

DISTRICT ASSESSMENT PORTFOLIO CHECKLIST OF REQUIREMENTS

*The purpose of this checklist of requirements is to provide a method for checking the quality and completeness of the District Assessment Portfolio. **All of the following information needs to be included in the portfolio for all assessments, not just the sample assessments submitted.***

Criterion One		The assessments match the standards.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals conducted an <u>independent</u> review of the assessments.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the independent review individuals have been included.
<input type="checkbox"/>	<input type="checkbox"/>	3) The individuals conducting the independent review of the assessments were different people than those who wrote the assessments.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the independent review:
<input type="checkbox"/>	<input type="checkbox"/>	4) The process of matching the assessments to standards was described step by step.
<input type="checkbox"/>	<input type="checkbox"/>	5) A decision was made for <u>all</u> standards about a match to assessments.
<input type="checkbox"/>	<input type="checkbox"/>	6) A decision was made for <u>all</u> standards about a sufficient number of items, tasks, performances.
<input type="checkbox"/>	<input type="checkbox"/>	7) A decision was made for <u>all</u> standards about whether the items, tasks, and performances include opportunities for beginning, progressing, proficient, and advanced performance. (Not included in rating until 2007)

Yes	No	The portfolio includes the <u>RESULTS</u> of the independent review for match and sufficiency and action(s) the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	8) The decisions about match and sufficiency were provided for all standards.
<input type="checkbox"/>	<input type="checkbox"/>	9) Any changes, adjustments or recommendations related to the assessment made by the independent panel were reported, including what the district did about those recommended changes.
<input type="checkbox"/>	<input type="checkbox"/>	10) The results of the independent review were displayed in a chart or in another easily read and understood format.
<input type="checkbox"/>	<input type="checkbox"/>	11) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

Part I. Checklist (Six Quality Assessment Criteria)

Criterion Two		Students have an opportunity to learn.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals examined the local curriculum in order to determine that the content of the standards was taught prior to assessment.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals examining the local curriculum and instruction were included.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the local curriculum examination process:
<input type="checkbox"/>	<input type="checkbox"/>	3) The process of examining the local curriculum was described, step by step.
<input type="checkbox"/>	<input type="checkbox"/>	4) A determination was made about where in the local curriculum or in what unit of study each of the standards was taught.
<input type="checkbox"/>	<input type="checkbox"/>	5) Gaps and overlaps in the local curriculum were identified.
<input type="checkbox"/>	<input type="checkbox"/>	6) Changes made in regard to the gaps and overlaps in the local curriculum were identified.
<input type="checkbox"/>	<input type="checkbox"/>	7) Determinations were made about when the standards were assessed so that students had the opportunity to learn at least 80% of the content prior to assessment.

Yes	No	The portfolio includes the <u>RESULTS</u> of the curriculum alignment process and actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	8) The local curriculum alignment results were documented and reported for <u>all</u> standards.
<input type="checkbox"/>	<input type="checkbox"/>	9) Any changes made in the local curriculum as a result of the alignment were reported.
<input type="checkbox"/>	<input type="checkbox"/>	10) The dates when instruction and assessment occurred on the standards were provided for <u>all</u> standards.
<input type="checkbox"/>	<input type="checkbox"/>	11) The dates when instruction and assessment occurred on all standards were reported proving that at least 80% of the content had been taught prior to assessment.
<input type="checkbox"/>	<input type="checkbox"/>	12) The results of the curriculum alignment and opportunity to learn process were displayed in a chart or another easily understood format.
<input type="checkbox"/>	<input type="checkbox"/>	13) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

Part I. Checklist (Six Quality Assessment Criteria)

Criterion Three		The assessments are free of bias and sensitive situations.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals reviewed the assessments for biased, insensitive, or unfair situations.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals examining the assessments for bias were included.

Yes	No	The portfolio includes information about <u>WHAT</u> happened in the bias review.
<input type="checkbox"/>	<input type="checkbox"/>	3) The process for reviewing the assessments for bias was described, step by step.
<input type="checkbox"/>	<input type="checkbox"/>	4) The process for training the bias reviewers was described.
<input type="checkbox"/>	<input type="checkbox"/>	5) The assessments for all standards were reviewed for bias.
<input type="checkbox"/>	<input type="checkbox"/>	6) Any inappropriate item or assessment was identified.
<input type="checkbox"/>	<input type="checkbox"/>	7) Any needed changes in items or assessments were identified for all standards.

