Body of Evidence Essential Question

How are my students progressing in their mastery of the content and language in my Objective?

Body of Evidence Guiding Questions:

Content:

- How well does this assessment measure the standards that are addressed in my Objective?
- How well does this assessment measure those standards at the appropriate level of rigor?
- How much of my Objective [How many Performance Criteria] does this task specifically assess?
- How might this assessment allow me to identify, adjust and differentiate instructional strategies?

Purpose:

- For what purpose was this assessment designed? To what extent does it match my purpose?
    - If the assessment was not designed for the same purpose, how might the purpose of the assessment have affected the way it was written?
    - Does it affect my interpretation of the results?
    - Do I need to revise it in some way to match my own purpose (not applicable to district and standardized tests, which cannot be revised)?

Consistency:

- If two different people were to assess the same student with this assessment, would they come up with the same estimate of student proficiency?
- Is the estimate from this assessment consistent with estimates from other trusted assessments?
- Is the estimate from this assessment consistent with observations of the same student's proficiency on similar, recent tasks (classroom observations, exit tickets, homework, etc.)?
- Is there enough student work on this assessment to get a stable estimate?
    - How many items are on this assessment that align to the standards in the Objective?
    - How rigorous are the tasks?

How do I combine my data for the best estimate?

When evidence doesn't consistently point to the same conclusion, we have to determine which conclusion is most heavily supported. Informed professional judgment is necessary here, as there is no exact formula to make this determination.

Weigh stronger data more.

Ask three questions of each piece of evidence to determine its strength:
1. How aligned is this piece of evidence?
2. How consistent is this piece of evidence?
3. How recent is this data? (More recent data might be more accurate because it might have captured the student's most recent learning.)

Adjust your level of confidence in your estimate of student learning based on answers to the above questions. If the answers are, "Not very," you are less sure about this evidence.