

5 Keys Checklist

Key 1 Checklist: Clear Purpose

Clear Purpose	Implemented 5	Progressing 3	Getting Started 1
Is there a clear purpose for our assessments?			
How does the purpose of the assessment fit into our balanced assessment system?			
Is there a distinction between assessment for and of learning?			
Is there clarity as to whom will use the results?			
Is there clarity on how the assessment results will be used?			

Key 2 Checklist: Clear Targets

Clear Targets	Implemented 5	Progressing 3	Getting Started 1
Do assessment authors have a clear idea of what she or he is trying to measure?			
Do all teachers agree on the evidence to be collected?			
Are the learning targets aligned and derived from the curriculum standards?			
Is there a clear/shared criteria for success?			
Are the learning targets shared in student friendly language and used throughout the lesson?			
Do the learning targets create a clear, reasonable learning progression?			
Do the learning targets represent the emphasis of what was taught at the appropriate cognitive demand?			

Key 3 Checklist: Sound Assessment Design

Sound Assessment Design	Implemented 5	Progressing 3	Getting Started 1
Is the assessment method most appropriate for the learning target being assessed?			
Are the assessment items and/or tasks assessing at an appropriate depth of knowledge?			
Are the assessment questions and/or tasks written well?			
In the case of a constructed response item and/or a performance task, does the scoring guide or rubric clearly indicate the criteria on which the student performance is judged, a scale that identifies levels of performance and a detailed description of student performance at varying levels of quality? ²			
Is the assessment itself free from bias?			
Has the assessment been field tested?			

Key 4 Checklist: Effective Communication

Effective Communication	Implemented 5	Progressing 3	Getting Started 1
How will the information from the assessment be gathered and reported?			
Has communication been planned as part of the assessment process?			
Do teachers record assessment information accurately over time and combine it appropriately for reporting?			
Will the users of the results understand them and find them useful?			

Key 5 Checklist: Student Involvement

Student Involvement	Implemented 5	Progressing 3	Getting Started 1
Are students involved in the assessment process?			
Are students involved with tracking progress and setting goals?			
Is descriptive feedback given to the students in a timely manner?			
Is reflective use of assessment data an integral part of learning?			