Yes	No	The portfolio includes the <u>RESULTS</u> of the bias review and actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	8) The bias review results were documented and reported for all assessment items measuring all the standards.
<input type="checkbox"/>	<input type="checkbox"/>	9) Any changes or deletions made in the items as a result of the review were reported.
<input type="checkbox"/>	<input type="checkbox"/>	10) The results of the bias review were displayed in a chart or another easily understood display.
<input type="checkbox"/>	<input type="checkbox"/>	11) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

Part I. Checklist (Six Quality Assessment Criteria)

Criterion Four		The assessments are at the appropriate level.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals reviewed the assessments to determine the appropriate level.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals examining for appropriate level were included.

Yes	No	The portfolio includes information about <u>WHAT</u> happened in the review for appropriate level.
<input type="checkbox"/>	<input type="checkbox"/>	3) The process for reviewing assessments for appropriate level was described, step by step.
<input type="checkbox"/>	<input type="checkbox"/>	4) Any task or assessment at an inappropriate level was identified.
<input type="checkbox"/>	<input type="checkbox"/>	5) Any needed changes in items or assessments were identified for all standards.

Yes	No	The portfolio includes the <u>RESULTS</u> of the review for appropriate level and the actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	6) The results of the review for appropriate level were documented and reported for all assessments measuring all standards.
<input type="checkbox"/>	<input type="checkbox"/>	7) Any changes or deletions made in the items as a result of the review were reported.
<input type="checkbox"/>	<input type="checkbox"/>	8) The results of the review for appropriate level were displayed in a chart or another easily understood display.
<input type="checkbox"/>	<input type="checkbox"/>	9) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

Part I. Checklist (Six Quality Assessment Criteria)

<i>Criterion Five</i>		There is consistency in scoring.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals participated in or calculated the reliability values of the assessments. (If teachers did this work, describe their qualifications.)
<input type="checkbox"/>	<input type="checkbox"/>	2) If software was used, describe what was used.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the process of calculating reliability.
<input type="checkbox"/>	<input type="checkbox"/>	3) The method for calculating reliability is appropriate. (See pages 14-18 in the Assessment Portfolio Instructions and Suggestions Packet for guidance.)
<input type="checkbox"/>	<input type="checkbox"/>	4) Each step of the reliability calculation process is explained, including any training done, prerequisite mastery levels or the types of assessments used.
<input type="checkbox"/>	<input type="checkbox"/>	5) The process described includes calculations for all standards, all assessments, or all strands (groups of standards around a topic, i.e., measurement or algebraic concepts).

Yes	No	The portfolio includes the <u>RESULTS</u> of the reliability calculations and the actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	6) The reliability values average .70 (mean or median) or higher across all standards, or strands.
<input type="checkbox"/>	<input type="checkbox"/>	7) Any changes that have been made in the assessments to improve reliability have been described.
<input type="checkbox"/>	<input type="checkbox"/>	8) The reliability values are reported for <u>all</u> standards. Values may be calculated by standards, by assessment, or by strand. (See pages 14-18 in the Assessment Portfolio Instructions and Suggestions Packet for guidance.)
<input type="checkbox"/>	<input type="checkbox"/>	9) The reliability calculations are consistent in format (by standard, by assessment, or by strand) with the format of setting mastery levels.
<input type="checkbox"/>	<input type="checkbox"/>	10) The reliability values were presented in a chart or another easily understood display for each standard, assessment, or strand.
<input type="checkbox"/>	<input type="checkbox"/>	11) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

Part I. Checklist (Six Quality Assessment Criteria)

<i>Criterion Six</i>		Mastery levels are appropriate.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals participated in the setting of appropriate mastery levels.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals participating in the mastery level setting process were included.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the process of setting appropriate mastery levels.
<input type="checkbox"/>	<input type="checkbox"/>	3) The method used includes the establishment of agreed-upon definitions for mastery, (i.e., beginning, progressing, proficient, and advanced).
<input type="checkbox"/>	<input type="checkbox"/>	4) The discussion about arriving at performance level definitions is described and the definitions are included.
<input type="checkbox"/>	<input type="checkbox"/>	5) The process used describes how professional judgment about the student performance or the test content was included in the mastery level process.
<input type="checkbox"/>	<input type="checkbox"/>	6) The method used was appropriate to the size of the student population and qualifications of the participants. (See pages 14-18 in the Assessment Portfolio Instructions and Suggestions Packet for guidance.)

Yes	No	The portfolio includes the <u>RESULTS</u> of the mastery levels set and any actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	7) The mastery levels (and the corresponding definitions) were reported for all standards. Values may be calculated by standards, by assessment, or by strand. (See the Assessment Portfolio Instructions and Suggestions Packet for guidance.)
<input type="checkbox"/>	<input type="checkbox"/>	8) The mastery levels are consistent in format (by standard, by assessment, or by strand) to the format of reliability.
<input type="checkbox"/>	<input type="checkbox"/>	9) The mastery levels are displayed in a chart for each standard, assessment, or strand.
<input type="checkbox"/>	<input type="checkbox"/>	10) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)