

Indicators of Quality for Benchmark Assessments in English Language Arts

This checklist is a condensed version of the [ELA Assessment Evaluation Tool \(AET\)](#). It is designed to be a quick checklist for districts and teachers. For detailed reviews, refer to the full criteria that indicate quality assessments on the AET.

INDICATOR	QUESTIONS FOR REFLECTION	RESOURCES
Text Selection	<p>Is the assessment focused on authentic, complex texts that provide opportunities for assessing multiple standards? <i>The EOY will assess reading, writing, and language in an integrated manner as students express their understanding of grade level, complex text(s). Assessments must center on these quality, grade-level texts to accurately evaluate student understanding.</i></p> <p>Will the assessment text(s) be connected to classroom curriculum content? <i>The text(s) that are being assessed on the benchmark can be connected to or unrelated to those used in classroom instruction. This decision should be clearly communicated to teachers so they can properly analyze the results.</i></p>	<p>Determining text complexity</p> <p>Guide for Selecting Quality Texts page 9</p>
Item Set	<p>Does the writing prompt assess the big ideas of the assessment text(s)? <i>The writing prompts of the EOY focus on the overall meaning or central ideas of a text. Assessments must require students to express their understanding of the meaning of text(s) through writing.</i></p> <p>Do the items leading up to the writing prompt focus on the key details, features, and ideas in the text(s) that most build toward that writing prompt? <i>The items on the EOY reflect the process of breaking down a text. Assessments should sequence items that build understanding toward the writing prompt.</i></p> <p>Do the items use the wording of the standards? <i>The items on the EOY align to the depth and complexity required by the standards. Thus, using the language of the standard(s) ensures the items require the same level of student depth of understanding.</i></p>	<p>Assessment Guides</p> <p>January Collaboration “ELA-Designing Assessments” Session</p>
Data	<p>Are the assessment results reported by major claims and sub-claims rather than individual standards? <i>The EOY reports on student performance by claims, which show an integration of knowledge. Assessments that report performance by individual standard or assessment item do not clearly communicate how well students read, understand, or express their understanding in writing.</i></p> <p>How is the data communicated to students? teachers? parents? <i>The assessment reports clearly communicate to stakeholders how well students are able to read, understand, and express their understanding of grade-level texts and provide possible next steps when students are not meeting expectations.</i></p>	<p>September Collaboration “Stop, Integrate, and Listen” Session</p>