



Assessment Inventory Resource

Sample Assessment Inventory Questions & Sample Assessment Survey Questions

The Testing Action Plan (see attached handout) calls on states and local education agencies to review their assessment systems and to ensure that the assessments that students take are rigorous, fair, nonredundant, and tied to improved teaching and learning. The [Center on Standards and Assessment Implementation \(CSAI\)](#) provides suggested questions and data collections for states and/or districts to consider as they review their assessment systems. Taking stock of what is currently in place is the precursor to developing a coherent, aligned, and balanced assessment system.

Section I, “Sample Assessment Inventory Questions,” describes the data to be collected as states and districts inventory the assessments currently being administered to their students. Section II, “Sample Assessment Inventory Survey Questions,” suggests survey questions/items to address for each assessment administered in states or districts. These questions/items are grouped according to the applicable Testing Action Plan principle. Please note that CSAI repeats some of the questions/items within Section II to illustrate how some questions/items apply to multiple Testing Action Plan principles. The repeated questions/items are identified with an asterisk (*).

The sample data collection and survey questions/items may be modified to meet the needs of states and/or local contexts. The data collected and the questions/items asked are dependent upon each state’s or district’s current assessment system, as well as the local context. The purpose of this resource is to offer options for data collection that states and/or districts may choose to engage in.



Section I: Sample Assessment Inventory Questions

	Suggested Data to Collect for an Assessment Inventory	Ways to Collect Data
<p>Assessment Inventory</p>	<ol style="list-style-type: none"> 1. Name of the assessment. 2. Assessment type (Possible Options: Formative, Diagnostic, Interim/Benchmark, Summative). 3. Intended (stated) purpose/use of assessment (e.g., accountability, inform instruction, program improvement, diagnosis). 4. How soon after the assessment are results available? 5. How soon after the assessment are results disseminated? 6. Is the assessment required or optional? 7. If required, by whom (e.g., teacher, school, district, state, federal)? 8. Subject(s) tested. 9. Grade(s) tested. 10. Test administrator. 11. Student population(s) eligible to take the assessment (e.g., students in grades 3–5, English learners, students enrolled in any algebra course). 12. Student population(s) required to take the assessment (e.g., all students in grade 3, English learners who have been in the school for 2 years, students enrolled in Algebra 2). 13. Types of scores generated from the assessment (e.g., raw score, percent correct, scale score, annotated responses). 14. Item type(s) included in the assessment (e.g., multiple choice, true or false, selected response, short response, extended response, performance task, portfolio). 15. Users of the assessment information (e.g., teachers, students, parents, administrators). 16. Method by which results are provided and disseminated (e.g., mailed, in-person, parent-teacher conference). 	<p>Administered via survey using open-ended and/or selected responses.</p> <p>Administered at focus group sessions.</p>



Section II: Sample Assessment Inventory Survey Questions

Testing Action Plan Principle(s)	Suggested Questions/Items (Each question/item applies to <u>each</u> assessment that is identified through Section I.)	Response Mode of Question(s)/Item(s)
<p>Worth Taking and Tied to Improved Learning</p>	<ol style="list-style-type: none"> 1. This assessment measures and monitors student progress toward mastery of content standards that are being taught in the classroom. 2. This assessment requires the same kind of complex work that students perform in the classroom. 3. This assessment presents useful information and questions that challenge students' critical thinking skills. 4. This assessment provides timely feedback to educators.* 5. This assessment provides timely feedback to students, families, and/or community members.* 6. This assessment provides useful feedback (e.g., can be used to guide instruction or identify supports needed by students).* 7. This assessment informs program performance.* 8. This assessment informs school performance.* 9. This assessment provides comparisons across schools.* 10. This assessment informs instructional practice. 11. This assessment informs improvement of program design and delivery.* 12. This assessment helps to identify professional learning needs. 13. What additional benefit(s) do you see from this assessment? 14. How was this assessment developed (e.g., by vendor, by teacher, by district)? 15. What is the total annual assessment cost? 16. What is the per-pupil assessment cost? 	<p>Items 1–12 are designed to capture respondents' level of agreement with the statements about the assessment. The items should use a Likert scale, with each scale defined.</p> <p>Question 13 is designed to be an open-ended response.</p> <p>Questions 14–16 are designed to be open-ended and/or selected responses.</p>



