**Designing High Quality Classroom Assessments**

**Assessment Blueprints**

**Key question:**

Does the sample (e.g., of test items, of assessment tasks) represent learning appropriately?

**An Assessment Samples a Learning Domain**

Standards define complex types of learning within a relatively broad domain. Assessments sample that broad domain to help educators make an inference about the extent to which each student has learned the knowledge, reasoning, and skills within the domain and can also create whatever products demonstrate their learning.

**Assessment Blueprints**

The **goal** of using an assessment blueprint (or table of specifications) is to match the content of the domain to the content of the assessment. A good assessment makes the match on the basis of (1) the importance of the knowledge, reasoning, skill, or product and (2) the cognitive complexity of the knowledge, reasoning, skill, or product.

KEY IDEAS

1. The most important ideas within a learning domain need to be well represented on an assessment. Less important items might be represented, but only in **proportion to their importance**.
2. Assessments need to **align to the cognitive demand of the standard**. Using Depth of Knowledge guidelines is important.
3. A learning progression is a continuum. It provides **access points into the standard for all students.** To evaluate all students’ learning, items on the assessment need to span the full continuum. **Assessments should include items at beginning levels through advanced levels of performance.**

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| A good website to help you begin this work is <http://www.wiki-teacher.com> (see unwrapped standards at the bottom of the page). Ohio-specific resources for selecting and designing high-quality assessments are available here: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments> |

**An Example of a Learning Progression**

Below is an example of progressions from a 7th grade classroom at Early College Academy in the Canton City Schools. The graph shows the leveled learning from Developing (D) to Meeting (M) to Exceeding (E) the learning targets.

