Growth Assessment Quality Rating Tool

Considerations *All Elements Should Be Checked*	
Skills & Alignment	❏ This assessment tool clearly measures specific essential subject or grade level content standards and skills ❏ The knowledge and skills measured have leverage, endurance, and readiness for the next level of learning (value beyond the year-either in the next level of the subject, in other academic disciplines or in career/life) ❏ There is more than one question aligned to each skill (ex: 3 questions aligned to a single skill to triangulate data with different levels of cognitive demand) *OR* Appropriate alternate approved **Evidence/Feedback/Rationale:**
Rigor and Complexity	❏ Overall, the items/tasks are appropriately challenging for the grade-level/course(e.g. appropriate depth of knowledge and correct reading level) so that scores on the assessment represent true learning aligned to essential concepts for this grade level/course. ❏ Essential content standards and skills are assessed at multiple levels of complexity (ex: low, middle, high). ❏ Many items/tasks require strategic and extended thinking. ❏ Multiple-choice questions are appropriately rigorous or complex (e.g. multi-step, four or more choices) *OR* Appropriate alternate approved **Evidence/Feedback/Rationale:**
Format Gives Valid and Reliable Data	❏ Items/tasks are written clearly. ❏ The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures or gender. ❏ Item types and length of the assessment are appropriate to the subject/grade level ❏ Tasks and open ended questions have descriptive rubrics that (1) articulate what students are expected to know and be able to do (2) differentiate between levels of knowledge (3) allow for reliable data collection (repeatable use) *OR* Appropriate alternate approved **Evidence/Feedback/Rationale:**
Mirrored for Growth	❏ A mirrored version, with comparable form, content and complexity, has been developed to measure and monitor learning at another point in time. ❏ Assessment results will provide data for teacher pivot points: adjusting instruction for improved student understanding. **Evidence/Feedback/Rationale:**

Leverage: Standard or indicator that provides knowledge and skills that will be of value in multiple disciplines. (For example: making inferences is a skill that can be used in many subjects)

Endurance: Standard or indicator that provides students with knowledge and skills that will be of value beyond a single test date. This is information a student will need to know far beyond the last test the teacher gives.

Readiness for Next Level: Standard or indicator provides students with essential knowledge and skills that are necessary for success in the next grade of the next level of instruction.

Mirrored Assessment Set: Assessments that are designed to measure student learning in growth by having comparable form, content and complexity levels.

Kids at the Core

Performance Assessment Quality Rating Tool: For Rubrics

Considerations *All Elements Should Be Checked*	
Appropriate Criteria	❏ Criteria selected reflect **Essential Skills** that are key areas to student learning *(ex: priority standards, skills with leverage, readiness for the next level of learning, endurance)* ❏ **Definable:** Each criteria listed has a clear meaning that student and teacher can understand ❏ **Observable:** Each criteria listed describes a quality that can be perceived (ex: seen, heard) ❏ **Distinct:** Each criteria listed identifies a separate aspect of the learning outcome (no outcome is measured twice) **Evidence/Feedback/Rationale:**
Performance Levels	❏ **Descriptive Language:** Each performance level has a description with language depicting what one would observe (NOT quality conclusions such as good, fair, poor) ❏ **Whole Range:** Performance descriptions describe the whole range of performances from ideal to non-evident. ❏ **Distinguishable:** Descriptions differ enough from one level to another that student work can be categorized accurately. ❏ **Clear Language:** Descriptions are written with language that allows all parties to understand meaning and promotes consistent, repeatable use. **Evidence/Feedback/Rationale:**
Measurement of Growth	❏ **Endurance:** The tool is not characteristic of a single task, but of long-term learning that can apply to several prompts, tasks or performances. ❏ **Assessment Protocol:** The implementation plan allows for repeatable (reliable data) results ❏ A mirrored prompt, with comparable form, content and complexity, has been developed to measure and monitor learning at another point in time. ❏ Assessment results will provide data for teacher pivot points: adjusting instruction for improved student understanding. **Evidence/Feedback/Rationale:**

Criteria: *Selected skills or standards in which student performance will be measured (ex: organization in an essay, tone in a instrumental performance or craftsmanship in an art project.)*

Leverage: *Standard or indicator that* provides knowledge and skills that will be of value in multiple disciplines. (For example: making inferences is a skill that can be used in many subjects)

Endurance: Standard or indicator that provides students with knowledge and skills that will be of value beyond a single test date. This is information a student will need to know far beyond the last test the teacher gives.

Readiness for Next Level: Standard or indicator provides students with essential knowledge and skills that are necessary for success in the next grade of the next level of instruction.

Mirrored Assessment Set: Assessments that are designed to measure student learning in growth by having comparable form, content and complexity levels.

Content Standards/Priority Standards & Skills Assessed
List only those directly aligned to a specific question/task

NOTE: All material used in the assessment needs to be submitted with the assessment
(ex: reading passage, grading tools, rubrics, etc)

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at the
Core