**TEMPLATE #1.1**

**Module 1.1: Creating an Assessment’s Purpose Statement**

**Framework**

**Why-** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What-**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How-**

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**Quality Control Checklist**

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| --- | --- | --- | --- |
| Task ID | Task | Status | Comment |
| 1.1 | Purpose statement |  | * Statement is clear, concise, and free of technical jargon.
* Statement identifies which targeted content standards the performance measure is designed to evaluate.
* Statement articulates how the information from the performance measure is intended for use, and provides insight about what the scores mean.
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**TEMPLATE #1.2**

**Module 1.2: Identifying Content Standards to be Measured**

**Framework**

**Subject/Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- |
| **Big Idea/Enduring Understanding: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Standard ID** | **Standard Statement** | **Draft** | **Final** |
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**Quality Control Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Task ID | Task | Status | Comment |
| 1.2 | Content standards (selected[[1]](#footnote-1)) |  | * Do the targeted content standards have endurance and leverage?
* Do the targeted content standards represent a Big Idea/Enduring Understanding within the greater content area?
* Do the targeted content standards prepare students for the next level of learning?
 |

**TEMPLATE #1.3**

**Module 1.3: Developing Specification Tables**

**Framework**

**Table 1.** Content Match (CM) and Depth of Knowledge (DoK)

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| --- | --- | --- |
| **Big Idea/Enduring Understanding** | **Standard****ID** | **Depth of Knowledge** |
| **DoK 1** | **DoK 2** | **DoK 3** | **DoK 4** | **Total** |
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**Table 2.** Content Pattern (CP) and Item/Task Sufficiency (ITS)

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| --- | --- | --- |
| **Big Idea/Enduring Understanding** | **Standard****ID** | **Item Types** |
| **SR** | **SCR** | **ECR** | **PT** | **Total** |
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| ***Grand Totals*** |  |  |  |  |  |  |

* **SR-**Selected Response (includes passage-based, stand-alone, and evidence-based)
* **SCR-**Short Constructed Response/Short Answer (includes passage-based)
* **ECR-**Extended Constructed Response (includes writing prompts and text-dependent analysis)
* **PT-** Performance Task (includes portfolio-based)

**Table 3.** Passage and Writing Prompt Distributions

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard ID** | **Reading Level(s)** | **Passage Genre** | **Writing** |
| **Literature** | **Information** |  **Prompt Response** | **Total** |
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* **Reading Level:** The level at which both word identification and comprehension fall within the expected developmental age/grade of the test-taker.
* **Prompt Response:** Opinion, Argumentative, Informational, Expository

**Quality Control Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Task ID | Task | Status | Comment |
| 1.3 | Specification Tables | □ | * The cognitive demands reflect those articulated in the targeted content standards.
* The targeted content standards match the range within the Big Idea/Enduring Understanding statement.
* There is a sufficient sampling of the targeted content standards (e.g., 5 items/task points).
* The item/task point distribution reflects the emphasis found among the targeted content standards.
* The readability approximates the instructional range of the test-takers.
* There is a balance between developmental readiness and item/task complexity.
* The overall assessment specifications reflect a coherent, focused, and rigorous measurement approach.
 |

1. The term “selected” and “targeted” are being used interchangeably. In both cases, the content standards identified to be measured represent a subset of those adopted by the PDE. [↑](#footnote-ref-1)