

Alternative Assessment Evaluation Form

	Yes	Somewhat	No
1. Content/Skill Coverage and Correct Method	3	2	1

The assessment:

- Clearly states skills and content to be covered
- Correctly uses alternative assessment to measure these skills and content
- Avoids irrelevant and/or unimportant content
- Deals with enduring themes or significant knowledge
- Matches statements of coverage to task content and performance criteria

2. Performance Criteria:	3	2	1
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- Include everything of importance and omit irrelevant features of performance
- State criteria clearly and provide samples of student work to illustrate them
- Are stated generally, especially if the intent is use as an instructional tool
- Are analytical trait, especially if the intent is use as an instructional tool

3. Performance Tasks:	3	2	1
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General:

- Elicit the desired performances or work;
- Recreate an "authentic" context for performance
- Exemplify good instruction
- Are reviewed by others (students, peers, experts)

Sampling/Representativeness/Generalizability:

- Cover the content or skill area well; results can be generalized
- Sample performance in a way that is representative of what a student can do

Bias and Distortion:

- Avoid factors that might get in the way of student ability to demonstrate what they know and can do

Yes Somewhat No

4. Fairness and Rater Bias	3	2	1
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Performance Tasks:

- Have content and context that are equally familiar, acceptable, and appropriate for students in all group
- Tap knowledge and skills all students have had adequate time to acquire in class
- Are as free as possible of cultural, ethnic, or gender stereotypes
- Are as free as possible of language barriers

Performance Criteria and Rater Training:

- Ensure that irrelevant features of performance do not influence how other, supposedly independent, features are judged
- Ensure that knowledge of the type of student does not influence judgments about performance quality
- Ensure that knowledge of individual students does not affect judgments about performance quality

5. Consequences	3	2	1
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The assessment:

- Communicates appropriate messages
- Results in acceptable effects on students, teachers, and others
- Is worth the instructional time devoted to it; students learn something from doing the assessment and/or using the performance criteria
- Provides information relevant to the decisions being made
- Is perceived by students and teachers as valid

6. Cost and Efficiency	3	2	1
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The assessment:

- Is cost efficient—the results are worth the investment
- Is practical/"do-able"