

Assessment Item Quality Criteria Checklist – Mathematics Grades 3-High School

Process for Reviewing 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 reviewers can quickly and systematically determine whether an item aligns to, or strays from, the expectations of the CCSSM. Reviewers use the “Y/N/R” column by placing a:

- “Y” if the item meets the expectations of the criterion;
- “N” if the item does not meet the expectation of the criterion;
- “R” if the item, as it currently exists, does not meet the criterion, but could be revised to do so; and
- in the second gate, place “NA” in the middle column if the criterion is not applicable to the item.

Use the rightmost 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

Reviewer has solved the problem

FIRST GATE: The item must meet all of the following to be considered further.	Y/N/R	Explain
1.A Alignment: Is the item directly and accurately aligned to the assessment target and standard(s) indicated, including the Standards for Mathematical Practice(s) listed?		
1.B Correctness: Is the item mathematically correct, including at least one appropriate solution and accurate use of mathematical vocabulary and symbols?		
1.C 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?		
1.D Grade Appropriateness: Does the item reflect the coherence of the standards by using appropriate mathematical vocabulary, numbers, and symbols for the grade or course?		

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 gate.

SECOND GATE: Items that pass the first gate must next meet the following criteria, possibly after revision.	Y/N/R NA	Explain
2.A Linguistic Clarity: Is the text of an item written clear, unambiguous, and appropriate for the grade level with no construct-irrelevant linguistic complexity (e.g., negative phrasings, complex sentence structures)?		
2.B Technical Quality: Does the item clearly communicate the expectation, preclude guessing, and refrain from clueing a student's response strategy?		
2.C Accessibility: Is the item accessible, reflecting Universal Design for Learning (UDL) principles to maximize accessibility for ELL students and students with disabilities?		
2.D Technology: If technology is used, is it clear, easily used by the students, improves measurement of the construct, and represents real-life use of technology, where applicable?		
2.E 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?		
2.F 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?		
2.G Stimuli: Are diagrams, pictures, or illustrations, clear, purposeful, and consistent with UDL principles?		
2.H Rubric: For open-ended items, are rubrics clear, aligned to the assessment target, and valid for all solution paths?		

