**Assessment Approval Checklist for Type III and Type III Assessments**

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade/Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Alignment**

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | No |  | Comments |
|  |  | Is the standard being assessed content and grade appropriate? |  |
|  |  | Are the questions/tasks aligned to the standard(s) being assessed? |  |
|  |  | Are the learning objectives (I CAN statements) clearly reflected in this assessment? |  |
|  |  | Are the performance based tasks/questions aligned to the performance descriptors described in the standards? |  |

**Design for Growth**

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | No |  | Comments |
|  |  | If giving mirrored assessments, do the mirrored assessments test the same content and have the same expectations per assessment? |  |
|  |  | Do the questions/tasks allow students to show sustained learning and growth? |  |
|  |  | Will the entire assessment have the capability to produce data that will demonstrate student growth? |  |

**Validity and Reliability**

|  |  |  |  |
| --- | --- | --- | --- |
| Yes | No |  | Comments |
|  |  | Are the directions/questions written concisely without overly complex vocabulary? |  |
|  |  | Is there a protocol/method to ensure consistency between classes? (Are you providing the same testing environment, directions, timing, etc.?) |  |
|  |  | Do clear rubrics exist for open-ended questions or performance based tasks? |  |

I approve of this assessment/task and any accompanying rubrics without further change.

Signature of evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Signature of teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_