

Individual Educator Assessment Inventory

Purpose: The Individual Educator Assessment Inventory is a self-assessment tool to be used by teachers and administrators to determine which assessments they are currently using in their classroom and school that could be leveraged to fulfill the student learning data standard of the new educator evaluation regulations. The inventory provides exploratory questions that should be considered prior to the final selection of the assessments to be used for educator evaluation.

During the pilot year (SY 2014-2015), it is recommended that districts and educators keep an open mind concerning the types of assessments to be utilized. At the conclusion of the pilot year, the district and educators will be able to work together to determine the assessments that are the most appropriate. The types of assessments for educator evaluation can be changed over time.

Directions: For each assessment that could be used for educator evaluation, answer the following exploratory questions.

Assessment Name	
General Information	
1. Type of Assessment: (e.g. curriculum-based pre-/post-, summative, interim, formative, screener, etc.)	
2. What are the standards covered by the assessment?	
3. Is the content of the assessment a priority area for your school and/or district?	
4. Which group of students will be assessed this assessment? Name of the class and/or content area?	
5. What percentage of the total number of students for whom you provide instruction will be covered by this assessment?	
6. Is this assessment-use by other teachers in your school and/or district?	

Administration	
7. Does the administration dates for the assessment align to the educator evaluation timeline? If it does not could the assessment be changed so they were more compatible?	
8. Have the assessment items and/or prompts been kept secure? (i.e. the assessment has not been released to students after previous admissions.) If the items and/or prompts have been released, can the assessment be used as an outline for the creation of alternate form of assessment?	
9. Who is responsible for scoring or grading the assessment? Is it possible to have another educator score the pre-and post-assessment for the purpose of educator evaluation?	
Trend Data	
1. Is there trend data from previous admission of the assessment in other school years available?	
2. What is the location of the trend data (e.g. teacher records, student records, district data warehouse)?	
3. Do teachers, administrators and districts have easy access to the trend data?	
4. Has the trend data been analyzed to determine the typical performance and/or growth of students who begin at various levels of preparation? If no, is it possible?	
5. If trend data is not readily available, would it be meaningful to gather data during the 2014-2015 school year in order to have trend data for full implementation during the 2015-2016 school year?	
Baseline Data	
1. Does the assessment have multiple forms so that one of the forms could serve as a pre-assessment to establish a baseline?	
2. If multiple forms are not available, would it be appropriate to give the same assessment at the beginning and end of the instructional period?	
3. If a pre-assessment is not available, what other data sources or information could be used to determine each student's level of preparation?	
4. If an assessment that was administered at the end of the previous school year is to be used as baseline data, can teachers, administrators, and district easily access the previous data in order to establish the baseline data for each student?	