

Adoption List of Formative Assessments Evaluation Criteria

- ☐ 1. The report format must meet the criteria described in the *Instructions for Submission* posted at <https://ed.sc.gov/tests/middle/adoption-list-of-formative-assessments/>
- ☐ 2. The assessment must include an online component (e.g., online testing, online data system). The online component must be described in the report.
- ☐ 3. The assessment must provide nationally normed data (e.g., Lexiles, etc.) as part of the assessment results. The data must be described in the report.
- ☐ 4. Study Design
 - a. The study design must be described and must be experimental or quasi-experimental; or
 - b. Option for Conducting a Study – Districts and publishers may submit a waiver request to the State Board of Education and the Education Oversight Committee requesting to receive Adoption List of Formative Assessment funds for up to two school years to administer an assessment that is not on the list due to the lack of empirical evidence of impact on student achievement or use of the assessment to inform and enhance instruction. The district and the publisher must commit to and complete all necessary activities needed to conduct an experimental or quasi-experimental study of the assessment. A report of the study must be sent to the South Carolina Department of Education by August following the second year to be evaluated using the criteria described in the Instructions for Submission. State formative assessment funding may be used during the course of the study. Acceptance of the product for the Adoption List and the continuation of state funding after the second year are contingent upon the results of the study.
- ☐ 5. The report must include the beginning and the end dates of the study.
- ☐ 6. The sample and the sampling method or assignment plan must be adequately described and be appropriate for the study.
- ☐ 7. The sample size or the number of repetitions must be adequate for the study.
- ☐ 8. The study's data analysis, including statistical techniques used, must be adequately described.
- ☐ 9. The way(s) the assessment is used to inform instruction must be adequately described.
- ☐ 10. The study's findings and the practical significance are adequately described.
- ☐ 11. Evidence of the statistical significance of the study's findings of any effects on student achievement and the direction (positive or negative) of that effect is included in the report.
- ☐ 12. The vendor agrees to allow districts to report or share the formative assessment results to the South Carolina Department of Education who then is required to share results

with the South Carolina General Assembly and the Education Oversight Committee.

- ☐ 13. Appropriate psychometric and statistical elements must be reported for the elements that follow; the descriptions and/or values of those elements must be 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 (sex 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.
- ☐ 14. **For any K-2 formative assessment**, the entity submitting the assessment must include an agreement to work with the Department and provide assessment data needed for the Department to derive a score or range of scores that identify whether or not a student is on track to meet or exceed English language arts/reading or mathematics standards by the end of third grade, as measured by the summative state assessment. The data must be submitted by any company that meets the criteria for Phase 1.
- ☐ 15. For any K-2 formative assessment, the assessment must provide a score or range of scores that identify whether or not a student is on track to meet or exceed English language arts/reading or mathematics standards by the end of third grade.

Note. Element 15 is intended for the Department and does not apply to publishers.