

## Constructed-Response Item Checklist

### Before creating

- Review sample *i*LEAP/LEAP/GEE tests for your subject area.
- Design is similar to *i*LEAP/LEAP/GEE items as much as possible. (Real-world situations/scenarios, diagrams, charts, maps, graphs, cartoons, reading passages, etc)

### Step 1- Alignment

- The intended benchmark/GLE has been identified.
- The item aligns with the intent of the GLE/necessary concepts to be assessed.
- The item aligns with an enduring understanding of the big picture concepts.
- Depth of knowledge of the item and benchmark/GLE is aligned and at the proper level of Bloom's taxonomy.
- The GLE and Bloom's level is labeled for each question.

### Step 2- Context of Item

- A stimulus is used to enhance understanding of the item.
- When a stimulus is used, an appropriate one is chosen. (situation, cartoon, passage, part of a document, map, graph, or chart)
- The context of the item is "real world" and engaging.
- The context of the item is not biased.

### Step 3 – Overview of the Item

- The student can complete the item in a reasonable amount of time.
- The item clearly states what the student should do (specify requirements).
- The item allows for a variety of acceptable responses, if appropriate.
- The item uses direct and concise sentence structure.
- If multi-step, the questions build from simple to complex and require higher-level thinking rather than listing items.

### Step 4 - Rubric

- An appropriate, specific rubric aligned with the general rubric found in the assessment guide is included for each item
- The point value and criteria for each part is identified.

### After creating

- Instruction is aligned by teachers such that the concepts and skills taught prepare students for constructed response items.
- The test is taken by the creator and /or peers before administering to students.
- Before tests are administered, constructed response items are scored by teams for practice.
- The item is revised and edited as needed.