

# CREATING QUALITY ASSESSMENTS FOR A BILINGUAL POPULATION

Session

# SELF-SURVEY

- Use your experience and knowledge of classroom assessment to complete the self-survey



# WHY SO IMPORTANT?

- Assessments are used for:
  - Student placement
  - Student referrals
  - Supporting learning
  - Predicting future success
  - Accountability
  - Informing parents & community members



■ [www.corestandards.org/](http://www.corestandards.org/)

■ <http://commoncore-espanol.com/common-core-state-standards-spanish-language-version-0>

- Higher level standards that aim to prepare students for college and the workplace
- Teachers' assessments must reach to these same standards if students are to be prepared for state standardized tests
- Each test item must address a specific standard
- Test rigor must reflect standard rigor

THE  
COMMON  
CORE



# MULTIPLE-CHOICE ITEMS

**Stem**-the base of the test item. It may be an incomplete sentence, a question, or a fill in the blank.

**Alternatives**-the various options provided. Providing between 3-5 is ideal.

**Distractors**-the options that are *not* correct. They should be plausible and related in content and style to the correct option.

## Uses & Advantages:

- Provide wide sampling
- Quick to score
- No subjectivity in grading
- Less room for guessing than true/false

# MULTIPLE-CHOICE ITEMS

## Do

- Use clear, meaningful language
- Provide a complete stem
- Keep all alternatives of similar length, structure, and content
- Use tempting distractors
- Randomize the placement of the correct answer
- Organize the test so that it increases in difficulty throughout
- Align each question to a Common Core or State Standard

## Do *not*

- Use unnecessarily long stems or alternatives
- Use leading grammar
- Try to make each item have the same number of distractors
- Add unrelated or non-tempting distractors
- Use words such as “never” “always” or “all”
- Use “all of the above” and “none of the above”

Provide the following in every essay prompt:

- *Role of the student*
  - *Audience*
  - *Format*
  - *Topic*

\*Content prompts should *not* provide choice. Literary prompts should create situations familiar to *all* students or should allow choice to make the prompt fit the experiences of the student.

E  
S  
S  
A  
Y  
  
P  
R  
O  
M  
P  
T  
S



# CULTURALLY SENSITIVE ASSESSMENTS

- Students must not have a disadvantage in test taking due to their culture



- Test items must measure the standard they intend to measure
  - Math tests should not use non-content specific vocabulary
  - Language tests should not use readings or essays that favor a particular student group

# CULTURALLY SENSITIVE ASSESSMENTS

## **Do**

- Use familiar proper nouns
- Use content specific vocabulary that has been taught
- Eliminate excess words
- Consider your specific student body

## **Do not**

- Use high level, non content specific vocabulary
- Use foreign proper nouns
- Use culturally specific terms
- Make assumptions
- Create unfamiliar contexts

Take 15 minutes to rate the sample test items as good or poor based on the aforementioned criteria.

Refer to the bar below to check your time.

**End**

EVALUATE  
TEST  
ITEMS



# PRACTICE

## Your turn!

- Write both a multiple-choice question and essay prompt for your grade level:
  - 1) Find the Common Core State Standard you wish to address
  - 2) Choose the format
  - 3) Write a draft of the question
  - 4) Use the manual checklist to review your items

