EVALUATION CHECKLIST FOR ASSESSMENT/TEST ITEMS

Learning Area: _____ Grade Level: _____

Instructions:

1. Carefully read the test items to evaluate its compliance to the standards indicated in the criterion items under the four (4) indicators below.
2. Put a check mark (✓) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.
3. Write *Not Applicable (NA)* for criterion items that do not apply.

Standard/Criterion Items	**YES**	**NO**
Content		
1. Is the test item relevant to the learning outcomes?		
2. Is the test item free of copyright violations?		
3. Is the test item free from social content errors? e.g. biases, etc...		
4. Is the test item free from computational error?		
5. Is the test item free from conceptual error?		
Structure (Stem)		
1. Is the stem clear and concise?		
2. Is the stem well-constructed, providing sufficient context or information to answer the question?		
3. Is the stem free from irrelevant information which can confuse the test takers?		
4. Does the stem have a singular focus, presenting only one problem or question?		
5. Does the stem emphasize higher-order thinking?		
6. Does the stem contain jargons or complex terminologies that test-takers may not understand?		
Structure (Alternatives / Options)		
1. Are the alternatives plausible and relevant to the question?		
2. Are the alternatives stated clearly and concisely?		
3. Are the alternatives mutually exclusive; does not overlap with others?		
4. Are the alternatives grammatically consistent with the stem?		
5. Are the alternatives parallel in form?		

6. Are the alternatives homogeneous in content?		
7. Are the alternatives similar in length, avoiding obvious clues that may give away the correct answer?		
8. Are the alternatives free from specific determiners or absolute statements such as *always, only, never*, etc?		
9. Are the alternatives free from the use of the following phrases, "all of the above" and "none of the above"?		
10. Are the alternatives presented in a logical order (e.g., alphabetical or numerical) to avoid a bias toward certain positions.		
11. Is there only one correct or clearly best answer in each test item?		
Grammar & Mechanics		
1. Is the material free from grammatical errors?		
2. Are the words, whether local or foreign, correctly spelled?		
3. Are the punctuations observed properly?		
4. Are the rules on capitalization, hyphenation, setting off in italics or boldface followed?		
5. Are the test items free from redundancy? (No test items had been repeated.)		
Layout		
1. Is the font size and type appropriate for the grade level?		
2. Is the font size, font type, and spacing consistent all throughout?		
3. Does it have a clear identification such as title of test, subject, and grade level?		

Recommendation: (Please put a check mark ( ) in the appropriate box/line.)

- ❒ **Minor revision.** This material is found compliant to the minimum requirements. Revision based on the recommendations included in the *Summary of Content Findings* form and LR with marginal notes must be implemented.
- ❒ **Major revision.** This material is non-compliant to the requirements in one or more factors. Revision based on the recommendations included in the *Summary of Content Findings* form and LR with marginal notes must be implemented.
- ❒ **For field validation.** This material is found compliant to all factors with NO corrections.

Nature of Evaluation: **___ Content** **___ Language** **__ Layout and Format**

Evaluator: _____Signature: _____

Date: _____