STAGR CENTER — Creating a High Quality Assessment Checklist

Is my assessment…

- ❏ **Aligned to Standard or Learning Target**
    - ❏ Is the assessment broken down by learning target or standard?
        - ❏ Are there questions/tasks/descriptors below each learning target/standard?
    - ❏ Is there a place for feedback to be given?

- ❏ **Valid & Fair?**
    - ❏ Do the questions asked match the level of knowledge in the learning target?
        - ❏ Look at the action verb in the learning target, do the questions asked provide you with the information that matches that action verb?
        - ❏ Am I asking questions that require students to do more than recall information?
    - ❏ Have I provided my students with the knowledge and skills needed to perform successfully?
        - ❏ There are no surprises and/or trick questions on the assessment.
    - ❏ Will the questions provide you (the teacher) with a clear picture as to whether the student is meeting the learning target?
    - ❏ I have previously given feedback on this learning target.
    - ❏ My questions and/or instructions are clear and easy to understand.

- ❏ **Function as a Tool for Learning?**
    - ❏ The questions asked will allow me to uncover what a student knows and doesn't know.
    - ❏ I've asked enough questions, to gather enough evidence, to determine a score/proficiency.
    - ❏ The questions used do not allow students to guess and be correct, giving an inaccurate reflection of their learning.
    - ❏ The data I gather from this assessment will allow me to:
        - ❏ Determine the next instructional steps for my students.
        - ❏ Determine how future learning should be measured.
        - ❏ Allow me to map my curriculum and determine what to learn, when.

- ❏ **Ongoing?**
    - ❏ Has an opportunity for reassessment.

- ❏ **Include a Component of Student Self Reflection?**
    - ❏ Includes a piece of student self reflection after each learning target/standard.