**GROWTH ASSESSMENT CHECKLIST AND APPROVAL FORM 4**

1. **Alignment and Complexity**

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| --- | --- | --- | --- |
| **Yes** | **No** |  | **Comments** |
|  |  | Are the essential skills or knowledge objectives clearly reflected in this assessment? |  |
|  |  | Are all questions aligned to the standards? |  |
|  |  | Does the focus of the assessment match the focus of the curriculum and instruction in the class? |  |
|  |  | Does the assessment vertically align with the next class/course? |  |
|  |  | Do the questions match the full range of cognitive demand required by this class? |  |
|  |  | Is this assessment balanced with appropriate amounts of questions at each level of cognitive demand? |  |
|  |  | **CATEGORY APPROVED?** |  |

1. **Design for Growth**

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** | **No** |  | **Comments** |
|  |  | Do the questions allow high and low-achieving students to adequately demonstrate their knowledge? |  |
|  |  | Are the assessment items mirrored so that they produce comparable data? |  |
|  |  | Do the questions allow students to show sustained learning and growth? |  |
|  |  | Does this assessment provide growth information to determine if instructional methods are working or not? |  |
|  |  | **CATEGORY APPROVED?** |  |

1. **Validity and Reliability**

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| --- | --- | --- | --- |
| **Yes** | **No** |  | **Comments** |
|  |  | Does the assessment accurately measure what it was designed to measure? |  |
|  |  | Are the questions written concisely without overly complex vocabulary? |  |
|  |  | Is there a protocol/method to ensure consistency between classes? (Tier 2) |  |
|  |  | Do clear rubrics exist for open-ended questions or performance based tasks? |  |
|  |  | **CATEGORY APPROVED?** |  |

1. **Approval for each Category/Overall Approval**

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes** | **No** |  | **Comments** |
|  |  | Alignment and Complexity |  |
|  |  | Design for Growth |  |
|  |  | Validity and Reliability |  |
| **OVERALL APPROVAL** | | Department Members: | |
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