

## Quality Assurance Checklist

Specification Table & Blueprint
<input type="checkbox"/> There is a sufficient sampling of targeted standards.
<input type="checkbox"/> The specifications reflect a balance between developmental readiness and time constraints.
<input type="checkbox"/> Time is considered for both educators and students.
<input type="checkbox"/> The cognitive demands reflect those articulated in the targeted standards.
<input type="checkbox"/> The measure consists of 35-50 points with the Level I/DoK I limited to one-third of the items/tasks.
<input type="checkbox"/> The blueprint lists the content standard ID number.
<input type="checkbox"/> The blueprint lists or references the targeted content standards.
<input type="checkbox"/> The blueprint designates item counts for each standard.
<input type="checkbox"/> The blueprint reflects a range of DoK levels.
<input type="checkbox"/> The blueprint item/task distribution reflects that in the specification tables.
Item Specifications
Multiple Choice
<input type="checkbox"/> Presents a definite, explicit, and singular question.
<input type="checkbox"/> Includes appropriate qualifiers (e.g., best, most likely) if necessary.
<input type="checkbox"/> Worded positively (when possible).
<input type="checkbox"/> Only one (1) correct answer.
<input type="checkbox"/> All distractors are plausible and capture common misconceptions or errors.
<input type="checkbox"/> Answer option and distractors are the same length, structure, and format.
<input type="checkbox"/> All choices are grammatically consistent with the item stem.
<input type="checkbox"/> Contains no clues to the correct answer or to any other answer.
<input type="checkbox"/> Three answer options for grades K-1, four answer options for grades 2-12.
<input type="checkbox"/> Answer options are in ascending or descending order whenever possible.
<input type="checkbox"/> Charts, tables, graphs, and images are placed within the item/task.
<input type="checkbox"/> "All of the above" and "None of the above" have been avoided.
<input type="checkbox"/> Directions state what to do, where and how to respond, and point value.
Constructed Response
<input type="checkbox"/> Task is clearly defined and directions are specific.
<input type="checkbox"/> Uses appropriate verbs to communicate expectations (e.g., compare, predict).



<input type="checkbox"/> If the question has multiple parts, the parts are clearly delineated (e.g., Part A, Part B).
<input type="checkbox"/> The extent of the expected answer has been clearly stated (e.g. Give three reasons why...).
<input type="checkbox"/> Directions state what to do, where and how to respond, and point value.
<input type="checkbox"/> Reading level and vocabulary are developmentally appropriate.
<input type="checkbox"/> Each CR item/task has a well-developed scoring rubric and sample answer.
<b>Scoring Key and Rubrics</b>
<input type="checkbox"/> All items/tasks articulated on the blueprint are represented within the Scoring Key.
<input type="checkbox"/> MC items have been validated to ensure only one correct answer among the possible options provided exists.
<input type="checkbox"/> MC answers do not create a discernible pattern.
<input type="checkbox"/> MC answers are “balanced” among the possible options.
<input type="checkbox"/> Scoring Key answers are revalidated after the final operational form reviews are complete.
<input type="checkbox"/> CR items/tasks have scoring rubrics that reflect a performance continuum.
<input type="checkbox"/> CR items/tasks include sample responses for each level of performance.
<input type="checkbox"/> CR scoring rubrics are clear and concise.
<input type="checkbox"/> CR scoring rubrics include all dimensions (aspects) of the tasks presented to the students.
<input type="checkbox"/> CR scoring rubrics avoid including non-cognitive (motivation, timeliness, etc.) or content irrelevant attributes.
<b>Operational Forms</b>
<input type="checkbox"/> Directions state what to do, where and how to respond, and the point value for items/tasks.
<input type="checkbox"/> Items/tasks on the operational form reflect the blueprint.
<input type="checkbox"/> Form layout minimizes “white space”, “crowding of items”, and distance from stem to response options/placement.
<input type="checkbox"/> Forms are free from unclear, small, or unnecessary images, figures, charts, or graphs.
<b>Fairness and Sensitivity</b>
<input type="checkbox"/> Items are sensitive to different cultures, religions, ethnic and socio-economic groups, genders, and disabilities
<input type="checkbox"/> Test avoids text that may elicit strong emotions in specific groups of students and prevent those students from accurately demonstrating their skills and knowledge.
<b>Accessibility</b>
<input type="checkbox"/> Clear, concise wording
<input type="checkbox"/> Present tense and active voice when possible
<input type="checkbox"/> No colloquialisms or words with double meanings
<input type="checkbox"/> Charts, tables, graphs, and diagrams are clear and understandable
<b>Alignment</b>



<input type="checkbox"/> Items/tasks clearly address the standard identified in the item tag.
<input type="checkbox"/> DoKs listed reflects the depth of knowledge of the item.
<input type="checkbox"/> Item weight and type are consistent between the blueprint and the item.
<input type="checkbox"/> Items/tasks reflect the depth and breadth of the targeted standards.
<b>Bias</b>
<input type="checkbox"/> Items/tasks do not contain subject matter advantaging any particular student group.
<input type="checkbox"/> Items/tasks are not influenced by items or provide clues to the correct answer.
<b>Rigor</b>
<input type="checkbox"/> Items/tasks, both individually and in the totality of the performance measure, are developmentally appropriate.
<input type="checkbox"/> Items/tasks, both individually and in the totality of the performance measure, are measuring higher-order thinking skills.
<b>Administrative Guidelines</b>
<input type="checkbox"/> Guidelines explain administrative steps before, during, and after testing.
<input type="checkbox"/> Requirements for completing the performance measure items/tasks, including conditions, equipment, and material, are included.
<input type="checkbox"/> Approximate time needed to complete the overall performance measure is provided.
<input type="checkbox"/> Detailed “scripts” articulate the information to be communicated in a standardized manner.

Notations:

