**Kenai Peninsula Borough School District**

Assessment Quality Assurance Guide

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| **Teacher** |   | **School Year**  |   |
| **Subject** |   | **Grade** |   |
| **Team (if applicable)** |  |
| **Assessment Title**  |   |
|  |
| **Alignment to standards:** Is the Learning Objective clearly reflected in the assessment measure?  |
| Yes  | Partially  | No  |   |
|  |   |   | All items in the assessment align to the standard(s) addressed in the Student Growth Map (SGM).  |
|  |   |   | The assessment measure addresses the full range of topics and skills included in the SGM.  |
|  |   |   | The focus of the assessment mirrors the focus of the curriculum and standards.  |
|  |   |   | The items or task match the full range of cognitive thinking expected during the time frame of the SGM. |
|  |   |   | The assessment requires the students to engage in higher order thinking where appropriate.  |
| Comments:   |
| **Stretch:** Will all students be able to demonstrate growth on this assessment? |
| Yes  | Partially  | No  |   |
|  |   |   | The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content relevant items that will challenge the highest performing students, where applicable. |
| Comments:   |
| **Validity and Reliability:** Is the assessment measure a valid and reliable tool for the intended purpose?  |
| Yes | Partially  | No  |   |
|  |   |   | Assessment is written using appropriate grade and content-level vocabulary.  |
|  |   |   | Items or tasks are written clearly and concisely.  |
|  |   |   | Clear scoring rubrics or guidance exist for open‐ended questions or performance‐based assessments.  |
|  |   |   | A teacher can administer the assessment consistently across classes.  |
| Comments:   |