**Selecting a Commercially Available Assessment Rubric**

First determine your intended purpose, student population, and assessed content needs. Then review the assessment’s technical manuals and conclude whether the assessment is appropriate for your needs.

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| Criteria | Elements | Evidence | Rating Scale | Notes |
| Purpose | Does the assessment documentation state the purpose of the assessment? |  | 0=No 1=Somewhat2=Well3=Very Well |  |
| Does the assessment purpose align with that of your educational system? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Can the assessment be used for your intended purpose? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Content/SkillAlignment | Does the assessment test the skills your educational system deems important? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Are there enough assessment items for each skill to adequately determine mastery? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Rigor Alignment | Are the assessment items as various degrees of knowledge to determine depth of understanding? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Are the assessment items the appropriate type to measure adequately the depth of knowledge? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |

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| Criteria | Elements | Evidence | Rating Scale | Notes |
| Types and Usability of Reports | Do the reports available meet your needs? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Do the reports contain the information each audience will need? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Are the reports available in the format you need? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Are the reports easy to read and understand? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Assessment Administration/Implementation | Is the assessment able to be administered the way you prefer? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Is the cost of the assessment (including scoring, reports, professional development, etc.) within your budgetary constraints? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |
| Are there adequate directions (professional development) regarding the assessment administration? |  | 0=No 1=Somewhat 2=Well3=Very Well |  |

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