

Review Your Current Assessment With the Three Design Qualities

Use this template to determine how well your current assessments align with three design qualities synthesized from the work of many experts in this field: (1) designing with precision, (2) employing effective action, and (3) fostering student investment.

	Criteria	Yes	Somewhat	Unsure	No	Not Applicable
Designing With Precision	1. Are the learning goals clear?					
	2. Do the learning goals represent the most important goals for this particular assessment at this particular time?					
	3. Is there a mix of methods represented on the assessment, or is there a plan to provide students with the opportunity to show their understanding in multiple ways?					
	4. Is there a mix of cognitive levels? Does this assessment reflect the cognitive level required in the standard and does it capture the <i>why</i> ?					
	5. Does the structure, layout, and setup of questions create the best possible conditions for students to show their understanding?					
	6. Are the directions present, and are they clear and concise? Does the visual layout of the assessment make it easy to understand and read?					
	7. If utilizing a technology tool, do students have the training needed to be able to use the tool in a meaningful way? Do they have access to and an understanding of what they need to utilize the tool?					
	8. Are the assessment questions or exercises written well—meaning, are they clear, succinct, and generally not confusing? Are they written in such a way that the answer to one question does not give away the answer to another?					
	9. Are the items written so they will provide information on students' strengths and weaknesses?					
	10. Is there anything in the assessment itself or in the conditions under which it would be administered that could lead to inaccurate estimates of student learning?					

Employing Effective Action	11. Are scores communicated to reflect learning?					
	12. If formative, is there a plan to provide students with descriptive feedback, to require revision, or to fix and learn from mistakes?					
	13. If summative, will students reflect upon the information from the assessment? Will they be able to identify their strengths and next steps based on the marks, grades, or rubric scores.					
Fostering Student Investment	14. Will the students identify strengths and next steps?					
	15. Will students make revisions to their work? Will students have the opportunity to create or produce work that shows higher achievement?					
	16. Will students set goals for future study?					
	17. Will students have opportunities to describe the extent to which they see this work as relevant and engaging, supportive (formative), or representative (summative) of their learning?					

Identify strengths of the assessment based on your answers to the design-quality checklist.

1.

2.

Identify revisions to the assessment based on your answers to the design-quality checklist.

1.

2.