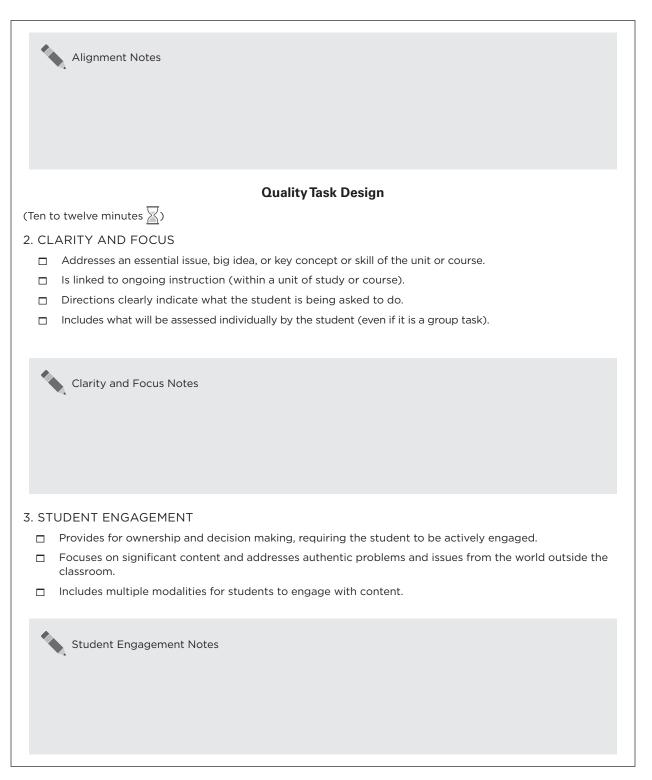
### **Assessment Validation Checklist**

			Assessmen	t Information					
Title of Assessment:			Date:						
Grade and Subject: Author:									
Valida	tion Te	eam:							
Quality Aligned Instruction									
(Six to eight minutes $\overline{\mathbb{Z}}$ )									
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 to assess the standard. Identify and check the following assessed DOK levels. 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	l: Recall; memorization; simp	le understandin	ng of a word or phrase					
		Most of the assessment		Some of the assessment		None of the assessment			
	<b>DOK 2:</b> 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 the assessment		Some of the assessment		None of the assessment			
	<b>DOK 3:</b> 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 the the assessment		Some of the assessment		None of the assessment			
	conce	l: Requires higher-order thinkepts. Usually applies to an exter; critiques an issue across tirer investigations or research p	ended task or me periods or r	project. Examples: eval	luates sev	veral works by the same			
		Most of the 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 (such as a task broken into smaller steps or a graphic organizer to preplan a response) does not change what is actually being assessed.								
		ssessment is scheduled appr nts to successfully complete		year, with enough tead	ching time	e provided to allow all			

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<ul> <li>4. CRITERIA AND LEVELS</li> <li>Rubrics or scoring guides assess identified competencies and content standards.</li> <li>Exemplars or models illustrate expectations aligned to identified competencies and standards.</li> </ul>						
•	Criteria and Levels Notes					
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 (such as Internet, calculators, spell check, and so on).					
	Assessment conditions are the same for all students.					
	The task can be reasonably completed under the specified conditions.					
	Allows for accommodations for students with lindividual Education Programs or 504 plans.					
	Fairness Notes					

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DHERENCE TO PRINCIPLES OF UNIVERSAL DESIGN				
Instructions are free of wordiness and irrelevant information.				
Instructions are free of unusual words students may not understand.				
Format and 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, and so on).				
Format is consistent.				
Adherence to Principles of Universal Design Notes				
section occurs only if student work is presented.)				
TUDENT WORK ANALYSIS				
Student work sample demonstrates proficiency and mastery (evidence of DOK level 3 or 4 performance) of the assessed competency.				
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				

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Validation Team Recommendation					
(Eight to ten minutes \( \overline{\pi} \)					
□ <b>Validation pending</b> : Please review feedback and make revisions.					
□ <b>Validation complete:</b> Please submit final edited version to team leader.					
Overall Feedback					

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Source: Center for Collaborative Education. (2012). Quality performance assessment: A guide for schools and districts. Boston: Author. Accessed at www.ode.state.or.us/wma/teachlearn/testing/resources/qpa\_guide\_oregon.pdf on February 8, 2017. Adapted with permission.