
SLG ASSESSMENT QUICK-REFERENCE CRITERIA CHECKLIST

The assessments used to set SLGs should be common amongst courses that are shared within the district.

Course Assessed: _____ Shared with others? Y/N

1. STANDARDS-BASED

- Learning targets: Standards-based and clearly stated.
- Appropriate weight is assigned in the assessment to each learning target (teacher estimation).
- The assessment is comprehensive and measures the course-long material (exception of the last few targets as evaluations are due before course ends in many cases).
- The question format and options for how the student answers the question measures the content and the skills described in the learning target.

2. DEPTHS OF KNOWLEDGE ADDRESSED

- The question format, options for how the student answers the question, and the way answers are scored measures the full range of complexity and depth of knowledge required in the learning target.
- Language from the Bethel Proficiency Rubric (back of this sheet) is present in the questions.
- In order to measure growth of all students, the level of questions range from low level to high level in depth of knowledge (Bloom's HOTS).

3. PROFICIENCY-ASSESSED

- Appropriate and equitable means of grading the assessment is provided.
- A level of proficiency can be assigned to the student for the pre-test and post-test (rubric for five point scale included on reverse).

4. BIAS LENS

- The assessment has been viewed through a sensitivity lens that pertains to gender, race, religion, student experience, etc.