

Assessment Item Quality Criteria Checklists

Mathematics, Grades K–12

Assessment Item Quality Criteria Checklist

Process for Evaluating Items for Common Core State Standards-Aligned Assessments

Step 1: Solve the item.

Step 2: Evaluate the item according to the criteria on the following page. The criteria are set-up in a gated manner so that evaluators can quickly and systematically determine whether an item aligns to, or strays from, the expectations of the CCSSM. Evaluators use the right column to record “Yes/No/Revised” or “Revised” as appropriate.

- “Yes”: the item meets the expectations of the criterion;
- “No”: the item does not meet the expectation of the criterion;
- “Revised”: the item, as it currently exists, does not meet the criterion, but could be revised to do so; and
- in the second section, check “N/A” if the criterion is not applicable to the item.

Use the center column to explain your determination using evidence.

Have the Common Core State Standards for Mathematics open for continual reference.

Criteria for Evaluating Items for Common Core State Standards-Aligned Assessments

Evaluator has solved the item

Section 1: The item must meet all of the following to be considered further.

Item / Task	Evidence	Rating
<p>1A Alignment: Is the item directly and accurately aligned to the assessment target and Standard(s) indicated, including the Standards for Mathematical Practice(s) listed?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No
<p>1B Correctness: Is the item mathematically correct, including at least one appropriate solution and accurate use of mathematical vocabulary and symbols?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No
<p>1C Rationales and/or Top-Score Response: For a selected-response item (SR), are high-quality rationales (aligned to the assessment targets and Standard(s)) provided for the correct answer and each distractor? For a constructed-response item (CR), is a top-score response provided?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No
<p>1D Grade Appropriateness: Does the item reflect the coherence of the Standards by using appropriate mathematical vocabulary, numbers, and symbols for the grade or course?</p>		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No

If the item does not meet all of the criteria above and cannot be revised to do so, remove the item from consideration. Otherwise, proceed to the second section.

Criteria for Evaluating Items for Common Core State Standards-Aligned Assessments

Section 2: Items that pass the first gate must next meet the following criteria, possibly after revision.

Item / Task	Evidence	Rating	
<p>2A Linguistic Clarity: Is the written text of an item clear, unambiguous, and appropriate for the grade level with no construct-irrelevant linguistic complexity (e.g., negative phrasings, complex sentence structures)?</p>		<input type="checkbox"/> Yes	<input type="checkbox"/> Revised
		<input type="checkbox"/> No	<input type="checkbox"/> N/A
<p>2B Technical Quality: Does the item clearly communicate the expectation, preclude guessing, and refrain from clueing a student's response strategy?</p>		<input type="checkbox"/> Yes	<input type="checkbox"/> Revised
		<input type="checkbox"/> No	<input type="checkbox"/> N/A
<p>2C Accessibility: Is the item accessible, reflecting Universal Design for Learning (UDL) principles to maximize accessibility for ELL students and students with disabilities?</p>		<input type="checkbox"/> Yes	<input type="checkbox"/> Revised
		<input type="checkbox"/> No	<input type="checkbox"/> N/A
<p>2D Technology: If technology is used, is it clear, is it easily used by the students, does it improve measurement of the construct, and does it represent real-life use of technology, where applicable?</p>		<input type="checkbox"/> Yes	<input type="checkbox"/> Revised
		<input type="checkbox"/> No	<input type="checkbox"/> N/A

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Item / Task	Evidence	Rating
2E Complexity: Does the item align to the intended complexity required by the assessment claim and Standard(s) being assessed, without any needless complexity or difficulty?		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No <input type="checkbox"/> N/A
2F Context Quality: When a situational or real-world context is present for the item, is the context logical, grade appropriate, and necessary to assess the Standard?		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No <input type="checkbox"/> N/A
2G Stimuli: Are diagrams, pictures, or illustrations, clear, purposeful, and consistent with UDL principles?		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No <input type="checkbox"/> N/A
2H Rubric: For open-ended items, are rubrics clear, aligned to the assessment target, and valid for all solution paths?		<input type="checkbox"/> Yes <input type="checkbox"/> Revised <input type="checkbox"/> No <input type="checkbox"/> N/A