

## L. Evaluation of Student Assessment

### 1. Context Evaluation

<b>Questions</b>	<b>How to Answer the Questions</b>	<b>Resources</b>
1. Is the purpose/goal in assessing students clearly understood by staff, parents, students, i.e., --general intelligence? --special ability? --vocational skills? --academic achievement? --language? --adaptive behavior? --social skills? --career interest? --motor skills/dexterity --lifestyle/consumer satisfaction? --daily living skills? --survival skills?	Interview with counselors, principal	<i>Measurement and Evaluation in the Schools</i> (Worthen, Borg, & White, 1993)  <i>The Student Evaluation Standards</i> (Joint Committee on Standards for Educational Evaluation, 2002, Arlen R. Gullickson, Chair)
2. Who is involved in recommending student assessment for the different purposes, i.e., parents, principal, teachers, counselors, social workers, university coordinators, central office personnel, students themselves?	Interview with principal	See above
3. What is the cost per pupil of the various forms of student assessment?	Record review	See above
4. Does the school have access to the resources necessary to maintain an assessment program?	Record review	See above

## 2. Input Evaluation

Questions	How to Answer the Questions	Resources
1. Before a student is assessed, is the instrument analyzed in the following areas? --cost --date of publication --competencies assessed --population characteristics --recommended uses by experts --test content and format --administration time --skills/materials required --derived scores/information --norming/standardization practices --reliability --validity --availability if translation versions in other languages	Interview with principal, document review	For information on the instruments of student assessment, please refer to <i>Review of Student Assessment Instruments and Practices in Use in Secondary/ Transition Projects</i> (DeStefano et al., 1987). ERIC Document Services No. ED 291 170.
2. How many times are students assessed in one academic year?	Record review	See first resource
3. Are the guidelines regarding confidentiality of student assessment results clearly established and followed?	Record review	School policy manual

### 3. Process Evaluation

Questions	How to Answer the Questions	Resources
<p>1. Are student assessments administered and reported in the recommended manner?</p>	<p>Interview staff, students, and principal</p>	<p>Questions such as:</p> <ol style="list-style-type: none"> <li>1. Was the instrument administered according to the specified guidelines?</li> <li>2. Were the results reported in a professional manner?</li> <li>3. Are the implications of the test results stated in an appropriate manner?</li> </ol>
<p>2. Are assessment results used appropriately?</p>	<p>Review of assessment instrument capabilities; interview principal, staff, testing professional</p>	<p>Questions such as:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of the instrument?</li> <li>2. How will the results of the testing affect the student?</li> <li>3. Is there more than one interpretation possible from the results?</li> </ol>

4. Product Evaluation

Questions	How to Answer the Questions	Resources
1. Does the student assessment help administrators, teachers, counselors, social workers, or the central office make better decisions?	Survey of administrators, teachers, counselors, social workers	<i>Review of Student Assessment Instruments and Practices in Use in Secondary/ Transition Projects</i> (DeStefano et al., 1987)
2. How much time does the school spend assessing students in one academic year?	Record review	See above
3. Are the results of student assessment used as intended or planned?	Interview or survey of teachers, administrators, counselors, social workers, student, and parents	Questions such as: 1. How are the testing results being used? 2. What is the effect of the assessment procedures on students, teachers, and staff?