

**Figure 4.5:  
Assessment Instrument Quality—Evaluation Tool**

Assessment Indicators	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
Identification and emphasis on learning targets	Learning targets are unclear and absent from the assessment instrument. Too much attention is on one target.	1	2	3	4	Learning targets are clear, included on the assessment, and connected to the assessment questions.
Visual presentation	Assessment instrument is sloppy, disorganized, difficult to read, and offers no room for work.	1	2	3	4	Assessment instrument is neat, organized, easy to read, and well spaced with room for teacher feedback.
Time allotment	Few students can complete the assessment in the time allowed.	1	2	3	4	Test can be successfully completed in time allowed.
Clarity of directions	Directions are missing and unclear.	1	2	3	4	Directions are appropriate and clear.
Clear and appropriate scoring rubrics	The scoring rubric is not evident or appropriate for the assessment tasks.	1	2	3	4	Scoring rubric is clearly stated and appropriate for each task or problem.
Variety of assessment task formats	Assessment contains only one type of questioning strategy and no multiple choice. Calculator usage not clear.	1	2	3	4	Assessment includes a variety of question types and assesses different formats, including calculator usage.
Question phrasing (precision)	Wording is vague or misleading. Vocabulary and precision of language is a struggle for student understanding.	1	2	3	4	Vocabulary is direct, fair, and clearly understood. Students are expected to attend to precision in responses.
Balance of procedural fluency and demonstration of understanding	Test is not rigor balanced. Emphasis is on procedural knowledge and minimal cognitive demand for demonstration of understanding.	1	2	3	4	Test is balanced with product- and process-level questions. Higher-cognitive-demand and understanding tasks are present.