

# ASSESSMENT VALIDATION CHECKLIST

## ASSESSMENT INFORMATION

Title of Assessment: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ Author: \_\_\_\_\_

Validation Team: \_\_\_\_\_

## QUALITY ALIGNED INSTRUCTION

6–8 MINUTES 

### 1 Alignment

- Is clearly aligned to competencies and to specific content standards and habits.
- Is clearly aligned to 21st century skills.
- Is aligned to appropriate depth of knowledge (DOK) to assess the standard. Identify and check DOK levels assessed below. For example, an essay would mostly assess DOK 3, but some DOK 2 items might also be included. Check “most” for DOK 3 and “some” for DOK 2.

**DOK 1:** recall; memorization; simple understanding of a word or phrase

(  most of assessment/  some of the assessment/  none of the assessment)

**DOK 2:** Covers level 1 plus: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts.

(  most of assessment/  some of the assessment/  none of the assessment)

**DOK 3:** Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.

(  most of assessment/  some of the assessment/  none of the assessment)

**DOK 4:** Requires higher-order thinking, including complex reasoning, planning, and developing of concepts.

Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

(  most of assessment/  some of the assessment/  none of the assessment)

- Assesses what is intended to be assessed—will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding provided (e.g., task broken into smaller steps: graphic organizer to preplan a response) does not change what is actually being assessed.
- The assessment is scheduled appropriately in the year, with enough teaching time provided to allow all students to successfully complete it.



**Alignment Notes**

**QUALITY TASK DESIGN**

**10–12 MINUTES**

**2 Clarity and Focus**

- Addresses an essential issue, big idea, or key concept or skill of the unit/course.
- Is linked to ongoing instruction (within a unit of study/course).
- Directions clearly indicate what the student is being asked to do.
- Includes what will be assessed individually by the student (even if it is a group task).



<b>Clarity and Focus Notes</b>	
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**3 Student Engagement**

- Provides opportunity for ownership and decision making, requiring the student to be actively engaged.
- Focuses on significant content and addresses authentic problems and issues from the world outside the classroom.
- Includes multiple modalities for students to engage with content.



<b>Student Engagement Notes</b>	
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**4 Criteria and Levels**

- Rubric(s) or scoring guide(s) assess identified competencies and content standards.
- Exemplars or models illustrate expectations aligned to identified competencies and standards.



<b>Criteria and Levels Notes</b>	
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**5 Fairness**

- The task is fair and unbiased in language and design.
- Rubric or scoring guide is clear.
- Material is familiar to students from identifiable cultural, gender, linguistic, and other groups.
- The task is free of stereotypes.
- All students have access to resources (e.g., Internet, calculators, spell check, etc.).
- Assessment conditions are the same for all students.
- The task can be reasonably completed under the specified conditions.
- Allows for accommodations for students with IEPs/504 plans.



<b>Fairness Notes</b>	
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## 6 Adherence to Principles of Universal Design

- Instructions are free of wordiness and irrelevant information.
- Instructions are free of unusual words students may not understand.
- Format/layout conveys focus of expected tasks and products.
- Format clearly indicates what actual questions and prompts are.
- Questions are marked with graphic cues (bullets, numbers, etc.).
- Format is consistent.



**Adherence  
to Principles  
of Universal  
Design Notes**

## QUALITY DATA ANALYSIS

8–10 MINUTES

(This section occurs only if student work is presented.)

## 7 Student Work Analysis

- Student work sample demonstrates proficiency/mastery (with evidence of DoK level 3 or 4 performance) of the assessed competencies and standards for the grade level and discipline.
- If assessment is a common assessment or used for high-stakes decisions, student work can be scored reliably by all scorers using scoring guide and information provided.



**Student Work  
Analysis  
Notes**

## VALIDATION TEAM RECOMMENDATION

8–10 MINUTES

- Validation pending:** Please review feedback and make revisions.
- Validation complete:** Please submit final edited version to team leader.



**Overall  
Feedback**