

### Assessment Item Writing Checklist

Use the checklist below to help steer the items you develop in the right direction. If you can answer “yes” to all or most of the questions on the checklist, your items are likely to challenge your students, accurately measure learning, and provide you with useful data.

- Does the item’s content and interactivity produce evidence of the mastery of the given standard?
  - Is the item precisely aligned to a given learning standard or competency? Does it assess mastery of that exact skill or competency?
  - Is the item free of bias and sensitivity issues that could interfere with its precision and ability to produce evidence of mastery?
  - Are the distractors (or incorrect answers) plausible but clearly incorrect? Are they based on common misconceptions or likely misinterpretations? Are correct answers clearly correct?
  - Are all answer choices roughly parallel in content, format, and construction? Do correct answers NOT stand out in any obvious or discernible way?
  
- Does the item’s content and interactivity produce evidence of the achievement of a specific cognitive complexity?
  - If the item is DOK 1, does it require the student to perform tasks such as recalling, recognizing, labeling, identifying, defining, calculating, listing, or similar or related actions?
  - If the item is DOK 2, does it require the student to perform tasks such as classifying, graphing, relating, summarizing, categorizing, inferring, distinguishing, or similar or related actions?
  - If the item is DOK 3, does it require the student to perform tasks such as assessing, comparing, differentiating, drawing conclusions, critiquing, hypothesizing, analyzing, citing evidence, or similar or related actions?
  - If the items is DOK 4, does it require the student to perform tasks such as creating, applying, synthesizing, proving, designing, or similar or related actions?
  
- If the item is technology-enhanced, is the technology leveraged in a way that makes the item more rigorous than a traditional multiple choice item?
  - Does it require students to think at a conceptual or strategic level?
  - Does it allow for multiple paths to the solution?
  - Does it require synthesis and analysis of multiple pieces of information at once?
  - Does it reduce opportunities for answer elimination or guessing?



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- Does it prepare students for the cognitive and technological demands of high-stakes tests?
- Do formative hints and feedback enhance the assessment experience?
  - Do they provide students with skill-based or conceptual scaffolding and/or morale-boosting encouragement that directs them toward the correct answers without revealing them?
  - Do they identify and explain misconceptions and misinterpretations that likely led to incorrect answers, and describe the thought processes needed to arrive at the correct answer?
- Are authentic stimuli, real-world examples, and plausible scenarios integrated in order to challenge and engage students?

