

Assessment Review Tools

This resource provides tools and guidance for reviewing assessments.

There are a few assessment review materials that are frequently used. Much like reviewing new sets of curriculum materials for selection and quality, reviewing assessments requires deep content knowledge of the subject and grade area.

Tools

- **Louisiana Believes [Reviewed Assessments](#) (LDOE)** The LDOE has shared tools for reviewing assessments as well as their internal reviews. The majority of their reviews are for interim assessments and are aligned closely to the Assessment and Evaluation tools for [ELA](#) and [Math](#) from **Student Achievement Partners**.
- The math criteria focus on alignment to the shifts and standards, practice-content connections, variety in item type and student work, and quality materials (e.g., answer keys, no errors).
- The ELA criteria focus on quality and range of texts, writing to sources, variety of item type and student work, integration of language standards with reading and writing, and quality of materials (e.g., answer keys, no errors).

Guidance

- When possible, use adopted assessments versus writing your own. Ensuring the alignment of questions and standards is complicated and time consuming. Using vetted curriculum-embedded assessments saves valuable teacher time.
- When leading assessment reviews, focus on both item-level and overall assessment analysis. Though the rubrics give specific parameters, guide the review with three major goals: the *focus* of the assessment and ensuring this alignment with the standards; the *coherence* of the standards across grades and within major topics within grades; and the *rigor* of the assessment, ensuring conceptual and procedural understanding.
- Invite multiple stakeholders across the district to participate in assessment reviews (e.g., teachers, curriculum specialists, and administrators).