

**PROPOSED REGULATION OF THE
DEPARTMENT OF EDUCATION**

LCB FILE NO. R138-17I

**The following document is the initial draft regulation proposed
by the agency submitted on**

Criteria for Determining Assessments to Measuring Progress Towards Student Learning Goal
Teachers and Leaders Council Meeting
September 27, 2017

Student Learning Goals – Choosing Quality Assessments

Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. The Student Learning Goal Guidebook provides more detailed information regarding the selection of assessments. The Teachers and Leaders Council has recommended criteria that the **assessments must show all of the following:**

- **Alignment with content standards/NVACS and curriculum**
- **Alignment with the intended level or rigor**
- **Psychometric quality of validity, and reliability to as high degree as feasible, and**
- **Monitoring includes alignment, instrument security, reliability, validity, comparability, feasibility and scoring**

Additionally, evaluators will use the Priority Levels to guide the selection of the most appropriate type of assessment to use when measuring student progress toward the SLG. If available and appropriate:

- Priority 1 Assessments should be the first choice of assessment,
- Priority 2 Assessments should only be used if Priority 1 Assessments are not available or appropriate for use, and
- Priority 3 Assessments should only be used if no other option is available or feasible.

Figure 6: Assessment Priority Levels

