

Quality Assessment Checklist

Prior to test administration, teachers using Teacher-Created Assessments must submit 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 both assessments meet all three Compass criteria: Priority of Content, Rigor, and Quality of Evidence.

Both assessments (pre- and post-test) 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 assessments do not meet all criteria, the evaluator must provide feedback to the teacher and provide 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"/> Test 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"/> 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. multiple choice, short answer, say etc.)	Evidence/Feedback:

- I approve of the 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 _____.

Signature of evaluator: _____ Date: _____

Signature of teacher: _____ Date: _____