

## Indicators of Quality for Benchmark Assessments in Mathematics

This checklist is a condensed version of the [Math 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
Alignment	<p><b>Does the assessment target the correct component(s) of rigor?</b> <i>The EOY will assess the explicit component of rigor in almost all cases, so we must attend to the explicit expectations. Going beyond the explicit expectation as a means of enrichment is encouraged for those working at or above grade-level.</i></p> <p><b>Is the assessment focused on the standard being taught in the classroom?</b> <i>For the benchmark to be fair and accurate, we must ensure teachers are teaching the same standards that are being assessed on the benchmark. Teachers can make some adjustments to the scope and sequence, but an agreed upon scope and sequence must be in place.</i></p>	<p><a href="#">LSSM Aligned to Rigor Guidance</a></p> <p><a href="#">Analyzing Assessment Items for Rigor</a></p>
Item Type	<p><b>Does the test include a variety of item types (i.e., multiple choice, multiple select, numeric response, constructed response)?</b> <i>The EOY uses a variety of item types with which students need repeated exposure. If the benchmark does not include a variety of item types (i.e., all multiple choice, all constructed response), then the benchmark is not adequately preparing students for the EOY.</i></p>	<p><a href="#">Assessment Guides</a></p>
Data	<p><b>How is the assessment analyzed (i.e., percent correct or trends in strengths and weaknesses)?</b> <i>No EOY is scored on a percent correct model like is typically utilized on classroom assessments; therefore, it is misleading to use a percent correct model for scoring benchmark assessments.</i></p> <p><b>If the assessment goes beyond the explicit expectation of rigor, are all students held accountable to the same degree?</b> <i>We must consider how much to punish a student when assessing beyond the expectations of the standards (i.e., beyond grade-level).</i></p> <p><b>How is the data communicated to students? teachers? parents?</b> <i>Do all stakeholders understand the data being reported from the benchmark and how to respond to the information?</i></p>	<p><a href="#">Parent Guide to PARCC Student Reports</a></p>