

Assessment Writing QFIC Guide

Priority of Content	<ul style="list-style-type: none"> Items/tasks are aligned to the Tennessee State Standards. When applicable, items/tasks are aligned to the level of mastery as specified in the curriculum guides (I, D, M, M+).
Rigor	<ul style="list-style-type: none"> The items/tasks match the full range of cognitive thinking required of the standards for the grade/course. The assessment requires students to engage in higher order thinking, questions written at appropriate levels using Webb's DOK. The assessment is written using grade/subject appropriate vocabulary. The items, tasks, and rubrics are challenging for grade-level/course. The total number of items correct per standard indicates that the student has the foundational knowledge needed to advance to the next level of mastery, either within the current grade level or at the next grade level. The text complexity of stimulus students are asked to engage with matches the grade level expectations.
Assessment Items	<ul style="list-style-type: none"> A variety of item types are included in the assessment. Use of stimulus is appropriate. Test items provide students multiple, varied opportunities to demonstrate mastery/growth. Multiple items are written per standard (3-5) to assess mastery. Follows guidelines for formatting (see back)

Questions and Practices to Guide Assessment Writing

What are the best types of assessment items to select/create for measuring the learning of this standard? Have a mixture of multiple choice and open-ended questions been asked?

How do the assessment items and/or expectations align to the standards? Does the assessment item actually measure what it is supposed to measure?

Are the assessment items and/or expectations appropriately rigorous (DOK levels aligned to standards) and have an appropriate level of difficulty?

How else will you assess this standard? Are there multiple opportunities throughout the quarter, semester, and year to assess students on the same concepts, using different types of assessments?

Are the directions and vocabulary clear, ensuring that they don't detract from what students know and are able to demonstrate?

The assessments used by the classroom teacher should be valid, reliable, and fair for all students.

- A **valid** assessment provides an accurate picture of what students know, understand, and are able to do. It should be aligned to grade appropriate content and the intended level of cognitive rigor.
- A **reliable** assessment provides a consistent picture of what students know, understand, and are able to do no matter who scores the assessment.
- A **fair** assessment ensures that students are measured only on the basis of the knowledge and skills being measured.

Assessment Writing Basics

1. Items should be based on STANDARDS.
2. Group questions together based on standard when possible.
3. Use of stimulus: 60/40 is a good practice
4. Qualifying words in bold (best, most likely, relevant/irrelevant)
5. Arrange questions from easy to hard.
6. Keep all parts of the question on the same page.

Selected response (traditional multiple choice)

1. Question Formatting:
 - Length – about the same or stair-stepped
 - Parallel Structure
 - Plurals and proper nouns or adjectives – consistent and matched
 - Verbs – tense/action vs. linking
 - NO all of the above, opposites, or outliers
 - Plausible distractors
2. Stem - closed stem with question mark is preferred; open-ended is acceptable as long as it is not fill-in-the-blank.

Multiple Select

1. Must have 6 answer options
2. Must have at least 2 correct answers
3. Can be assigned partial credit
4. Good replacement for “all of the above” and “not/except” items

Evidence-Based Selected Response (EBSR)

1. Part A/B; Part B only exists because of Part A.
2. Part B either asks for EVIDENCE or may ask for an APPLICATION that shows use of evidence.
3. Text passages are most common, but photographs, maps, charts, diagrams, graphs...can also be used as stimuli for EBSR.

Technology Enhanced Items

1. Ask students to show mastery of a standard using functions like highlighting, categorizing, graphing, drawing answers or writing formulas.
2. These items can be completed online or using paper-and-pencil simulations mirroring the expectations of the on-line platform.

Other assessment writing tips:

- Write the correct answer first
- Use the text, common truths or misconceptions for distractors
- Reference the TN DOE site under “Assessments” at <https://www.tn.gov/education/section/assessment> for examples of item types that will be assessed by TNReady and TCAP.
- Reference the CMCSS Curriculum Navigator for teacher-created sample items for each unit.