LCI Quality Assessment Repertoire Checklist

Alignment[i]: Are the assessments students experience capturing the evidence of learning that we want them to?

☐ The creation of documentation that allows us to consider the alignment between assessments and the identified learning targets (for example, test maps or blueprints) is systematic and routine.

☐ When we compare the demands of the majority of assessments to the intended outcomes and standards, there is a strong connection to the intended targets.

☐ Students routinely experience assessments in different settings of comparable difficulty and complexity, engaging with standards at increased levels of complexity as they move through grade levels.

Not Yet. Some first steps might be:

Reliability: Are we routinely ensuring that data generated by assessments are accurate and trustworthy?

☐ Teachers can consistently make claims about the reliability of their assessments through the use of statistics, design protocols, "final eyes" feedback, and anchored rubrics.

☐ Protocols and structures that allow us to attend to measurement error are systematic and routine.

Not Yet. Some first steps might be:

Quantity: Are we spending the "right" amount of time on assessment?

☐ The amount of time we spend on assessment is reasonable given that the majority of assessments are indistinguishable from the learning that is occurring in our schools.

☐ When teaching and learning is interrupted for assessment, the evidence collected from students is useful, meaningful, trustworthy, and helps us measure what matters.

Not Yet. Some first steps might be:

Impact on Instruction[ii]: Is there a feedback loop between evidence of student learning and teachers' instructional decisions?

☐ There are routinely assessment moments within the system in which teachers can provide students with feedback that goes beyond a letter grade. Students have opportunities to receive written feedback about their strengths, weaknesses, and recommendations for next steps.

☐ There are routinely assessment moments within the system in which teachers get sufficient information needed to cluster students, including those with special needs, for future instruction based on their strengths and needs.

Not Yet. Some first steps might be:

Variety[iii] (Diversified and Balanced): Are there a variety of ways in which we ask students to show their learning?

☐ Students routinely have the opportunity to show what they know in a variety of ways (recall, product, demonstration, process) throughout their day, week, month, semester, and year, including tasks that combine different ways to show what they know (short response questions combined with extended response, creation of art work with written summary).

☐ Students routinely have the opportunity to show what they know at a variety of moments throughout the learning cycle (before, during, and after), including pre- and post-assessments in order to reflect upon their growth as a learner.

☐ The diversity of the students taking assessments, including explicit learning differences such as disabilities or language development and implicit differences such as talents, interests, and needs regularly informs assessment design.

Not Yet. Some first steps might be:

Authenticity: Are we routinely asking students to do things that are worthwhile and interesting?

☐ There are multiple assessment moments in which students are involved in plausible or realistic problems/ tasks with possible audiences and purposes beyond the classroom.

☐ There are multiple assessment moments in which students are required to work independently at times and cooperatively at other times to research or give feedback.

Not Yet. Some first steps might be:

Thinking Demands: Are we routinely using a thinking demands taxonomy to assess to what degree we are asking students to engage in deep thinking and apply their learning to new contexts or situations?

☐ There are multiple assessment moments in which students are asked to show their understanding and use different types of knowledge to engage, analyze, or create in response to questions and problems.

☐ There are multiple assessment moments in which students are asked to apply their learning to new situations or contexts.

Not Yet. Some first steps might be:

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[i] Teaching is the Core (TiTC) required review criteria from the RFP (page 10) of **Rigorous** (A.i.1), **reliable and valid** (A.i.2), **Comparability** (B.i.1, B.i.2) are attended to under **Alignment** and **Reliability**.
[ii] TiTC required review criteria of **informs instruction** (C) and **supports learning goals** (D, D.i) are attended to under **Impact on Instruction**.
[iii] TiTC required review criteria of **diverse set of assessment techniques** (E) is attended to under **Variety (Balanced and Diversified).**