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## HANDOUT 10: SLO ASSESSMENT CHECKLIST

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### SOUTH DAKOTA ASSESSMENT QUALITY CHECKLIST

**Directions:** This checklist should be completed prior to SLO Approval to ensure the chosen assessment meets basic requirements. The checklist will help determine whether the assessment is ready for use or if additional modifications are needed.

#### ALIGNMENT

The assessment should be aligned to the course standards identified in the SLO and the curriculum.

Yes	Somewhat	No	
			The assessment type or format is appropriate for the content of the assessment.
			All items in the assessment align to standards identified 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 questions, items, or tasks match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher-order thinking when appropriate.
<b>Comments:</b>     			

#### STRETCH

An assessment needs to have sufficient stretch, meaning that it can capture student performance for students with varying levels of performance.

Yes	Somewhat	No	
			The assessment includes a variety of question types.
			The assessment contains a variety of question levels.
			The assessment enables all students to demonstrate growth.
			The assessment will include items that will challenge the lowest-performing students and challenge the highest-performing students.

**Comments:**

**ADDITIONAL VALIDITY CRITERIA**

Validity refers to the extent to which the assessment measures what it is intended to measure and provides useful, accurate results. Many concepts related to validity are addressed in the alignment and stretch sections of the checklist. This section of the checklist contains additional validity considerations.

Yes	Somewhat	No	
			The assessment is fair for all populations of students.
			The assessment avoids use of stereotypes.
			The assessment contains an appropriate number of questions.
			The assessment accommodates students' individualized education programs (IEPs), 504 plans, or English language learner status.
			The assessment avoids unnecessarily complex language.

**Comments:**

**RELIABILITY**

An assessment is reliable if it produces consistent results across multiple administrations.

Yes	Somewhat	No	
			Procedures exist to ensure the test is administered fairly and consistently to all students.
			The assessment is not graded by students.
			Teachers complete answer documents for students only when this accommodation is listed on the student's IEP.
			If the assessment is a performance-based or contains a performance task, the performance-based assessment checklist has been completed.

**Comments:**

## SOUTH DAKOTA PERFORMANCE-BASED ASSESSMENT CHECKLIST

**Directions:** In addition to considerations related to alignment, stretch, reliability and validity, this checklist should be completed prior to SLO Approval if the assessment is performance-based or contains a performance task. The checklist will help determine whether the assessment is ready for use or if additional modifications are needed.

### RUBRICS AND PERFORMANCE-BASED ASSESSMENTS

A rubric is a scoring guide used to evaluate student work or performance tasks. A performance-based assessment tests the ability to apply knowledge in a real-life setting. Performance is assessed using a rubric or analytic scoring guide that meets the following criteria.

Yes	Somewhat	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The rubric or performance-based assessment contains an adequate number of proficiency levels.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The rubric or performance-based assessment contains specific, clear, and concise descriptions at each proficiency level.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The descriptions at each proficiency level do not contain subjective language left to interpretation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The performance-level descriptions describe elements that are present for each level, not the elements that are lacking.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All teachers have a common understanding of the use and interpretation of rubrics or guidance documents.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The rubric or performance-based assessments has been vetted through content experts and supervisors for consistency and comparability before its use.

**Comments:**