

P-1: Create or obtain assessments

Provide multiple opportunities to gauge understanding of each learning goal, when efficient

- **Decide whether your assessment needs to have multiple opportunities**
- **If necessary, write additional questions that align to the same learning goal**
- **Assign more assessment items to the highest priority learning goals**
- **Note:** if you do have multiple items for each learning goal, evenly disperse items that assess the same learning goal throughout the assessment so that similar items are not grouped together. If items that test the same learning goal are clustered together, they may provide an unintended scaffold that could compromise the reliability of your data.

What does it mean to give multiple opportunities?

- Having more than one question that aligns to a single learning goal.
- Using different types of assessment questions (e.g. multiple choice, short answer, etc.) to test student mastery of a learning goal

Why should I do this?

- it gives a more accurate picture of student understanding
- it decreases the chance of assuming mastery when students merely 'guessed' correctly on one question

When is it inefficient to have multiple opportunities to assess each learning goal?

- For assessments that cover many learning goals (e.g. end-of-year summative assessment)
- For short formative lesson assessment (e.g. exit slips) that must be administered in a short amount of time

Why?

While it's nice to have detailed information about student mastery, it is also important for a test to be manageable for students to take (and for the teacher to grade) efficiently. Quality assessments often make tradeoffs between being efficient and having multiple opportunities to assess student understanding of a learning goal. For tips for how to make your assessment efficient, visit the Tools section.