



Item Writing Checklist for Items Aligned to the *Next Generation Science Standards*

	Alignment	Clarity/ Grade-Level Appropriateness	Correct Response	Other
Phenomenon	<input type="checkbox"/> Appropriate for PE	<input type="checkbox"/> Student-relevant <input type="checkbox"/> Grade-level appropriate		
Context	<input type="checkbox"/> Appropriate for PE <input type="checkbox"/> Appropriate for phenomenon	<input type="checkbox"/> Student-friendly and engaging <input type="checkbox"/> Free from bias <input type="checkbox"/> Accessible to all students		
Introductory Material	<input type="checkbox"/> Presents the context thoroughly but does not give away answers	<input type="checkbox"/> Appropriate reading level for the grade <input type="checkbox"/> Uses simple language		<input type="checkbox"/> Graphics are clear and concise <input type="checkbox"/> Graphics are labeled for reference <input type="checkbox"/> Graphics are sourced
Data	<input type="checkbox"/> Data support use of dimensions	<input type="checkbox"/> Data are presented in a grade-level-appropriate format <input type="checkbox"/> Data are real and can be cited		<input type="checkbox"/> Data are labeled for reference <input type="checkbox"/> Data are sourced appropriately
Item	<input type="checkbox"/> The item is 2D or 3D <input type="checkbox"/> Assesses appropriate breadth and depth of the PE/dimensions	<input type="checkbox"/> Appropriate item type for the PE <input type="checkbox"/> Amendable to modification for specific populations (SWD, EL)	<input type="checkbox"/> Key is defensible <input type="checkbox"/> Scoring information is clear and complete for correct response	

General Guidelines

- ☐ Minimize extra reading load wherever possible.
- ☐ Be sure any unfamiliar science terms are defined or substitute simple language. Refer to the SEP, DCI, and CCC vocabulary lists in the [WCAS Test Design and Item Specifications](#) documents for the required science terms for each grade band.
- ☐ Check to be sure the item contains all information necessary and is limited to only the information necessary to support the student.
- ☐ Read item from a student's point of view. Check that statements and sentences make sense and incorrect answer options are plausible and examine common misconceptions wherever possible.
- ☐ Simplify graphics and tables to be grade-appropriate where necessary. Graphics (data displays, diagrams, and photographs) should be appropriately credited.
- ☐ Check that information in graphics is appropriate for cognitive load at the grade level.
- ☐ Check that the quantity of data is appropriate for cognitive load at the grade level.
- ☐ Ask yourself:
 - Would a response to this item give you a valid understanding of the student's mastery of the Performance Expectation to which it is aligned?
 - Does a student's socioeconomic status, race, gender, or any other non-school-related factor unnecessarily or unfairly influence how the student will respond to the item?
 - Can this item be tailored to meet individual students' needs?