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| **Title of Assessment:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Submitted By:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Grade Level/Subject:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Submission Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Is this a resubmission? Yes No****Review Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Approved:** **Yes No** |
| **Context of the assessment within the unit?** |
| **CFA/SLO Assessment Checklist** |
| **Priority standards** are listed either above, or are connected to, the appropriate evidence item(s) | **Yes No** |
| ***Comments*** |
| **Level of rigor** for each item is at the intended level of the standard or to the current level in regard to scope and sequence | **Yes No** |
| ***Comments*** |
| **Formatting** is simple, clean, and enhances the clarity of directions | **Yes No** |
| ***Comments*** |
| **Scaffolding** of evidence items is apparent, appropriate, and logical | **Yes No** |
| ***Comments*** |
| **A variety of evidence items** are used to garner the highest level of confidence in student proficiency | **Yes No** |
| ***Comments*** |
| Evidence items allow teacher to identify and address student errors and **drive instructional planning** | **Yes No** |
| ***Comments*** |
| **Directions** are clear and concise | **Yes No** |
| ***Comments*** |
| **Best practice guidelines** are followed for select response items | **Yes No** |
| ***Comments*** |
| **Best practice guidelines** are followed for constructed response items | **Yes No** |
| ***Comments*** |
| A **scoring guide** and/or **rubric** is provided | **Yes No** |
| ***Comments*** |