



# ASSESSMENT VALIDATION COVER SHEET

## ASSESSMENT INFORMATION

Title of Assessment: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ Author: \_\_\_\_\_

Validation Team: \_\_\_\_\_

## ALIGNMENT INFORMATION

- Alignment to Common Core State Standard(s), competencies, habits, or other standards.  
\_\_\_\_\_
- Mission Alignment: How does this assessment fit into your school's local assessment system and align with your school's mission?  
\_\_\_\_\_
- What does this assessment intend to accomplish and how will results be used?  
\_\_\_\_\_
- How long do students spend on this unit and on this assessment, and when in the year/course do students complete it?  
\_\_\_\_\_

## VALIDATION QUESTIONS

- What accommodations are available to students? Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling.
  - Presentation accommodations: Allow students to access information in ways that do not require them to visually read standard print. These alternative modes of access are auditory, multisensory, tactile, and visual.
  - Response accommodations: Allow students to complete 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 the assessment is given or the conditions of the assessment setting.
  - Timing and scheduling accommodations: Increase the allowable time to complete an assessment and perhaps change the way the time is organized.
- Are there student anchor papers provided to illustrate proficient work and other levels?  
\_\_\_\_\_

## TYPE OF ASSESSMENT/ITEM TYPES (check all that apply)

Selected response (multiple choice, true-false, matching, etc.)

Short answer (short constructed response; fill in a graphic organizer or diagram; explain your thinking or solution; make and complete a table, etc.)

Product (essay, 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.)

**SCORING GUIDE** (please attach and check type below)

- Answer key, scoring template, computerized/machine scored
- Generalized rubric (e.g., for persuasive writing, for all science labs)
- Task-specific rubric (used only for this task)
- Checklist (e.g., with score points for each part)
- Teacher Observation Sheet/ Observation Checklist

**THIS TASK INCLUDES** (check all that are attached)

- Teacher directions
- Student directions
- Materials needed
- Estimated time
- Anchor papers or student exemplar(s)
- Other

**ADDENDUM FOR TUNING**

If you are still in the planning stages of your assessment, answer the following additional questions:

- What is our focusing question?
- On what aspect of our plan are we most hoping to receive feedback?
- What next steps do we anticipate taking that are not yet reflected in the current draft of our plan?
- How are we planning to scaffold for heightened student engagement?