



8.1 | Understand: Developing Assessments Checklist

This is a copy of Table 8.5 Developing Assessments from *Streamlined ID* (2027).

A STREAMLINED CHECKLIST FOR ASSESSMENTS

Use this checklist to consider and improve the quality of your assessments and assessment practices:

GENERAL ASSESSMENT QUALITY

- ☐ Is the assessment appropriately aligned to the corresponding outcome?
- ☐ Are assessment items written with regard to the prerequisites identified for the instruction?
- ☐ Does the type of assessment reflect the identified pedagogical approach?
- ☐ Is each assessment reasonable given the scope of the content, the prior knowledge and ability of the target audience, the nature of the learning context, and the time available?
- ☐ For a given instructional unit, is the quantity and scope of all graded assignments appropriate & reasonable?
- ☐ Are alternative assessments adequately authentic?
- ☐ Do assessments provide options to accommodate different learner needs, interests, backgrounds, and abilities?
- ☐ Can the assessments be adjusted to accommodate learner differences in physical and cognitive abilities?
- ☐ Has the assessment been pilot-tested to obtain an accurate estimate of the time required to complete it, or will it be flexibly administered to identify design errors in the criteria or indicators of mastery or proficiency?

TRADITIONAL ASSESSMENT QUALITY

- ☐ Does each item measure something worthwhile that has been identified in an instructional outcome?
- ☐ Are test items written so that, if the learner knows the content, the answer options are clearly right or wrong?
- ☐ Does the question stem provide all information the learner needs to effectively evaluate answer options?
- ☐ Is the language used simple, concise, and at a readability level appropriate to the target audience?
- ☐ Are there any repeated words at the start of each answer option that could be placed in the question stem?
- ☐ For completion-type questions, are all question stem/answer option combinations grammatically correct?
- ☐ Does the language used avoid double negatives and complicated sentence structure?
- ☐ Have you made careful use of answer options that feature: always, never, all of the above, and none of the above? (Note that some combinations of these options can be confusing, and you risk measuring the learner's ability to work their way through the question rather than testing their knowledge of the content.)
- ☐ For fill-in-the-blank assessments, is the omitted word or phrase to be supplied by the learner at the end of the question stem? (Placing the blank at the beginning or middle of the question stem can be confusing.)
- ☐ Did you use appropriate verbs to vary the type of thinking skills required by test items? (E.g., using verbs at the applicable Bloom's thinking skill levels, as indicated by your outcomes.)
- ☐ Did you or someone else review the assessment to catch typos, ambiguities, unfair items, etc.?

ALTERNATIVE ASSESSMENT QUALITY

- ☐ Do you include a variety of appropriate alternative assessments (e.g., projects, papers, debates, peer- and self-assessments, checklists and inventories, portfolios, and multimedia products)?
- ☐ Are your alternative assessments performance-oriented, measuring both the learner's response and the thought processes or group processes involved in arriving at the response?
- ☐ Do the assessments require learners to reflect on their own learning and success?
- ☐ Do they require application of the knowledge and skills mastered, demonstrating a grasp of the content?
- ☐ Do assessments focus on real-world, authentic, and meaningful tasks relevant for the target learners?
- ☐ Did you select an authentic task for the assessment and identify standards/criteria for task performance?
- ☐ Did you provide a rubric or performance checklist to communicate expectations to learners?