



# 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?