

Test Bank Item Creator's Name: \_\_\_\_\_

**VIRGINIA SCHOOL UNIVERSITY PARTNERSHIP TEST ITEM CHECKLIST FILTER**  
**CONSTRUCTED RESPONSE**

**Step 1: CREATE A NEW ITEM**

ITEM QUALITY INDICATORS

<p>Adherence to SOL</p> <ul style="list-style-type: none"><li>○ _____ The question matches the SOL standard (verbs and nouns) and the Curriculum framework content.</li><li>○ _____ The question is coded to the correct SOL.</li><li>○ _____ The question is written at the appropriate reading level (non-content-vocabulary).</li></ul>	<p>Item Construction</p> <ul style="list-style-type: none"><li>○ _____ The stem/prompt poses a clear, complete, well-focused question.</li><li>○ _____ The information in the question is factually accurate.</li><li>○ _____ The item does not contain double negatives.</li><li>○ _____ The content of the item does not stereotype, offend, or unfairly penalize students on the basis of ethnicity or SES.</li><li>○ _____ There are no grammatical errors in the stem or answer options.</li><li>○ _____ Graphics are clear and concise, not confusing to student; graphics are cited if needed.</li></ul>
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**Constructed Response Specific Considerations**

**The item stem is written in a constructed response format as follows:**

- The background knowledge is written in the following format:  Simple and Direct     Fictional student     Scenario
- \_\_\_\_\_ There is adequate background knowledge to establish context (subject matter).
- \_\_\_\_\_ There is adequate background knowledge to provide a quick reminder of passage, problem or graphic.
- \_\_\_\_\_ There is a content-related task or request to accomplish.
- \_\_\_\_\_ There is a content-related task is a recognizable command or question.
- \_\_\_\_\_ The content-related task requires application, analysis, synthesis or evaluation.
- \_\_\_\_\_ The content-related task allows for at least two ways to answer the problem.
- A rubric is established using one of the following formats:  Teacher-designed rubric     Standardized rubric

**Readiness for Item Bank:**

Course \_\_\_\_\_ Grade Level & SOL \_\_\_\_\_ Question # \_\_\_\_\_

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

<b>Technology Enhanced Item (TEI)</b>
_____ Constructed Response

Question **SAVED** in Interactive Achievement (BLUE) \_\_\_\_\_

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**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.
- \_\_\_\_\_ 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: