

Assessment Checklist

<i>Alignment to Standards</i>	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>
1. All items on the assessment align to the standard(s) addressed in the SLO.			
2. All items on the assessment align to the intent of the standard(s).			
3. All items on the assessment cover essential skills and knowledge.			
<i>Item Quality: Multiple-Choice Questions</i>	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>
1. All items are clear, concise, and unambiguous.			
2. All items contain a stem that is in the form of a direct question.			
3. All items state the whole question in the item stem.			
4. The stimulus is essential to the question with which it is associated.			
5. All items avoid using negative statements such as “not” or “never.”			
6. All item answers avoid repeating words or phrases.			
7. All item distractors are based on common student errors or misconceptions.			
8. All item answers are roughly the same length.			
9. All item answers avoid choices of “all of the above” or “none of the above.”			
<i>Item Quality: Short-Answer and Extended Response</i>	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>
1. Items are clear, concise, and unambiguous.			
2. Items contain a stem that is in the form of a direct question.			
3. Items state the whole question in the item stem.			
4. The stimulus is essential to the question with which it is associated.			
5. Items avoid providing clues, and answers are not obvious without mastering material tested.			
6. Items do not lend themselves to subjectivity.			
<i>Assessment Format and Components</i>	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>

1. All items use a full-length format.			
2. All parts of a test question are on one page.			
3. An adequate number of questions are on one page and are not overcrowded.			
4. Eighty-percent of the items are multiple-choice, 15% are short-answer, and 5% are extended response, with 42–46 items.			
5. Charts, tables, and graphs are used, when appropriate.			
6. Directions are clear and explicit.			
7. Directions indicate how the answer should be expressed.			
<i>Stretch</i>	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>
1. All items match the full range of cognitive thinking as outlined in Bloom’s Taxonomy or Webb’s Depth of Knowledge.			
2. Items cover prerequisite knowledge and skills from prior years and appropriate, grade-level/content-relevant items that will challenge the highest performing students.			
<i>Rubric, Scoring Guides, and Keys</i>	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>
1. Assessment includes rubrics, scoring guides, and/or keys.			
2. Rubrics, scoring guides, and keys are clear and explicit.			