

Item Review Considerations

Consider **content match** to Voluntary State Curricula:

- Read item fully and carefully
- Determine skills and understandings students need to complete the activity
- Compare the desired proficiency with the VSC objective(s) identified
- Consider whether different or additional objectives might correspond

Consider **item type** by asking:

- Would students at this level understand this type of item?

Consider **item format** by asking:

- Would students at this level find this format clear and engaging?
- Is there an adequate and appropriate lead-in (to establish context)?
- Is the format accessible to students at this level in terms of layout?
- Is the response space appropriate for students at this level?

Consider **item wording** by asking:

- Is all language in the item clear and complete?
- Is the item written at the appropriate student level?
- Would the addition of definition(s) or example(s) be helpful?

Where appropriate, consider **item stimulus** by asking:

- Is this stimulus material authentic and not overused?
- Is this stimulus material appropriate for students at this level?
- Is this stimulus material likely to trigger any unintended and/or inappropriate responses?
- Does this item present an opportunity to use multicultural stimulus materials?

Consider **scoring tool type** by asking:

- Does the scoring tool type seem appropriate?
- Will this scoring tool type facilitate rapid, accurate scoring?

Consider **scoring scale** by asking:

- Does the score scale adequately account for the range of performance levels expected for this grade?
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Consider **score point descriptors** by asking:

- Should descriptors be adjusted based on the language of the objective(s) being assessed?
 - Should descriptors be adjusted based on the degree of demand for students at this grade level?
 - Do the descriptors capture the essential components of the activity?
 - Are the levels of performance clearly defined in the descriptors?
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Consider **answer cues** by asking:

- Will any answer cues need revision based on item revisions?
 - Are any answer cues incorrect or incomplete?
 - Do the answer cues convey the range of expected responses?
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Consider **sample responses** by asking:

- Will any sample responses need revision based on item revisions?
- Should any sample responses be revised to better reflect a fully successful performance by students at this grade level?