Quality Assurance Checklist

### Specification Table & Blueprint

- There is a sufficient sampling of targeted standards.
- The specifications reflect a balance between developmental readiness and time constraints.
- Time is considered for both educators and students.
- The cognitive demands reflect those articulated in the targeted standards.
- The measure consists of 35-50 points with the Level I/DoK I limited to one-third of the items/tasks.
- The blueprint lists the content standard ID number.
- The blueprint lists or references the targeted content standards.
- The blueprint designates item counts for each standard.
- The blueprint reflects a range of DoK levels.
- The blueprint item/task distribution reflects that in the specification tables.

### Item Specifications

#### Multiple Choice

- Presents a definite, explicit, and singular question.
- Includes appropriate qualifiers (e.g., best, most likely) if necessary.
- Worded positively (when possible).
- Only one (1) correct answer.
- All distractors are plausible and capture common misconceptions or errors.
- Answer option and distractors are the same length, structure, and format.
- All choices are grammatically consistent with the item stem.
- Contains no clues to the correct answer or to any other answer.
- Three answer options for grades K-1, four answer options for grades 2-12.
- Answer options are in ascending or descending order whenever possible.
- Charts, tables, graphs, and images are placed within the item/task.
- “All of the above” and “None of the above” have been avoided.
- Directions state what to do, where and how to respond, and point value.

#### Constructed Response

- Task is clearly defined and directions are specific.
- Uses appropriate verbs to communicate expectations (e.g., compare, predict).
If the question has multiple parts, the parts are clearly delineated (e.g., Part A, Part B).

The extent of the expected answer has been clearly stated (e.g., Give three reasons why...).

Directions state what to do, where and how to respond, and point value.

Reading level and vocabulary are developmentally appropriate.

Each CR item/task has a well-developed scoring rubric and sample answer.

### Scoring Key and Rubrics

- All items/tasks articulated on the blueprint are represented within the Scoring Key.
- MC items have been validated to ensure only one correct answer among the possible options provided exists.
- MC answers do not create a discernible pattern.
- MC answers are “balanced” among the possible options.
- Scoring Key answers are revalidated after the final operational form reviews are complete.
- CR items/tasks have scoring rubrics that reflect a performance continuum.
- CR items/tasks include sample responses for each level of performance.
- CR scoring rubrics are clear and concise.
- CR scoring rubrics include all dimensions (aspects) of the tasks presented to the students.
- CR scoring rubrics avoid including non-cognitive (motivation, timeliness, etc.) or content irrelevant attributes.

### Operational Forms

- Directions state what to do, where and how to respond, and the point value for items/tasks.
- Items/tasks on the operational form reflect the blueprint.
- Form layout minimizes “white space”, “crowding of items”, and distance from stem to response options/placement.
- Forms are free from unclear, small, or unnecessary images, figures, charts, or graphs.

### Fairness and Sensitivity

- Items are sensitive to different cultures, religions, ethnic and socio-economic groups, genders, and disabilities.
- Test avoids text that may elicit strong emotions in specific groups of students and prevent those students from accurately demonstrating their skills and knowledge.

### Accessibility

- Clear, concise wording
- Present tense and active voice when possible
- No colloquialisms or words with double meanings
- Charts, tables, graphs, and diagrams are clear and understandable

### Alignment

- Items/tasks clearly address the standard identified in the item tag.
- DoKs listed reflects the depth of knowledge of the item.
- Item weight and type are consistent between the blueprint and the item.
- Items/tasks reflect the depth and breadth of the targeted standards.

**Bias**

- Items/tasks do not contain subject matter advantaging any particular student group.
- Items/tasks are not influenced by items or provide clues to the correct answer.

**Rigor**

- Items/tasks, both individually and in the totality of the performance measure, are developmentally appropriate.
- Items/tasks, both individually and in the totality of the performance measure, are measuring higher-order thinking skills.

**Administrative Guidelines**

- Guidelines explain administrative steps before, during, and after testing.
- Requirements for completing the performance measure items/tasks, including conditions, equipment, and material, are included.
- Approximate time needed to complete the overall performance measure is provided.
- Detailed “scripts” articulate the information to be communicated in a standardized manner.

**Notations:**