Section II: Sample Assessment Inventory Survey Questions

Testing Action Plan Principle(s)	Suggested Questions/Items (Each question/item applies to <u>each</u> assessment that is identified through Section I.)	Response Mode of Question(s)/Item(s)
High Quality	<ol style="list-style-type: none"> 1. This assessment provides actionable information about student knowledge and skills. 2. This assessment is aligned to the academic and/or relevant state standards. 3. This assessment covers the full range of the academic and/or relevant state standards. 4. This assessment is appropriately rigorous and fair. 5. This assessment elicits complex student demonstrations or applications of knowledge and skills. 6. This assessment provides an accurate measure of student achievement for all students, including high-achieving and low-achieving students.* 7. This assessment provides an accurate measure of student growth/progress over time. 8. I have concerns about the rigor of this assessment. 9. I have concerns about the quality of this assessment. 10. I have concerns about the relevance/alignment to learning and teaching of this assessment. 11. I have concerns about the relevance/alignment to the academic standards of this assessment. 12. I have concerns about the security of this assessment. 13. How many years has this assessment been administered? 14. What additional concerns do you have about this assessment? 	<p>Items 1–12 are designed to capture respondents’ level of agreement with the statements about the assessment. The items should use a Likert scale, with each scale defined.</p> <p>Questions 13 and 14 are designed to be open-ended responses.</p>



Section II: Sample Assessment Inventory Survey Questions

Testing Action Plan Principle(s)	Possible Questions/Items (Each question/item applies to <u>each</u> assessment that is identified through Section I.)	Response Mode of Question(s)/Item(s)
Time-Limited	<ol style="list-style-type: none"> 1. This assessment provides timely feedback to educators.* 2. This assessment provides timely feedback to students, families, and/or community members.* 3. This assessment serves a unique, essential role in providing information on student learning.* 4. I have concerns about the time required for students to complete the assessment. 5. I have concerns about the impact of this assessment on instructional time. 6. I have concerns about the timeliness of this assessment's results. 7. I have concerns about duplication with other assessments.* 8. At what time in the instructional year is this assessment administered? 9. How frequently is this assessment administered? 10. What is the percentage of instructional time needed for this assessment to be administered? 11. On average, how long do most students take to complete this assessment? 12. What is the amount of preparation time spent to administer this assessment? 13. What is the amount of training time needed to administer this assessment? 14. What is the mode used to administer this assessment (e.g., paper and pencil, computer-supported, computer-adapted)?* 	<p>Items 1–7 are designed to capture respondents' level of agreement with the statements about the assessment. The items should use a Likert scale, with each scale defined.</p> <p>Questions 8–14 are designed to be open-ended and/or selected responses.</p>



Section II: Sample Assessment Inventory Survey Questions

Testing Action Plan Principle(s)	Suggested Questions/Items (Each question/item applies to <u>each</u> assessment that is identified through Section I.)	Response Mode of Question(s)/Item(s)
Fair—and Supportive of Fairness—in Equity in Educational Opportunity	<ol style="list-style-type: none"> 1. This assessment supports student placement decisions. 2. This assessment incorporates accessibility features that allow all students to demonstrate what they know and can do. 3. This assessment provides for accommodations that allow all students to demonstrate what they know and can do. 4. This assessment is used for the purpose it was designed for.* 5. This assessment provides useful feedback (e.g., can be used to guide instruction or identify supports needed by students).* 6. This assessment informs program performance.* 7. This assessment informs school performance.* 8. This assessment provides comparisons across schools.* 9. This assessment informs improvement of program design and delivery.* 10. Information about the purpose of this assessment is accessible to parents.* 11. Information about the requirement for this assessment is accessible to parents.* 12. Information about when and how results are provided for this assessment is accessible to parents.* 13. This assessment provides an accurate measure of student achievement for all students, including high-achieving and low-achieving students.* 14. This assessment is a fair measure of student learning for students with disabilities. 15. This assessment is a fair measure of student learning for English learners. 16. I have concerns about technology requirements for taking this assessment. (May not be applicable.) 17. I have concerns about student readiness to take online assessments. (May not be applicable.) 	<p>Items 1–16 are designed to capture respondents’ level of agreement with the statements about the assessment. The items should use a Likert scale, with each scale defined.</p> <p>Question 17 is designed to be an open-ended or selected response.</p>

