## Appendix F

Assessment Checklist

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| ***Alignment to Standards*** | ***Yes*** | ***Somewhat*** | ***No*** |
| 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. |  |  |  |
| ***Item Quality: Multiple-Choice Questions*** | ***Yes*** | ***Somewhat*** | ***No*** |
| 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.” |  |  |  |
| ***Item Quality: Short-Answer and Extended Response*** | ***Yes*** | ***Somewhat*** | ***No*** |
| 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. |  |  |  |
| ***Assessment Format and Components*** | ***Yes*** | ***Somewhat*** | ***No*** |
| 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. |  |  |  |
| ***Stretch*** | ***Yes*** | ***Somewhat*** | ***No*** |
| 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. |  |  |  |
| ***Rubric, Scoring Guides, and Keys*** | ***Yes*** | ***Somewhat*** | ***No*** |
| 1. Assessment includes rubrics, scoring guides, and/or keys. |  |  |  |
| 2. Rubrics, scoring guides, and keys are clear and explicit. |  |  |  |

Source: South Carolina Department of Education. (2015). *Assessment Checklist*. Retrieved from <http://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>