|  |  |  |  |
| --- | --- | --- | --- |
| **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**