

Performance Assessment Quality and Validation Tool

PURPOSE

The purpose of this tool is to ensure that the performance assessment validly and reliably measures the specific knowledge and skills identified within the standards being assessed.

Suggested Time: 60–90 minutes

PREPARATIONS AND MATERIALS

Copies of the assessment

Copies of this tool

Access to standards

DIRECTIONS FOR REVIEW PROCESS

The Performance Assessment Quality and Validation Tool can be applied to a performance assessment in a number of ways, including by the individual assessment author, by an individual colleague or peer, or by a team of colleagues or peers. The assessment author may be present during the review process to answer clarifying questions and to discuss the reviewer’s feedback. Alternatively, the author and reviewer may choose to communicate before, during, and after the review process.

Reviewers should begin by reading through the performance assessment and any accompanying materials. They should record any comments or questions. If the assessment author is present, he or she may begin the process by giving a short (5-minute) overview of the assessment.

Reviewers will complete the Performance Assessment Quality and Validation Tool. If the reviewer has questions for the assessment author, he or she can consult with the author and then continue the review process. The reviewer will record feedback and/or suggestions on the tool.

If possible, the reviewer and assessment author should have a short (10–15 minute) debrief discussion on the reviewer’s reflections and feedback. They can discuss next steps for the assessment. Otherwise, the reviewer’s reflections and feedback will be included as part of the tool and the teacher can follow up with the reviewer to debrief.

REVIEW CHECKLIST

ITEMS NEEDED TO COMPLETE THE REVIEW PROCESS

INCLUDED

**NOT INCLUDED
BUT NECESSARY**

Performance assessment blueprint (table of standards, performance outcomes, indicators and aligned tasks)
Student directions/task prompt

Teacher instructions (prerequisites, descriptions of instructions, etc.)
Evaluation guide/rubric

Reproducible materials and lists of additional materials (for students and/or educator)
Total estimated administration time

ASSESSMENT PROFILE

Name of assessment

Grade

Content area

Course

ASSESSMENT PURPOSE:

To inform instruction. (Formative assessment)

To provide feedback to students. (Interim assessment)

To measure outcomes. (Summative assessment)

Other:

Approximate time needed to administer assessment:

Purpose and Population

	YES	NO
Is the assessment appropriate for the stated purpose?	<input type="checkbox"/>	<input type="checkbox"/>
Is the assessment appropriate for the specified grade level?	<input type="checkbox"/>	<input type="checkbox"/>
Is the purpose of the assessment clear to students?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

1. Identification of the Standards

	YES	NO
Is it clear which content standards are being targeted in the performance task(s)?	<input type="checkbox"/>	<input type="checkbox"/>
Is it clear which performance outcomes, including the knowledge, behaviors, and skills, students are expected to demonstrate in the performance task(s)?	<input type="checkbox"/>	<input type="checkbox"/>
Are there other related standards that the assessment should include?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

2. Validity—Alignment with Standards

	YES	NO
Are the key concepts from the focus standards accurately targeted in the performance task(s)?	<input type="checkbox"/>	<input type="checkbox"/>
Are the essential skills from the focus standards accurately targeted as well?	<input type="checkbox"/>	<input type="checkbox"/>
Do the performance tasks match the level of complexity (Depth of Knowledge level) indicated by the standards?	<input type="checkbox"/>	<input type="checkbox"/>
Is the scope of the assessment appropriate to the standards being assessed? In other words, does the assessment allow students to demonstrate the full range of knowledge and skills inherent to the standards?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

3. Clarity

	YES	NO
Do the directions clearly explain what the student is expected to do and how to do it?	<input type="checkbox"/>	<input type="checkbox"/>
Is the academic language used in the assessment appropriate for the grade(s) and content area?	<input type="checkbox"/>	<input type="checkbox"/>
Is it clear how the assessment links to recent instruction? Is there mention of how this is communicated to students?	<input type="checkbox"/>	<input type="checkbox"/>
Are examples provided when necessary?	<input type="checkbox"/>	<input type="checkbox"/>
Is the physical layout of the assessment designed and formatted to be clear and uncluttered?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

