Criteria for Item Acceptability

Appendix to the TCAP Technical Report, 2012

Assumptions:

- ✓ Content standards framework is finalized.
- ✓ Blueprint is finalized.
- ✓ Test design is complete.
- ✓ Test specifications are complete.
- ✓ Item specifications are complete and customer validated.
- ✓ Review of item pool to avoid redundant development is complete.
- ✓ Art and passage specifications are complete.

It is the Assessment Editor's responsibility to ensure that the content of the item is sound and that the item attributes are accurate and meet project specifications. The following guidelines are to be used.

Webform Header
- ☐ specifies intended objective
- ☐ specifies one objective only (unless specifications indicate otherwise)
- ☐ specifies specific thinking skill and/or DOK
- ☐ specifies intended reporting category (e.g., standard)

Direction/Lead-in
- ☐ presents clear, explicit directions for completing the task

Stimulus/Passage-based items
- ☐ are truly passage/stimulus-dependent and are **not** answerable without reference to the passage/stimulus
- ☐ accurately quote the passage/stimulus excerpt in the item exactly as it appears in the passage/stimulus
- ☐ do **not** present clues to the correct answer choice for any other item in a stimulus/item set
- ☐ are designed (for RLA tests) to assess reading comprehension and **not** prior knowledge (unless so required by the objective)
- ☐ assess significant rather than trivial or marginal aspects of the passage/stimulus

Stem
- ☐ presents the student with a problem to solve or a task to do
- ☐ is sufficiently focused and clear so that the task is understood without being dependent on the answer choices for clarification
- ☐ does **not** clue correct answer choice
- ☐ will elicit intended response(s) as indicated in the rubric/correct response
- ☐ uses concise, precise, and unambiguous language

Answer Choices
- ☐ include one, and only one, correct answer
- ☐ include distractors that are plausible/attractive to students who have not mastered the objective or skill
- ☐ are parallel and mutually exclusive, containing no outliers
- ☐ are accompanied by rationales for distractors that are appropriate, clear, and precise
- ☐ are fact-checked in order to ensure that the correct answer is indisputably true and that distractors are indisputably false; facts should be verified with three sources. (Source verification requirement may vary by

program and content area, but sources must be authoritative, objective, and current, and may **not** include Wikipedia.)

General Item Criteria

- ☐ thinking skill needed is suitable to the objective and meets the DOK level specified
- ☐ item attributes, stem, and answer choices are placed in the correct fields in the webform
- ☐ context is appropriate and non controversial (e.g. no reference to drugs, weapons)
- ☐ item is free of potential sources of bias
- ☐ source documentation is provided
- ☐ item does not contradict real world factual or realistic information (e.g., measurements are realistic)
- ☐ item content is grade-appropriate (e.g. fourth grade students are not calculating the purchase price of cars)
- ☐ item is written at grade-appropriate reading/vocabulary level
- ☐ item is suitable for Braille (not a mandatory requirement for minimal item acceptability; training required)
- ☐ item format is suitable for online delivery
- ☐ constructed-response items assess higher-order thinking skills
- ☐ stimulus does not plagiarize language or ideas in source information
- ☐ proposed art is necessary, is as simple as possible, and adheres to the project art specifications and style guide
- ☐ item format and style follow criteria for universal design/plain language

Program-Specific Criteria

- ☐ item meets objective-specific content constraints
- ☐ items, as a group, meet program-specific specifications

Constructed-Response Rubrics/Exemplary Responses

- ☐ include sufficient number of exemplary responses to represent range of possible responses
- ☐ identify the most common correct responses as exemplary responses
- ☐ include the statement, "other valid response" (at the end of the list of exemplary responses)
- ☐ include exemplars at each score point if item specifications require
- ☐ demonstrate that it is possible to obtain each score point
- ☐ reflect that the item is worth the number of points it was assigned
- ☐ clearly describe, for each score point, a level of performance clearly distinguishable from all other score points
- ☐ use grade-appropriate language in construction of exemplary responses
- ☐ use precise, consistent, and unambiguous language across score point descriptions
- ☐ allow full credit for the second part of the response when it is correctly answered based on an earlier misconception
- ☐ are revised if item changes
- ☐ reflect that a full-credit response can be provided within the time budgeted for the item

Note to item writers: Criteria not met by items will be noted by an X in the box next to those specific criteria.