

## ASSESSMENT CHECKLIST

FIVE ELEMENTS OF ASSESSMENT DESIGN	<input type="checkbox"/> QUESTIONS
<b>ALIGNMENT</b>	<input type="checkbox"/> Is each assessment item aligned with the standard you intend to teach and measure?
<b>RIGOR</b>	<input type="checkbox"/> Does the level of rigor of each assessment item match the level of rigor of the skill you intend to measure?
	<input type="checkbox"/> Does the assessment measure a range of student thinking and understanding so that it measures what all students know and can do?
<b>PRECISION</b>	<input type="checkbox"/> Are all items well formatted?
	<input type="checkbox"/> Are the instructions for the assessment and each assessment item precise so that students understand where and how to address the item?
	<input type="checkbox"/> Are all assessment items free of typos and factual errors?
	<input type="checkbox"/> Does the assessment and each assessment item have all of the information that students will need to demonstrate their knowledge and skills?
	<input type="checkbox"/> Does the assessment and each assessment item indicate how many points each assessment item is worth (if relevant) and how much time students have to complete their work?
	<input type="checkbox"/> For multiple-choice items, is the prompt framed in the positive? Are the choices consistent in form, content and length? Are they ordered in a logical sequence? Are they all plausible?
	<input type="checkbox"/> For performance tasks and portfolio assessments, have you considered the “what, who, how and when” factors (if applicable)?
<b>BIAS</b>	<input type="checkbox"/> Did you ensure that each assessment item does not provide an advantage or disadvantage to any group of students because of their personal characteristics, such as race, gender, socioeconomic status or religion?
<b>SCORING</b>	<input type="checkbox"/> Have you developed a well-designed answer key(s), scoring guide(s) and/or rubric(s), as appropriate?
	<input type="checkbox"/> Do your answer keys and scoring guides include rationales for why choices are correct or incorrect? Do they include exemplar answers (if applicable)?
	<input type="checkbox"/> Are the dimensions in your rubric aligned to the standard(s) you will assess? Are they distinct from one another?
	<input type="checkbox"/> Does each descriptor in your rubric include a precise description of student performance for a particular dimension and performance level? Is each descriptor discrete from the descriptor in the performance level before and after it?
	<input type="checkbox"/> Are all teachers who are scoring your assessment using the same criteria?