|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **District** | | |  | | **School Year** |  |
| **School (if applicable)** | | |  | | **Team (if applicable)** |  |
| **Grade** | | |  | | **Subject** |  |
| **Assessment Title** | | |  | | | |
| **Alignment to standards:**  Is the Learning Objective clearly reflected in the assessment measure? | | | | | | |
| Yes | Somewhat | No | |  | | |
|  |  |  | | All items in the assessment align to the standard(s) addressed in the SLO. | | |
|  |  |  | | The assessment measure addresses the full range of topics and skills included in the SLO. | | |
|  |  |  | | The focus of the assessment mirrors the focus of the curriculum and standards. | | |
|  |  |  | | The items or task match the full range of cognitive thinking required during the course. | | |
|  |  |  | | The assessment requires the students to engage in higher order thinking where appropriate. | | |
| Comments: | | | | | | |
| **Stretch:**  Will all students be able to demonstrate growth on this assessment? | | | | | | |
| Yes | Somewhat | No | |  | | |
|  |  |  | | The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content relevant items that will challenge the highest preforming students. | | |
|  |  |  | | Test items cover knowledge and skills that will be of value beyond the school year. | | |
| Comments: | | | | | | |
| **Validity and Reliability:**  Is the assessment measure a valid and reliable tool for the intended purpose? | | | | | | |
|  |  |  | | The assessment does not include overly complex vocabulary. | | |
|  |  |  | | Items or tasks are written clearly and concisely. | | |
|  |  |  | | Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments. | | |
|  |  |  | | A teacher can administer the assessment consistently across classes. | | |
| Comments: | | | | | | |



**Alaska Educator Evaluation System**

**Assessment Quality Assurance Checklist**