**SLO Assessment Cover Page (one needed for each assessment)**

**All requirements in yellow need to be completed.**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Alignment to Standards:**  Is the Learning Objective clearly reflected in the assessment measure? | |
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|  | All items in the assessment align to the standard(s) addressed in the SLO. (Do all assessment questions link back to a Power Standard?) Write Standard(s) next to each assessment question. |
|  | The assessment measure addresses the full range of topics and skills included in the SLO. (Do assessment questions cover all Power Standards?) |
|  | The focus of the assessment mirrors the focus of the curriculum and standards. (Ex. If a teacher spent 50% of her time teaching reading and 50% of her time teaching writing, then the assessment should be 50% reading and 50% writing.) Describe the make-up of your assessment in percentages. List these below in the “Comments” section. |
|  | The items or task match the full range of cognitive thinking required during the course. (Are 75% of assessment questions moderate to high in rigor? Are 25% of assessment questions lower in rigor?) Assign a DOK level to your assessment questions. |
|  | The assessment requires students to engage in higher order thinking where appropriate. (Do assessment items require students to use reasoning, provide evidence, make connections between subjects or topics, critique, or analyze?) |
| Comments: | |

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| **Stretch:**  Will all students be able to demonstrate growth on this assessment? (Will all students score on this assessment?) | |
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|  | The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students. (Ex. Assessment questions can be higher level from the current grade’s standards, or from the next grade’s standards, or a performance based task.) Assign a DOK level to your assessment questions. |
|  | Test items cover knowledge and skills that will be of value beyond the school year. (Ex. Graphs, charts, maps, writing, etc.) Place a \* next to assessment questions that will be of value in the years ahead. |
| Comments: | |

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| **Validity and Reliability:**  Is the assessment measure a valid and reliable tool for the intended purpose? | |
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|  | The assessment does not include overly complex vocabulary. (Do assessment questions use vocabulary appropriate to the grade level?) |
|  | Items or tasks are written clearly and concisely. |
|  | Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments. Attach a scoring rubric to your assessment for open-ended questions or performance-based tasks. |
|  | The teacher has a plan for administering assessments consistently across classes. (Will the assessment be standardized in administration? Do you have a test protocol to use with each group of students?) Attach a testing protocol to your assessment. |
| Comments: | |