WestEd

Assessment Validation Protocol
from WestEd's VITAL Collaboration Facilitator's Guide

By WestEd

▶ [Jump to document](#)

▶ [Learn about WestEd's VITAL Collaboration](#)

▶ [Visit WestEd.org](#)

RECOMMENDED CITATION:

WestEd. (2017). Assessment validation protocol. In VITAL Collaboration Facilitator's Guide. San Francisco, CA: Author. Retrieved from: https://www.wested.org/service/vital-collaboration-developing-and-revitalizing-professional-learning-communities/

About WestEd

WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, Georgia, and Washington, DC, to Arizona and California, with headquarters in San Francisco.

Areas of Work

○ College & Career

○ Early Childhood Development & Learning

○ English Language Learners

○ Health, Safety, & Well-Being

○ Literacy

○ Schools, Districts, & State Education Systems

○ Science, Technology, Engineering, & Mathematics

○ Special Education

○ Standards, Assessment, & Accountability

○ Teachers & Leaders

Assessment Validation Protocol

PURPOSE

The purpose of this protocol is to support rigorous and collaborative conversations needed to validate assessments. Please note that the times below are based on a forty-five minute time frame. Adjust times as needed.

PREPARATIONS AND MATERIALS

Make sure you have enough copies of the following documents.

» Completed Assessment Prep Sheet

» Assessment Validation Protocol

» Content, Literacy and/or Language Standards

» Tool for Analyzing Standards

PROCESS

1. **Determine Roles and Set Norms (1 minute)**
   » **Roles:** Facilitator, Presenting Teacher(s), Time Keeper, Note-Taker, Other: _____
   » **Norms:** Pausing, Paraphrasing, Posing Questions, Putting Ideas on the Table, Providing Data, Pay Attention to Self and Other, Presuming Positive Intentions, Other: _____

2. **Present Materials (3 minutes)**
   » Presenter provides important background information about specific classes and students' needs.
   » Presenter brief explains instruction that preceded the assessment.
   » Presenter provides BRIEF overview and description of the assessment materials.

3. **Identify Focus for Feedback (1 minute)**
   » Identify questions or areas of focus to guide feedback.

4. **Review and Clarify Materials (3 minutes)**
   » Read / review materials.
   » Ask clarifying questions that prompt answers with QUICK responses – e.g. yes/no.

5. **Review the Assessed Standards (10 minutes)**
   » Identify and discuss the stated and implied knowledge and skills being assessed.
   » Use the *Tool for Analyzing Standards* as a resource.

6. **Validate the Assessment (25 minutes)**
   » Have participants silently use the Assessment Checklist and/or Rubric Checklist to record notes and feedback.
   » Identify and praise examples of effective practice.
   » Section by section, go through the Assessment Checklist and/or Rubric Checklist to determine whether or not each element meets criteria. If not, provide feedback.

7. **Reflection and Feedback (2 minutes)**
   » Presenting teacher shares main take-aways.
   » Participants share insights they gained from the conversation.
   » Facilitator collects feedback about the process.

NOTES

BACKGROUND

NOTES / OBSERVATIONS

STRATEGIES OR PRACTICES I CAN USE