

2015–16 Evaluation Criteria for the Phase One Evaluation

Adoption List of Formative Assessments

- 1. The report format meets criteria for length and font size.
- 2. The study design is experimental or quasi-experimental.
- 3. The narrative describing the study includes the beginning and the end dates of the study.
- 4. The sample and the sampling method or assignment plan are adequately described and are appropriate for the study.
- 5. The sample size or the number of repetitions is adequate for the study.
- 6. The study's data analysis, including statistical techniques used, is adequately described.
- 7. The way(s) the assessment was used to inform instruction is (are) adequately described.
- 8. The study's findings and their practical significance are adequately described.
- 9. Evidence is presented of the statistical significance of the study's findings of any effects on student achievement and the direction (positive or negative) of that effect.
- 10. Appropriate psychometric and statistical elements are reported for the elements below; the descriptions and or values of those elements are adequate for the intended purposes of the test.
 - a. Table of Specifications or similar document (e.g., test blueprint or a description of construct/content elements that each item is designed to assess)
 - b. Evidence of validity of test results for the intended purposes of the test.
 - c. Reliability indices (e.g., coefficient alpha, standard error of measurement)
 - d. Decision consistency indices
 - e. Item difficulty for each item
 - f. Item discrimination for each item
 - g. DIF statistics for each item (gender and ethnicity)
 - h. Conditional standard error of measurement (cSEM) at each score point
 - i. Evidence of bias and sensitivity reviews of all items
 - j. Evidence that each item was edited for spelling, grammar, usage conventions, and adherence to accepted item-writing principles
 - k. Evidence that items on a form were inspected for cueing and other such potential problems
 - l. Information about score derivation (e.g., raw scores, scale scores, achievement levels)
 - m. Information about the interpretation of test scores