

CHECKLIST FOR CREATING AND 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.