VIRGINIA SCHOOL UNIVERSITY PARTNERSHIP TEST ITEM CHECKLIST FILTER

Step 1: CREATE A NEW ITEM

ITEM QUALITY INDICATORS

<table>
<thead>
<tr>
<th>Adherence to SOL</th>
<th>Item Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>o _____ The question matches the SOL standard (verbs and nouns) and the Curriculum framework content.</td>
<td>o _____ The stem/prompt poses a clear, complete, well-focused question.</td>
</tr>
<tr>
<td>o _____ The question is coded to the correct SOL.</td>
<td>o _____ The information in the question is factually accurate.</td>
</tr>
<tr>
<td>o _____ The question is written at the appropriate reading level (non-content-vocabulary).</td>
<td>o _____ The item does not contain double negatives.</td>
</tr>
<tr>
<td></td>
<td>o _____ The content of the item does not stereotype, offend, or unfairly penalize students on the basis of ethnicity or SES.</td>
</tr>
<tr>
<td></td>
<td>o _____ There are no grammatical errors in the stem or answer options.</td>
</tr>
<tr>
<td></td>
<td>o _____ Graphics are clear and concise, not confusing to student; graphics are cited if needed.</td>
</tr>
</tbody>
</table>

Drag & Drop Specific Considerations

- Include clear directions modeled after the released SOLs:
  - “Click and drag ______________________ to the correct box.”
  - EX: “Click and drag the place value name to the correct box.” “Click and drag the correct number to the correct box.”

  - Draggers should have one-to-one correspondence.
  - Topics to be draggers have commonality.
  - Avoid going over one page in length.
  - Background image contains text or is a visual that directly corresponds to the content of the question. *Image is required.

Fill in the Blank Specific Considerations

- Include clear directions modeled after the released SOLs:
  - “Type your answer in the box.” –OR– “Type the answer in the box.

  - Answers should be short and precise.
  - Characters are allowed as a part of the answer.
  - Considers all possible responses including spelling variations so correct answers can be detected.

Hot Spot Specific Considerations

- Include clear directions modeled after the released SOLs:
  - “Click on a box to choose ______________________. You must select all correct examples” – OR- “Click on _______________ you want to select. You must select all correct numbers.”

  - The question must have more than one correct answer.
  - Review to ensure that two answers are not the same.
  - Review to ensure two incorrect options are not the same.
  - The intended answers are marked correct.
  - The maximum student selections are filled in if applicable.
  - The slider tool is used.

Multiple Choice Specific Considerations

The item stem is written as a complete question or an open-ended question (No fill-in-the-blank).

- The distracters (incorrect choices) are plausible.
- There is only one correct answer.
- Answer choices are similar in focus, phrasing, and length.
- There are no clues in the stem or answer choices.
- The answer options are written in parallel style, two or all four.
- Answer options are of a similar length.
- No answer appears different from others in structure.
VIRGINIA SCHOOL UNIVERSITY PARTNERSHIP TEST ITEM REVIEW PROCESS

Readiness for Item Bank:
Course___________________ Grade Level & SOL ____________________ Question # __________________

Blooms level designated (knowledge, comprehension, application, analysis, synthesis, evaluation) ________________________________

<table>
<thead>
<tr>
<th>Technology Enhanced Item (TEI)</th>
<th>-OR-</th>
<th>Multiple Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Drag &amp; Drop</td>
<td>_____ Fill in the Blank</td>
<td>_____ Hot Spot</td>
</tr>
</tbody>
</table>

Question SAVED in Interactive Achievement (BLUE) ____________

Step 2: REVIEW and RECOMMENDATIONS FROM READER # 1

_____ Review the item and make corrections as needed.

_____ Give the item a title by checking the “Customize Title” box in the “Information” tab at the top of the Editing Screen for the question. In the Title Box write “Ready for Review” and hit “Save” at the bottom of the editing screen. Leave the item in draft status (still blue).

Date Completed: ____________________ Initials of all reviewers: ____________________

Changes made/rationale:

_____ Question Titled “Ready for Review” in Interactive Achievement (STILL BLUE)

Step 3: REVIEW and RECOMMENDATIONS FROM READER # 2

_____ Review the item and make corrections as needed.

_____ Delete the title in the “Information” tab at the top of the Editing Screen for the question and hit “Save” at the bottom of the editing screen.

_____ Right click on the item and “submit” the item so that it is red.

Date Completed: ____________________ Initials of all reviewers: ____________________

Changes made/rationale:

_____ Question Title deleted and SUBMITTED in Interactive Achievement (RED)

Step 4: REVIEW and RECOMMENDATIONS FROM READER # 3

Date ____________________ Initial of LEAD Teacher: ____________________

_____ READY TO ENTER IN BANK AS IS

(APPROVED in Interactive Achievement)

_____ READY WITH SLIGHT REVISION

_____ RETURN TO WORKGROUP

Reason: