

CHECKLIST for Creating & Evaluating a Constructed-Response Item (Arizona)

Use the checklist below in drafting, reviewing, evaluating, revising, and finalizing multiple-choice items.

SIGNIFICANCE OF THE ITEM

(Use a check mark to indicate “yes.” All boxes must be marked “yes” before submitting item to Coach.)

- 1. The item relates directly to a national standard and to an Arizona standard.
- 2. The item deals with information or a concept of importance, not with trivia.
- 3. The item is tightly focused so that it will be clear why a student gets it right or wrong.
- 4. If beyond recall or knowledge level, the item asks students to use higher-order thinking skills such as:
 - Comprehending an important concept or information
 - Applying a concept/skill to a different situation
 - Making an interpretation/drawing a conclusion
 - Comparing/contrasting concepts or information
 - Analyzing and/or evaluating a claim or generalization
- 5. The item addresses sensitivity issues and the concept of “universal design” for the broadest audience.

TECHNICAL QUALITIES OF THE ITEM

(Use a check mark to indicate “yes.” All boxes must be marked “yes” before submitting item to Coach.)

- 1. The intent of the stem and what the student is expected to do is clear.
- 2. Information in the stem does not inadvertently cue the response.
- 3. Negatives in the stem that would unnecessarily complicate understanding are avoided.
- 4. There is at least one plausible, accurate response to the stem.
- 5. The task demanded of the student is manageable within the timeframe.
- 6. The item is in “user-friendly” format.
- 7. Language usage and grammar in the stem are correct.
- 8. Superfluous wording in the stem is avoided.
- 9. Complex formats in the stem and overall item are avoided.
- 10. Scoring Criteria for 4 (highest), 3, 2, 1, and 0 are unambiguous and complete.
- 11. The stem and the scoring criteria fit correctly/appropriately with each other, grammatically and conceptually.
- 12. The item conforms to the SCASS Item Pool Style Guide for Item Format.
- 13. Any stimulus materials fit with the stem, are of high quality, and are adequately identified.
- 14. Any stimulus materials conform to the specifications of the Item Pool.
- 15. A task description (for other than short constructed-response items) is provided.
- 16. Any special materials, equipment, or setup have been adequately described.
- 17. Directions and script for assessment administrators have been provided (for other than short constructed-response items).