



Guidance for Selecting Commercially Developed Assessments for Use with Student Learning Objectives

The Georgia Department of Education recognizes the selection of assessment instruments to measure student growth is a district decision. Assessments can be commercially, regionally and/or locally developed. The guidance below is intended to support districts in the selection process.

- ✓ Does the assessment measure the priority standards of the course as identified by the district?
- ✓ If using a nationally normed assessment, are the standards directly and specifically aligned to the identified standards to be measured for the course?
- ✓ Is the assessment balanced? A full range of cognitive demand for the course is reflected in the measurement instrument.
- ✓ Does the assessment provide grade level specific items or does it also include items above and below grade level?
- ✓ Does the assessment adapt based on the student's answer? *(Are all students being administered the same questions/tasks? Computer adapted testing reacts to the student's answer and customizes the next question. It is highly likely that each student would be administered a different assessment.)*
- ✓ Is the assessment instrument comprehensive to measure aligned standards selected by the district? *(Example –Will a Lexile score really provide a comprehensive measure of reading decoding and comprehension skills –standing alone as a demonstration of the teacher's impact on student growth?)*
- ✓ Will practice effect be problematic by selecting this measure? *(How often are you administering this assessment? Practice effect occurs when an assessment is given frequently and the students as well as the examiner become overly familiar with the assessment. The results may be based on remembering items rather than actual growth. If utilizing the assessment for progress monitoring also, the items may become too familiar to the student and compromise the assessment results/security.)*
- ✓ Does the assessment contain relevant content items for struggling students as well as challenge the highest performing students?
- ✓ Are the items and tasks clearly written? Scoring rubrics and guidance are appropriate for open-ended questions and performance tasks.
- ✓ Does the assessment report district student growth trends in order to establish an expected growth target and a high growth target?

Sources: United States Department of Education, Georgia Department of Education, Ohio Department of Education