Criteria Assessment Checklist

This checklist provides a series of questions aligned to each of the six criteria for selecting appropriate assessments found in this module. It is designed to be applied to a single assessment or assessment program.

**Directions:** For each question check the appropriate box as Yes or No. For those questions checked as Yes, what evidence do you have to support your choice? Please record in the appropriate section.

| **SIX CRITERIA of ASSESSMENT DESIGN** | **YES** | **NO** | **QUESTIONS** | **Evidence/Notes** |
| --- | --- | --- | --- | --- |
| **PURPOSE** |  |  | Is the use and user of the assessment clearly established? |  |
|  |  | Will the assessment be used for improving curriculum, instructional programs or allocating resources? |  |
|  |  | Will the assessment be used for accountability purposes? |  |
|  |  | Will the assessment be used to demonstrate educator effectiveness? |  |
| **TECHNICAL MANUALS** |  |  | Is the purpose and use of the assessment outlined? |  |
|  |  | Is the assessment development process included? |  |
|  |  | Are there specific details on the content and skills to be measured? |  |
|  |  | Are the various types of items included on the assessment in the manual? |  |
|  |  | Are data included that support the validity and reliability of the assessment? |  |
| **CONTENT/SKILL ALIGNMENT** |  |  | Does each item on the assessment align with the Michigan Curriculum Framework or the Michigan College and Career Readiness Standards? |  |
|  |  | Do the assessment items align with the content and curriculum that teachers are implementing? |  |
| **RIGOR ALIGNMENT** |  |  | Is there a test blueprint or guidance document that shows the level of cognitive complexity identified in the assessment items? |  |
|  |  | Is there a balance or representation of enough items at each Depth of Knowledge level to adequately measure proficiency? |  |
| **USABILITY of REPORTS** |  |  | Do the data reflect the primary purpose of the assessment in the report? |  |
|  |  | Do discrete reports depict the data results accurately? |  |
|  |  | Do the reports provide direction for specific actions? |  |
|  |  | Does the assessment program offer the reports you need? |  |
|  |  | Are their different reports for different audiences? |  |
|  |  | Will the reports make sense to the intended audience? |  |
|  |  | Can you download the reports? |  |
|  |  | Can you share them easily? |  |
|  |  | Can you manipulate them? |  |
|  |  | Do you get to select or determine the types of reports you will use? |  |
|  |  | Is there additional cost? |  |
|  |  | Do you want to dedicate budget to this expenditure? |  |
| **ADMINISTRATION/**  **IMPLEMENTATION** |  |  | What kind of time will you need to administer? |  |
|  |  | What is the turnaround time for getting results? |  |
|  |  | Will this be on-line or paper? |  |
|  |  | If on-line, are their technology considerations? |  |
|  |  | Are their costs, and if so – what do they cover? |  |
|  |  | Who will administer the assessment? |  |
|  |  | Who will score the assessment? |  |
|  |  | Does the administrator need special training? |  |
|  |  | Are the directions adequate? |  |
|  |  | Are the directions clearly stated? |  |
|  |  | What kind of professional development is available to staff for administering, reading reports and disaggregating data? |  |
|  |  | Are their additional costs for professional development? |  |

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