

## Figure 2.14: Reliability Considerations

### Reliability Considerations

- Does the assessment provide enough opportunities for students to demonstrate what they know about the intended learning?
  - Number of items
  - Test blueprint
- Two Types of Reliability
  1. Inter-rater reliability
    - What is it?
      - Consistency between or among various raters
    - How do you enhance it?
      - Use examples.
      - Review student work collaboratively and conduct inter-rater conversations.
      - Randomly sample.
      - Stratify a randomized sample.
  2. Intra-rater reliability
    - What is it?
      - Consistency within the rater
    - How do you enhance it?
      - Ask students to put their names on the backs of assessment items.
      - Grade one constructed response item all the way through the stack of assessments.
      - Shuffle papers between each step of the evaluation.
      - Re-norm your expectations with the criteria when you go to a new constructed response item.



#### Key question about any assessment:

*Can we make a confident inference about the learning that has occurred as a result of the instructional unit?*

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