

This form is designed to help you analyze the assessments you use for the learning targets tested. You can use it to plan assessments to ensure the match among instruction, assessment, and standards. You may wish to use it in conjunction with the student “Goal Setting with Tests” form (also found on this CD), introduced in Chapter 5.

If you would like to analyze assessments with a partner or as a learning team activity, you each will need to bring a test you have given and a list of the learning targets you taught before testing. Follow this process for each of your tests.

1. Analyze your test item by item.
 - Identify and write down what learning each item assesses. Describe the learning in whatever terms you want. If two or more items address the same learning, use the same terms to describe that learning.
2. Organize the learning targets into a test plan. Transfer the information from Step 1 to the following chart.

Learning Target	Item Nos.	Points

3. Ask this question: Does your test plan sample representatively what you taught and what you expected students to learn?
 - Does the number of points for each learning target represent its relative importance within the whole? If not, which ones are out of balance?
 - Does the number of points for each learning target represent the amount of time you spent on it relative to the whole? If not, which ones are out of balance?
 - Are some learning targets overrepresented? If so, which one(s)?
 - Are some learning targets underrepresented? If so, which one(s)?
 - Are some of the important learning targets you taught left out? If so, which one(s)?
4. Adjust your test plan.
 - As needed, add or delete learning targets to reflect what you taught and what you deemed most important to learn and assess.
 - As needed, adjust the numbers in the “Points” column on the chart to reflect the amount of time you spent teaching each learning target and each target’s relative importance to the content as a whole.
5. Draw conclusions about your assessment.
 - What does this work tell you about the matches among the content of your curriculum, what you taught, and what you assessed?