**Creating a Valid and Reliable UNIT Assessment**

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**AZMERIT Math Performance Level Indicators:**

**a b c d**



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**Things to Consider when creating Unit Assessments:**

* **Percent of Items at each DOK Level**

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* **Math Item Specification**

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* **Calculators**

No calculators are permitted for either the paper-based or computer-based assessment for Math Grade 4.

* **Item Formats for Grade 4 Math**

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* **Arizona College and Career ready Standards**

**4.G.A** – Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**4.MD.A** – Solve problems involving measurement and conversion of measurements.

**4.MD.B** – Represent and interpret data.

**4.MD.C** – Geometric measurement: understand concepts of angle and measure angles.

**4.NBT.A** – Generalize place value understanding for multi-digit whole numbers.

**4.NBT.B** – Use place value understanding and properties of operations to perform multi-digit arithmetic.

**4.NF.A** – Extend understanding of fraction equivalence and ordering.

**4.NF.B** – Build fractions from unit fractions.

**4.NF.C** – Understand decimal notation for fractions, and compare decimal fractions.

**4.OA.A** – Use the four operations with whole to solve problems.

**4.OA.B** – Gain familiarity with factors and multiples.

**4.OA.C** – Generate and analyze patterns.

**Content Limits:** Greater than 1000 and within 1,000,000

**Standard:** 4.NBT.A.3

**Task:** Tag each item to a specific standard and performance level (e.g., 4.RI.2**a** vs. 4.RI.2**c**)

Delete any item that does match the knowledge, skill, vocabulary, or process of any indicator

Create your own item BUT connect the new item to an indicator

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| **Item Descriptor** | **Item** | **Performance Indicator Code** |
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**Today’s Goal:** To create a valid and reliable first unit assessment to be reviewed and implemented this year.

**Today’s Process:**

* Review an existing assessment for the first unit.
* Tag existing items to a specific AZMERIT Performance Indicator where applicable (*include justification*).
* Ensure a mix of Minimally Proficient, Partially Proficient, Proficient, and Highly Proficient.
  + **Minimally & Partial** items *should be less represented* but are essential to allow teachers to find the ‘floor’ of student achievement that will be used to plan intervention.
  + **Proficient & Highly Proficient** *should be more heavily emphasized* as these skills are the goal for each student.

**NOTE**: Each team member will need a copy of the proposed edits and justifications as they will be used to begin a peer ‘item review’.