Content Area/Subject: _____   **Name of Assessment:** _____
Grade Level: _____   **Date of Review:** _____
Educator Reviewer (s): _____

Utah SLO High Quality Assessment Review Tool

Part 1: Assessment Profile

Item Types – check all that apply (Note: there is often overlap among certain item types):

☐ **Constructed Response** (essay, multi-step response with explanation and rationale required for tasks)

☐ **Product** (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)

☐ **Performance** (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)

☐ **Short Answer** (short constructed response, complete a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)

☐ **Selected Response** (multiple choice, true-false, matching, etc.)

The assessment includes – check all that apply (Note: include as much information as possible to provide a clear picture of the assessment):

☐ **Teacher directions** (may include prerequisites/description of instruction before giving the assessment; e.g., this assessment should be given after students have learned…)

☐ **Scoring guide/rubric**

☐ **Sample evidence** (to show what student performance might look like)

☐ **Materials** (if needed to complete the assessment)

☐ **Estimated time** (for assessment administration)

☐ **Student directions & assessment task/prompt** – (what does the student see/use?)

☐ **Other:**

The assessment is administered – check all that apply:

☐ **Whole Group**

☐ **Small Group**

☐ **Individual**

☐ **Paper and Pencil**

☐ **Computer**

☐ **Other:**

Based on the content evaluated by the task or the set of items reviewed, identify what purpose the assessment serves – check all that apply:

☐ **Summative**
☐ **Diagnostic**
☐ **Report Card Grade**
☐ **Interim**
☐ **Other:**

Content Area/Subject: _____ Name of Assessment: _____

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Utah SLO High Quality Assessment Review Tool

A high quality teacher-created assessment should be … Aligned
Part 2: Alignment
Identify the SLO that this assessment is used for:
Indicate the Utah Core Standards evaluated by the assessment:
Indicate any standards included on the SLO that are not assessed by this assessment (Note: the SLO should identify any other assessments used to measure the SLO):
Indicate any additional standards evaluated by this assessment that are not included in the SLO: If additional standards are identified, explain whether only the relevant portions of the assessment are being used or if the results from the entire assessment are being used for the SLO:
Identify the Depth-of-Knowledge range of the standards measured by the assessment (see Webb's DOK chart- *Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.*): ☐ **DOK 1:** recall and reproduction ☐ **DOK 2:** skills and concepts ☐ **DOK 3:** strategic thinking/reasoning; requires deeper cognitive processing ☐ **DOK 4:** extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts
Compare the Depth-of-Knowledge range of items on this assessment to the Depth-of-Knowledge range of the standards included in the SLO: ☐ **Fully aligned** ☐ **Partially aligned** ☐ **Not aligned**
Describe the content knowledge/concepts assessed:
Describe the skills/performance assessed:

Content Area/Subject: _____   **Name of Assessment:** _____
Grade Level: _____   **Date of Review:** _____
Educator Reviewer (s): _____

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Explain the sufficiency of items or tasks on the assessment to target each standard being assessed:
Explain why the assessment item types used to measure the content are most appropriate:
To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding standards?   ☐ **Full match** – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding Utah Core Standard(s)/curriculum   ☐ **Close match** – most tasks or items address the relevant skills and knowledge described in the corresponding Utah Core Standard(s)/curriculum   ☐ **Partial match** – many tasks or items partially address the skills and knowledge described in the corresponding Utah Core Standard(s)/curriculum   ☐ **Minimal match** – some tasks or items match some relevant skills and knowledge described in the corresponding Utah Core Standard(s)/curriculum   ☐ **No match** – tasks or most items are not related to the skills and knowledge described in the corresponding Utah Core Standard(s)/curriculum
Are the set of items or tasks being reviewed as cognitively challenging as the Utah Core Standard(s)/curriculum? Use the definitions below to select your rating: ☐ **More rigor** – most items or the tasks reviewed are at a higher DOK level than the range indicated for the Utah Core Standard(s)/curriculum   ☐ **Similar rigor** – most items or the task reviewed are similar to the DOK range indicated for the Utah Core Standard(s)/curriculum   ☐ **Less rigor** – most items or the task reviewed are lower than the DOK range indicated for the Utah Core Standard(s)/curriculum
Comments/Suggestions for Improving Assessment Alignment
Provide evidence to support your responses:

Content Area/Subject: _____ **Name of Assessment:** _____

Grade Level: _____ **Date of Review:** _____

Educator Reviewer (s): _____

Utah SLO High Quality Assessment Review Tool

A high quality assessment should be … scored using clear Guidelines and Criteria
Part 3: Rubric/Scoring Guide
Rubric/Scoring Guide to be used with the assessment: ☐ **Generalized Rubric** (e.g., for persuasive writing, for all science labs, etc.) ☐ **Task-specific Rubric** (e.g., only used for the particular task) ☐ **Scoring Guidelines** (e.g., checklist with score points for each part) ☐ **Answer key, scoring template, computerized or machine scored** ☐ **Teacher Observation Sheet/Observation Checklist**
Explain how the rubric/scoring criteria are aligned to the assessment:
Explain how the score categories are clearly defined and coherent across performance levels:
Explain the degree to which the rubric/scoring criteria address all of the demands within the task or item:
Based on your review of the rubric/scoring criteria, would the scoring rubric most likely lead different raters to arrive at the same score for a given response?
How long will it take the teacher(s) to score each assessment? Is this practical given the number of students and the type of assessment?
Is there student work (e.g., anchor papers, videos, portfolios) which illustrates student mastery? If so, describe. If not, explain what student work would be needed:
Comments/Suggestions for Improvement for the Rubric/Scoring Guide
Provide evidence to support your responses:

Content Area/Subject: _____   **Name of Assessment:** _____

Grade Level: _____   **Date of Review:** _____

Educator Reviewer (s): _____

Utah SLO High Quality Assessment Review Tool

A high quality performance assessment should be…Fair and Unbiased
Part 4: Fair and Unbiased
The areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities. To what extent are the items or tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)? ☐ **Formatting is visually clear and uncluttered** ☐ **Formatting is somewhat clear and uncluttered** ☐ **Formatting is unclear, cluttered, and inappropriate for students** Provide an explanation of your response, if needed:
Are the directions and items or the task presented in as straightforward a way as possible for a range of learners? ☐ **Yes** ☐ **No** If no, please identify problematic items/tasks and provide suggestions for improvement:
Is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? ☐ **Yes** ☐ **No** If no, please identify problematic items/tasks and provide suggestions for improvement:
Describe how the assessment uses appropriate levels of academic language for the grade and content area:

Content Area/Subject: _____ **Name of Assessment:** _____

Grade Level: _____ **Date of Review:** _____

Educator Reviewer (s): _____

Utah SLO High Quality Assessment Review Tool

Accommodations are commonly categorized in five ways: presentation, response, setting, timing and scheduling, and linguistics. Considering these, identify and explain what type(s) of accommodations are provided/ should be provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed. *Please reference "Defining Features of Academic Language in WIDA's Standards" as needed.*

☐ *Presentation Accommodations – Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.*	
☐ *Response Accommodations—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.*	
☐ *Setting Accommodations—Change the location in which a test or assignment is given or the conditions of the assessment setting.*	
☐ *Timing and Scheduling Accommodations—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.*	
☐ *Linguistic Accommodations—Allow English Language Learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.*	

If applicable, explain how the assessment can be differentiated / extended for students identified as gifted and talented:

Comments/Suggestions for Improvement for Fair and Unbiased
Provide evidence to support your responses:

RECOMMENDATION FOR THIS ASSESSMENT:

☐ **No changes needed**

☐ **Changes needed**