

## Student Learning Objective Assessment Criteria

- Does the assessment show growth over time?
- How will validity and reliability standards be met? Are all the teachers giving the same assessment the same way at the same time on the team or grade level?
- Does the pre and post assessment measure the intended results for the SLO?
- Was the pre and post assessment created at the same time?
- Would two raters assign consistent scores using the rubric or observational assessment?
- Are there sufficient test items to make sure rigorous student learning is being measured?  
Does this provide students and opportunity to show what they know?
- Do all test items appear to be doing the same kind of measuring? Do the items differ in levels of difficulty?
- Do the rubrics separate out clearly the items for achievement on the different rubric levels?  
Are specific requirements stated and measurable?
- Will the results of the assessment be meaningful and useful?
- Is the assessment free from errors?

### References

Gronlund, Norman E. Assessment of Student Achievement. Eighth Edition. 2006.  
Popham, W. James. Test Better, Teach Better. 2003.  
Smith, J.K., L. Smith, L. De Lisi. Natural Classroom Assessment. 2001  
Austin ISD Assessment Tree