

Quality Assessment Checklist

Prior to test administration, teachers using Teacher-Created Assessments should must submit their two (2) assessments (a pre- and post-test) to their evaluator by **Wednesday, August 30**. This form is to be filled out by the evaluator to ensure that the both assessments meets all three Compass criteria: Priority of Content, Rigor, and Quality of Evidence.

Both aAssessments (pre- and post-test) should must be approved, and a copy of this form, along with the pre- and post-assessments, must be sent by the evaluator to the Compass contact by **Wednesday, September 13**. If both the assessments do not meet all the criteria, the evaluator must provide feedback to the teacher and provide with enough time for the teacher to make changes and administer the pre- assessment by **Friday, September 15**.

Whenever possible, teachers should collaborate on both the pre- and post-assessment creation process.

School: _____ **Grade Level/Subject:** _____

Teacher Name(s): _____ **Evaluator Name:** _____

Assessments	<input type="checkbox"/> Pre-Assessment is provided. <input type="checkbox"/> Post-Assessment is provided.	I reviewed the pre- and post-assessment for this teacher on: / /2017
Priority of Content	<input type="checkbox"/> Items/tasks are aligned to the Common Core State Standards. <input type="checkbox"/> If CCSS are not available, items are based on other national, state or local standards. <input type="checkbox"/> These items/tasks match the full range of cognitive thinking required during the course.	Evidence/Feedback:
Rigor	<input type="checkbox"/> The assessments require students to engage in higher order thinking. <input type="checkbox"/> The assessments are written using grade/subject appropriate vocabulary. <input type="checkbox"/> The Test items, tasks, and rubrics are challenging for grade-level/course. <input type="checkbox"/> Multiple choice questions are multi-step and complex where appropriate. <input type="checkbox"/> If student can pass these tests, they will be adequately prepared for future courses that build on knowledge from this course.	Evidence/Feedback:
Quality of Evidence	<input type="checkbox"/> The assessments contain a clear scoring guide or rubric. The guide differentiates between levels of knowledge/mastery. <input type="checkbox"/> Test items/tasks are written clearly. <input type="checkbox"/> Test items provide students multiple opportunities to demonstrate mastery/growth (i.e. in different ways i.e. multiple choice, short answer, essay etc.).	Evidence/Feedback:

- I approve of these pre-and post -assessments/tasks and any accompanying rubrics without further change.
- Please make the changes suggested in the feedback above and resubmit assessment by _____.

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Signature of evaluator: _____ Date: _____

Signature of teacher: _____ Date: _____