**Appraiser-Approved Assessment Checklist**

**Instructions**

***Teachers****:* Please attach a copy of this checklist to the Student Progress summative assessment, performance task, or work product you have identified or developed for the course/subject. Complete the Teacher portions and submit the assessment and checklist to your appraiser.

***Appraisers***: Please review the assessment and verify that it meets the criteria in this checklist. At the end, approve the assessment as is, or give specific feedback and require the teacher to resubmit it by the specified date.

Subject/Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Appraiser: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Criterion** | **Considerations** (Check all that apply.) | **Teacher** | **Appraiser** |
| **Alignment and Stretch** | * *Items/tasks cover key subject/grade-level power objectives*
* *Items/tasks cover other knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in their career/life*
* *As appropriate to the course, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course; rubrics have sufficient stretch*
* *More complex and more important items/tasks have more weight (count more).*
 | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  |
| Evidence (from teacher) or Feedback (from appraiser) |
| **Rigor and Complexity** | * *Overall, the items, tasks, rubrics are appropriately challenging for the grade level/course (e.g., at right level of Bloom’s/Depth of Knowledge and appropriate reading level). …………………………………………………………………………………….………*
* *Many items/tasks require critical thinking and application. …………………………………………………………………………………………………*
* *Multiple-choice questions are appropriately rigorous or complex (e.g. multistep). ……………………………………………………………..*
* *Key power objectives are assessed at greater depths of understanding and/or complexity. ………………………………………………..*
 | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  |
| Evidence/Feedback |
| **Format Captures True Mastery** | * *Items/tasks are written clearly. ……………………………………………………………………………………………………………………………………………*
* *The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders. ……………………………………………………………………………………………………………………………………………………..*
* *Some power objectives are assessed across multiple items/tasks that use multiple item types. ………………………………………….*
* *Item types and length of the assessment are appropriate for the subject/grade level. ……………………………………………………….*
* *Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery. ………………………………………………………………………………………………………..*
 | [ ] [ ] [ ] [ ]  [ ]  | [ ] [ ] [ ] [ ] [ ]  |
| Evidence/ Feedback |

**Teacher Acknowledgement**

The attached document is the summative assessment, performance task, or work product I plan to use for the Student’s Progress measure.

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Teacher Signature Date

**Appraiser Approval**

 [ ]  I approve this assessment/performance task/work product as is.

 [ ]  I require revisions to this assessment and resubmission by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Appraiser Signature Date

Optional: Planned date of test administration, or completion of performance task/work product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_