Section II: Sample Assessment Inventory Survey Questions

Testing Action Plan Principle(s)	Suggested Questions/Items (Each question/item applies to <u>each</u> assessment that is identified through Section I.)	Response Mode of Question(s)/Item(s)
<p>Fully Transparent to Students and Parents</p>	<ol style="list-style-type: none"> 1. Information about the purpose of this assessment is accessible to parents.* 2. Information about the requirement for this assessment is accessible to parents.* 3. Information about when and how results are provided for this assessment is accessible to parents.* 4. Information about how results are used by teachers, schools, districts, and the state for this assessment is accessible to parents. 5. Information about how parents can use the results of this assessment to help their children is accessible to parents. 6. This assessment provides timely feedback to educators.* 7. This assessment provides timely feedback to students, families, and/or community members.* 	<p>Items 1–7 are designed to capture respondents’ level of agreement with the statements about the assessment. The items should use a Likert scale, with each scale defined.</p>
<p>Just One of Multiple Measures</p>	<ol style="list-style-type: none"> 1. This assessment is used for the purpose for which it was designed.* 2. Results from this assessment are the sole source of information used to make an educational decision about a student. 3. Results from this assessment are the sole source of information used to make an educational decision about a teacher. 4. Results from this assessment are the sole source of information used to make an educational decision about a school. 5. Results from this assessment are the sole source of information used to make an educational decision about a district. 6. I have concerns about duplication with other assessments.* 7. This assessment serves a unique, essential role in providing information on student learning.* 	<p>Items 1–7 are designed to capture respondents’ level of agreement with the statements about the assessment. The items should use a Likert scale, with each scale defined.</p>

Principles for Fewer and Smarter Assessments



Purpose: Calling on states to review their assessment systems and ensure that the assessments students take are rigorous, fair, non-redundant, and tied to improved teaching and learning.

The guidelines in the Testing Action Plan are intended to be received as such and there are no requirements of any kind. However, the U.S. Department of Education (USED) recognizes the importance of this work and the need to address testing concerns for students and schools. USED is committed to providing technical assistance to states and districts for the evaluation and improvement of assessment systems.

In reviewing their assessment systems, states and districts are advised to:

- Ensure that assessments are aligned with classroom content and used to inform teaching and learning
- Ensure that assessments are high quality—i.e., covering the full range of college- and career-ready standards, while also being an accurate measure of student achievement and growth
- Be cognizant of how much instructional time is taken up by testing and test prep, and then create a plan to review and eliminate unnecessary assessments; a 2% cap on statewide assessment testing time is a recommended stake in the ground, but not a mandate—the focus should be on effective, non-redundant, and high-quality assessments
- Ensure that assessments are fair and accessible to all students through the appropriate implementation of accommodations to meet individual students' testing needs
- Be fully transparent with students and parents about the purpose of the testing
- Ensure that assessments are not the sole factor in evaluating students, teachers, or schools

To support states and districts, the USED will be providing technical assistance and funding to support these efforts:

- On February 2, 2016, USED released further guidance on the Testing Action Plan and on the use of federal formula grant funds to improve testing systems, including for the following purposes:
 - ▶ Supporting audits of state and district assessment systems
 - ▷ States can use assessments funds available under section 6111 of ESEA (6111 funds) to conduct an audit of a state assessment system, or use the funds to support district audits of assessment systems
 - ▶ Supporting the development and implementation of high-quality assessments and related accommodations
 - ▷ States can use Title I-A state administrative funds of consolidated state administrative funds to develop improved statewide assessments
 - ▶ Improving understanding of test results for use in informing instruction and targeting resources
 - ▷ Districts can reserve Title I-A funds off top of its Title I allocation and use them to support educators in Title I schools in managing and analyzing student data for the purposes of improving instruction and decision-making in school improvement efforts
 - ▶ Enhancing the timeliness and quality of communication regarding the purposes, relevance, and quality of assessments
 - ▷ Districts can reserve ESEA Title I-A funds off top of its Title I allocation to present assessment results to educators and parents in a format that clarifies how assessment results are being used to improve instruction and meet student needs
- USED will provide flexibility and support in federal mandates so states can reduce testing while still meeting the required measures for student learning growth
 - ▶ USED will work with states to ensure flexibility and comprehension in regards to the weighting of statewide standardized test results in educator evaluation systems
 - ▶ To better support states and educators in identifying more effective and efficient assessment systems, the peer review of state assessment systems will include a focus on the alignment and validity of tests, as well as on test security and the measurement of higher-order thinking skills
 - ▶ The Every Student Succeeds Act (ESSA) includes funding for assessment inventories and audits in FY 2017; further details about this provision in the law are forthcoming

USED's letter on testing under ESSA and the use of federal funds to audit and improve state assessment systems can be found [here](#). Additional resources, including links and resources from state and district initiatives to evaluate their testing systems, can be found on the CSAI web site's [Testing Action Plan Spotlight](#).