4. Scoring/Evaluation Criteria and Rigor

	YES	NO
Is a clear and readable rubric provided?	<input type="checkbox"/>	<input type="checkbox"/>
Do the descriptions of performance:		
align with the language in the focus standards?	<input type="checkbox"/>	<input type="checkbox"/>
emphasize what is present rather than what is missing?	<input type="checkbox"/>	<input type="checkbox"/>
align with the criteria and the levels of performance?	<input type="checkbox"/>	<input type="checkbox"/>
avoid checklists and quantities? For example, 0–2 facts that support the argument are included.	<input type="checkbox"/>	<input type="checkbox"/>
Does the rubric:		
appropriately weight the skills/knowledge present in the standards? Or does it overemphasize concepts and skills, such as the format of the performance. For example, use of illustrations, legibility, grammar or spelling?	<input type="checkbox"/>	<input type="checkbox"/>
have enough levels of performance to sufficiently differentiate performance? Or does it have too many levels such that the differences between levels are not meaningful?	<input type="checkbox"/>	<input type="checkbox"/>
align with the student instructions and performance tasks?	<input type="checkbox"/>	<input type="checkbox"/>
Is a sample of high quality student work provided? Are “anchor packs,” which are examples of student work at each rating/score category, included?	<input type="checkbox"/>	<input type="checkbox"/>
Are separate scorers likely to arrive at the same score using the rubric? That is, does it have high inter-rater reliability?	<input type="checkbox"/>	<input type="checkbox"/>
Is it clear how feedback to students will be provided as part of the assessment process?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

5. Fairness and Equity

	YES	NO
Have students had sufficient opportunities to practice and prepare for the assessment?	<input type="checkbox"/>	<input type="checkbox"/>
Is there sufficient access to necessary resources?	<input type="checkbox"/>	<input type="checkbox"/>
Is the assessment able to accommodate the needs of students with IEPs/504 Plans?	<input type="checkbox"/>	<input type="checkbox"/>
Does the assessment include differentiation strategies and supports for all students to be successful? For example, student choice in the response format, or resources of varying complexities?	<input type="checkbox"/>	<input type="checkbox"/>
Is the language free from bias and/or culturally insensitive references?	<input type="checkbox"/>	<input type="checkbox"/>
Does the assessment limit the usage of words that can be confused with one another? For example homonyms such as ate/eight, awl/all, billed/build?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

6. Student Engagement Ideas

	YES	NO
Do the assessment materials include directions or ideas for student engagement?	<input type="checkbox"/>	<input type="checkbox"/>
Does the assessment:		
build opportunities for student ownership and decision-making?	<input type="checkbox"/>	<input type="checkbox"/>
provide students opportunities to engage in meaningful work, significant content, or authentic tasks?	<input type="checkbox"/>	<input type="checkbox"/>
create opportunities for students to collaborate with others?	<input type="checkbox"/>	<input type="checkbox"/>
allow students to engage with/present to a real audience?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

7. Preparation and Administration Considerations

	YES	NO
Is the quality of teacher instructions, which are the instructions explaining the administration procedures for the teacher, sufficient?	<input type="checkbox"/>	<input type="checkbox"/>
Is the quality of student instructions and/or the assessment prompt sufficient?	<input type="checkbox"/>	<input type="checkbox"/>
Can the tasks reasonably be completed under the specified conditions and time limits?	<input type="checkbox"/>	<input type="checkbox"/>
Is the task feasible within the specified setting? For example a science task that requires outdoor access?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “No” to any of the above questions, please explain. Other Feedback/Suggestions?

Validation Team Recommendations

- Work Complete** – The assessment does not require revisions and is ready to be administered.
- Work in Progress** – The assessment needs to be revised prior to administration. Please use the feedback and suggestions to make revisions.
- Do Not Use** – The assessment is not appropriate as outlined and needs major revisions. Please consult with the reviewer for next steps.

Please provide a short summary of your overall recommendation.

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