs, and rules.	Modified Contrasting Groups	62-70	71-79	80-86	87-100	

SAMPLE

CRITERION 1: SUFFICIENCY

Review Team:	Subject:	Level:	Date:

Standard Number/ Assessment	Type (Subj or Obj)	# of Items	Difficulty Level of Assessment Items/Task				Comments & Changes Made
			Beginning	Progressing	Proficient	Advanced	
			Total Pt	Total Pt	Total Pt	Total Pt	

SAMPLE

BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
8th grade students will exhibit evidence of minimal conceptual and procedural understanding of basic mathematical skills. They will demonstrate a limited level of communication, use of tools and use of technology.	8th grade students will exhibit evidence of conceptual and procedural understanding of general mathematical skills. They will communicate mathematical processes, understand simple connections, and use limited reasoning skills. Mathematical tools and technology is present.	8th grade students will exhibit evidence of a thorough conceptual and procedural understanding of mathematical skills to solve complex problems. Students will convey underlying reasoning skills, make inferences, apply properties and accurately use mathematical tools and technology.	8th grade students will exhibit evidence of extending beyond the recognition, identification and application of mathematical concepts and procedures in order to generalize and synthesize abstract relationships. The student will create unique problem solving techniques, and communicate the reasoning processes to justify conclusions.

CRITERION 2: OPPORTUNITY TO LEARN

Who did the process?
Describe process....
Results and actions taken (complete table below):

Standard	Type of assessment NRT, CRTs, teacher made	Date(s) of Instruction		Date of Assessment	Did assessment occur after instruction? (Y/N)	Comments

SAMPLE

CRITERION 3: ARE THE ASSESSMENTS FREE FROM BIAS?

Who did the process?
Describe process…
Results and actions taken (complete table below):

Standard or Assessment	Type of assessment NRT, CRT, teacher made	# of items identified as biased	What bias was found? Actions taken. (Describe what you did with all items identified as biased) For example: item tossed out (item discarded); item revised and reviewed again, then included in the assessment; no action taken.

SAMPLE

CRITERION 4: THE LEVEL IS APPROPRIATE FOR STUDENTS

Who did the process?
Describe process....
Results and actions taken (complete table below):

Standard or Assessment	Type of assessment: NRT, CRT, teacher made	# of items on assessment	# of items identified as appropriate for level	# of items identified as needing revision or removal	Actions taken. What did ;you do? For example: item tossed out (item discarded); item revised and reviewed again, then included in the assessment; no action taken.

SAMPLE

CRITERION 5: THERE IS CONSISTENCY IN SCORING

Who did the process?
Describe process…
Results and actions taken (complete table below):

Standard or Assessment	Type of assessment: NRT, CRT, teacher made	# of items on assessment	# of students	Type of assessment (Objective or Subjective)	Reliability coefficient (needs to be at least 0.7)	Method Used: KR21, KR20 Coefficient Alpha, a Decision Consistency method, etc.	Comments, indicate why you used the method you chose. Indicate what you are going to do to improve reliability if needed.
Average					= average of reliability estimates		

SAMPLE

ATTACHMENT F

Contrasting Group Method Worksheet

BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
8th grade students will exhibit evidence of minimal conceptual and procedural understanding of basic mathematical skills. They will demonstrate a limited level of communication, use of tools and use of technology.	8th grade students will exhibit evidence of conceptual and procedural understanding of general mathematical skills. They will communicate mathematical processes, understand simple connections, and use limited reasoning skills. Mathematical tools and technology is present.	8th grade students will exhibit evidence of a thorough conceptual and procedural understanding of mathematical skills to solve complex problems. Students will convey underlying reasoning skills, make inferences, apply properties and accurately use mathematical tools and technology.	8th grade students will exhibit evidence of extending beyond the recognition, identification and application of mathematical concepts and procedures in order to generalize and synthesize abstract relationships. The student will create unique problem solving techniques, and communicate the reasoning processes to justify conclusions.

Student Name	8.1.1 T.E.	Actual Score	8.1.2 T.E.	Actual Score	8.1.3 T.E.	Actual Score	8.1.4 T.E.	Actual Score	8.3.1 T.E.	Actual Score	8.3.2 T.E.	Actual Score	8.4.2 T.E.	Actual Score	8.4.3 T.E.	Actual Score
Student One																
Student Two																
Student Three																
Student Four																
Student Five																
Student Six																
Student Seven																
Student Eight																
Student Nine																
Student Ten																

SAMPLE

Note: T.E. means teacher's estimated performance level. Actual score is the student's actual score on the assessment. There needs to be another table where the cut scores are determined.

CRITERION 6: MASTERY LEVELS ARE APPROPRIATE

Who did the process?
Describe process…
Results and actions taken (complete table below):

Standard or Assessment	Type of Assessment NRT, CRT, teacher made	# of items	Max. possible score	Were some items weighted differently from the others? (Y/N)	Type of Assessment (Subjective or Objective)	What method did you use to set cut scores? Angoff, Bookmark, Contrasting Groups, Borderline Groups, etc.	Beginning cut score	Progressing Cut Score	Proficient Cut Score	Advanced Cut Score	Comments

SAMPLE

SAMPLE