**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. |  |  |