

ASSESSMENT REVIEW GUIDELINES

The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

1. Get/Make a clean copy of the assessment for you to notate.
2. Make certain you know what targets the assessment is meant to measure. There should be a list of standards or objectives indicated on the assessment or attached to the assessment. Review the indicated learning targets. Also make certain item values are indicated. If learning targets are not included, you will not be able to complete the review.
3. Review the assessment item by item.

Next to each item, note the target assessed. Each criterion of a rubric or checklist should be considered a separate item. Remember, this is not an approximation. The item must assess the type of learning described in the target specifically.

Do not assume that an item assesses a given target just because the target has been indicated.

If none of the indicated targets are assessed by that item, please mark it OFF for *off target*.

Any extra credit items should be disregarded.

4. Review the assessment for item values. Determine and note how much of the overall assessment's value is measured by each item. In other words, out of the overall 100%, how much does each item count?

If item values are not indicated, assume each item comprises an equal portion of the assessment's 100% value.

Again, extra credit items should be disregarded.

5. Complete an Assessment Review Summary sheet.
6. Give the completed Assessment Review Summary sheet to the teacher/author along with the notated copy of the assessment.

These assessment review guidelines and summary were developed by Jennifer L. Morrison in 2012 for the North Carolina Department of Public Instruction and North Carolina Center for the Advancement of Teaching as part of the state's Seize the Data professional learning series. The author thanks Dr. Sandy Brossard for her inspiration during the 2007-08 school year in South Carolina.

ASSESSMENT REVIEW SUMMARY

If possible, when returning this review summary to the teacher/author, please include the notated assessment. The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

Assessment Name:	
Assessment Type:	
Teacher/Author:	
Subject/Grade:	

Reviewer:	
Date of Review:	

Are learning targets indicated? ☐ Yes ☐ No
Are item values indicated? ☐ Yes ☐ No

ON TARGET ITEMS *to be completed by reviewer*

Target	List Items On Target	% of overall value

OFF TARGET ITEMS *to be completed by reviewer*

List Items Off Target	% of overall value

Note: Percentages of overall value should add up to 100%.

ANALYSIS *to be completed by reviewer*

Question	Answer	Reviewer Notes
What percentage of the assessment is on target?		
What percentage is off target?		
Can you identify any possible problems or obstacles for students in the assessment's formatting, style, and/or language?		

REFLECTION *to be completed by teacher/author*

Question	Reflection
If there are items identified as off target, why were these included in the assessment?	
In regard to the overall analysis, what works well in the assessment?	
How will you improve it?	