

## TEST EVALUATION CHECKLIST

<b>TEST INSTRUMENT:</b>								
<b>Student Background Information</b>			<b>Comments</b>					
Culture(s):								
Language(s):								
Acculturation Level:								
Experience:								
Other factors:								
<b>Language</b>				<b>Degree of Applicability</b>				
				<b>Yes</b>	<b>No</b>			
<b>Issues to consider:</b>				<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Is the English proficiency necessary for successfully completing the instrument beyond the present academic language of the student?								
2. Does this instrument employ English vocabulary that is colloquial, regional, or unfamiliar to the student?								
3. Does this instrument rely heavily on receptive and expressive English language ability?								
4. Is there a parallel form of the instrument available in this student's native language or dialect?								
5. If so, are all of the items equivalent in difficulty and intent to the English version?								
6. Does the student have adequate experience with the academic language and academic tasks required?								
<b>Column Totals</b>								
<b>Applicability of Unmodified Content to Student/Group:</b>						<b>Applicability Score</b>		

# TEC

<b>Content</b>	<b>Degree of Applicability</b>				
	<b>Yes</b>	<b>No</b>			
<b>Issues to consider:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Is the student's ethnic and cultural group part of the sample?					
2. Is the experience level necessary for success on this instrument directly related to the assessment objectives?					
3. Given the student's cultural and experiential background, do any illustrations on this instrument represent unfamiliar or misleading content?					
4. Is the student's socioeconomic group part of the sample?					
5. Is the student's language or dialect group part of the sample?					
6. Is the specific focus of concern included in the test?					
7. Are the questions in the test familiar to the student?					
8. Given the student's cultural and linguistic background, do any items on this instrument represent unfamiliar or misleading content?					
9. Does the student have experience with the items illustrated?					
10. Does this instrument rely heavily on receptive and expressive English language ability?					
11. Has the student's level and rate of acculturation been identified?					
12. Will the results of this instrument yield instructionally meaningful information?					
13. Does the research or manual for this instrument report any differences in performance related to sociocultural or linguistic background?					
14. Does the student have experience with the tasks and processes used?					
<b>Column Totals</b>					
<b>Applicability of Unmodified Content to Student/Group:</b>				Applicability Score	

# TEC

<b>Format &amp; Procedures</b>	<b>Degree of Applicability</b>				
	<b>Yes</b>				<b>No</b>
<b>Issues to consider:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Is the testing environment and situation appropriate for this student's cultural background?					
2. Is the testing environment and situation appropriate for this student's linguistic background?					
3. Does the instrument demand an understanding of directions beyond the current capacity of the student?					
4. Does the instrument demand a level of reading and readiness preskills beyond the current capacity of the student?					
5. Does the instrument demand an understanding of questioning procedures beyond the current capacity of the student?					
6. Does the instrument demand an understanding of answer selection and marking procedures beyond the current capacity of the student?					
7. Does the instrument demand a level of writing and readiness preskills beyond the current capacity of the student?					
8. Does the student have experience with the format and procedures used?					
<b>Column Totals</b>					
<b>Applicability of Unmodified Procedures to Student/Group:</b>				Applicability Score	

# TEC

<b>Statistics</b>	<b>Degree of Applicability</b>				
	<b>Yes</b>	<b>No</b>			
<b>Issues to consider:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Has this instrument been standardized on a large enough sample from this student's specific sociocultural group to warrant reliance on the norms or criterion levels?					
2. Has this instrument been validated for the specific purpose for which it is being considered for this student?					
3. Are the validity and reliability measures within acceptable limits for this particular cultural population?					
4. Has this instrument been standardized on a large enough sample from this student's specific linguistic/dialectical group to warrant reliance on the norms or criterion levels?					
5. Are the validity and reliability measures within acceptable limits for this particular linguistic/dialectical population?					
<b>Column Totals</b>					
<b>Applicability of Unmodified Procedures to Student/Group:</b>				Applicability Score	

**COMMENTS:**

**Date Reviewed:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Evaluators:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_