Name:

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| **You included this** | **Standards of Quality for Extended Written Response Assessments** |
|  | **Clear Purpose** |
|  | It is clear who the intended users and uses are |
|  | It is clear that this is a formative or summative assessment. |
|  | Comments:  |
|  | **Clear Targets** |
|  | Targets are important – worth the assessment time devoted to them. |
|  | Targets involve reasoning |
|  | Targets are clearly related to the state and/or district standards |
|  | Targets connect to the items on the assessment |
|  | Comments:  |
|  | **Directions: Provide complete directions, both for the overall test and for each item format. Directions include guidance for what is expected in the response as well as how to respond.** |
|  | 1. Directions tell the students the objective of the assessment |
|  | 2. Directions tell students types of items found on the assessment (stand alone, scenario, prompt, construct/create) |
|  | 3. Directions tell students how many points items are worth |
|  | 4. Directions tell students where to put name, hour, date, etc. |
|  | 5. Directions tell students where to write their responses. |
|  | 6. Directions tell students how much time they have to complete the assessment |
|  | 7. Directions tell students what to do if they have questions |
|  | 8. Directions tell students where to put assessment when finished |
|  | 9. Directions tell students what to do when finished |
|  | 10. Encouragement given. |
|  | Comments:  |
|  | **General Formatting** |
|  | 1. Indicate the point value for each question as well as the approximate time to be expended on each item. |
|  | 2. Use plenty of “white space” to set off directions, questions and answers, and sections of the test. Don’t crowd things together. |
|  | 3. Keep wording simple and focused |
|  | 4. Highlight critical words  |
|  | 5. Do not employ optional items. |
|  | 6. Free of grammatical or typographical errors. |
|  | Comments:  |
|  | **The Tasks** |
|  | 1. Are either stand-alone, scenario, prompt, or construct/create – use 2 |
|  | 2. Construct items so that the student’s task is explicitly described. |
|  | 3. Set the context |
|  | 4. Specify the reasoning |
|  | 5. Point the way (convey to students a clear idea regarding the extensiveness of the response desired). |
|  | 6. Provide a place for students to respond or explain where and how to respond in the directions. |
|  | Comments:  |

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|  | **The rubrics** |
|  | 1. Probably best to be holistic |
|  | 2. Pay attention to content, clarity, practicality, and quality |
|  | 3. Try not to include “counts” |
|  | 4. The rubrics should relate to the outcomes (targets) being measured |
|  | 5. The rubrics cover important dimensions of student performance |
|  | 6. The criteria and scales are well defined |
|  | 7. There is a clear basis for assigning scores at each scale point |
|  | 8. Students should be able to understand the rubrics |
|  | 9. Before giving this to students, judge each item’s quality by composing, mentally or in writing, a possible response at each level scored on the rubric. (OPTIONAL) |
|  | Comments:  |
|  | **Student Involvement** |
|  | 1. Assist students with self assessment, tracking learning, and communicating about their learning. |
|  | Comments:  |