CHECKLIST FOR CREATING OR SELECTING TASKS THAT ASSESS MASTERY

All Items

❑ Is this the most appropriate type of item to use for the intended learning outcomes?

❑ Does each item or task require students to demonstrate the performance described in the specific learning outcome it measures (relevance)?

❑ Does each item present a clear and definite task to be performed (clarity)?

❑ Is each item or task presented in simple, readable language and free from excessive verbiage (conciseness)?

❑ Does each item provide an appropriate challenge (ideal difficulty)?

❑ Does each item have an answer that would be agreed upon by experts (correctness)?

❑ Is there a clear basis for awarding partial credit on items or tasks with multiple points (scoring rubric)?

❑ Is each item or task free from technical errors and irrelevant clues (technical soundness)?

❑ Is each test item free from cultural bias?

❑ Have the items been set aside for a time before reviewing them (or being reviewed by a colleague)?

Performance Items

❑ Does the item focus on learning outcomes that require complex cognitive skills and student performances?

❑ Does the task represent the content, skills, processes, and practices that are central to learning outcomes?

❑ Does the item minimize dependence on skills that are irrelevant to the intended purpose of the assessment task?

❑ Does the task provide the necessary scaffolding for students to be able to understand the task and achieve the task?

❑ Do the directions clearly describe the task?

❑ Are students aware of the basis (expectations) on which their performances will be evaluated in terms of scoring rubrics?

Source: Adapted from Linn, R. L., & Gronlund, N. E. (2000). *Measurement and assessment in teaching* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Used with permission.