**TEMPLATE #2.1**

**Module 2.1: Develop Assessment Items and Tasks**

**Item Framework**

# Subject/Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Item Developer:** | | | **Unique Identification Number (UIN):** |
| **Tested Grade(s):** | **Item Type: [SR, SCR, ECR]** | | **Date Submitted:** |
| **Content Standard(s):** | | | **Depth of Knowledge (DoK) Level:** |
| **Item Purpose Statement:** | | | |
| **Image/Passage:** | | **Introduction:** | |
| **Stem/Task:** | | **Developed/Sample Answer:** | |
| **References/Sources:** | | | |

**Text-Dependent Analysis Framework**

**Subject/Course:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Task Developer:** | | **Unique Identification Number (UIN):** |
| **Tested Grade(s):** | **Item Type: [TDA]** | **Date Submitted:** |
| **Content Standard(s):** | | **Depth of Knowledge (DoK) Level:** |
| **Text/Passage:** | | |
| **TDA Question Purpose Statement:** | | |
| **Essential Understanding:** | | **Key Supporting Details:** |
| **Academic Vocabulary:** | | **Text Structures:** |
| **Scoring (Teacher):**   1. **Scoring Tools** 2. **Scoring Guidelines** 3. **Score/Performance Reporting** | | **Sample Answer:** |
| **References/Sources:** | | |

**Extended Performance Task Framework**

# Subject/Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Task Developer:** | | | **Unique Identification Number (UIN):** |
| **Tested Grade(s):** | **Item Type: [PT]** | | **Date Submitted:** |
| **Content Standard(s):** | | | **Depth of Knowledge (DoK) Level:** |
| **Task Purpose Statement:** | | | |
| **Administration (Teacher):**  **1a. Frequency:**  **1b. Accommodations:**  **1c. Resources/Equipment:** | | **Process (Student):**  **2a. Task Scenarios:**  **2b. Process Steps:**  **2c. Requirements:**  **2d. Products:** | |
| **Scoring (Teacher):**  **3a. Scoring Tools**  **3b. Scoring Guidelines**  **3c. Score/Performance Reporting** | | **Sample Answer:** | |
| **References/Sources:** | | | |

**Quality Control Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Task ID | Task | Status | Comment |
| 2.6 | Items/tasks are assigned correctly to the targeted content standards. |  |  |
| 2.7 | Items/tasks are assigned the correct cognitive level. |  |  |
| 2.8 | Items/tasks are developmentally appropriate (readability, content focus). |  |  |
| 2.9 | Items/tasks have been screened for sensitive subject matter. |  |  |
| 2.10 | Items/tasks have been screened for potential bias (e.g., contextual references, cultural assumptions, etc.). |  |  |
| 2.11 | Items/tasks have been screened for fairness, including linguistic demand and readability. |  |  |
| 2.12 | Items/tasks have been screened for structure and editorial soundness. |  |  |

**TEMPLATE #2.2**

**Module 2.2: Construct Operational Test Forms**

**Outline**

* **Traditional Design**
  1. Cover page
  2. Test-taker directions: Procedures
  3. Selected Response (SR) items
  4. Short and Extended Constructed Response (SCR, ECR) items
  5. Performance Task (PT) [Single Day]
* **Mixed Design**
  1. Cover page
  2. Test-taker directions: Procedures
  3. SR item, SR item, SCR item, SCR item, etc.
  4. ECR item, ECR item, PT [Single Day], PT [Multi-Day]
* **Phase Design**
  1. Cover page
  2. Test-taker directions: Procedures
  3. Phase I (First Administration Window)
     + SR items
  4. Phase II (Second Administration Window)
     + SCR and ECR items
  5. Phase III (Final Administration Window)
     + PT [Multi-Day] culminating event

**Quality Control Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Task ID | Task | Status | Comment |
| 2.1 | Operational form is developmentally appropriate (100% on grade-level). |  |  |
| 2.2 | Operational form is rigorous (60% DoK 2 or higher). |  |  |
| 2.3 | Operational form matches the targeted standards (100% accuracy). |  |  |
| 2.4 | Operational form has sufficient item/task density (5 items/points). |  |  |
| 2.5 | Operational form reflects the content pattern (95% coverage). |  |  |
| 3.1 | Specifications and/or blueprints reflect the operational form. |  |  |
| 3.2 | Administrative guidelines for teachers are clear and standardized. |  |  |
| 3.3 | Item/task directions for test-takers articulate expectations, response method, and point values. |  |  |
| 3.4 | Accommodation guidelines for SWD, 504, ELL, and others are referenced. |  |  |