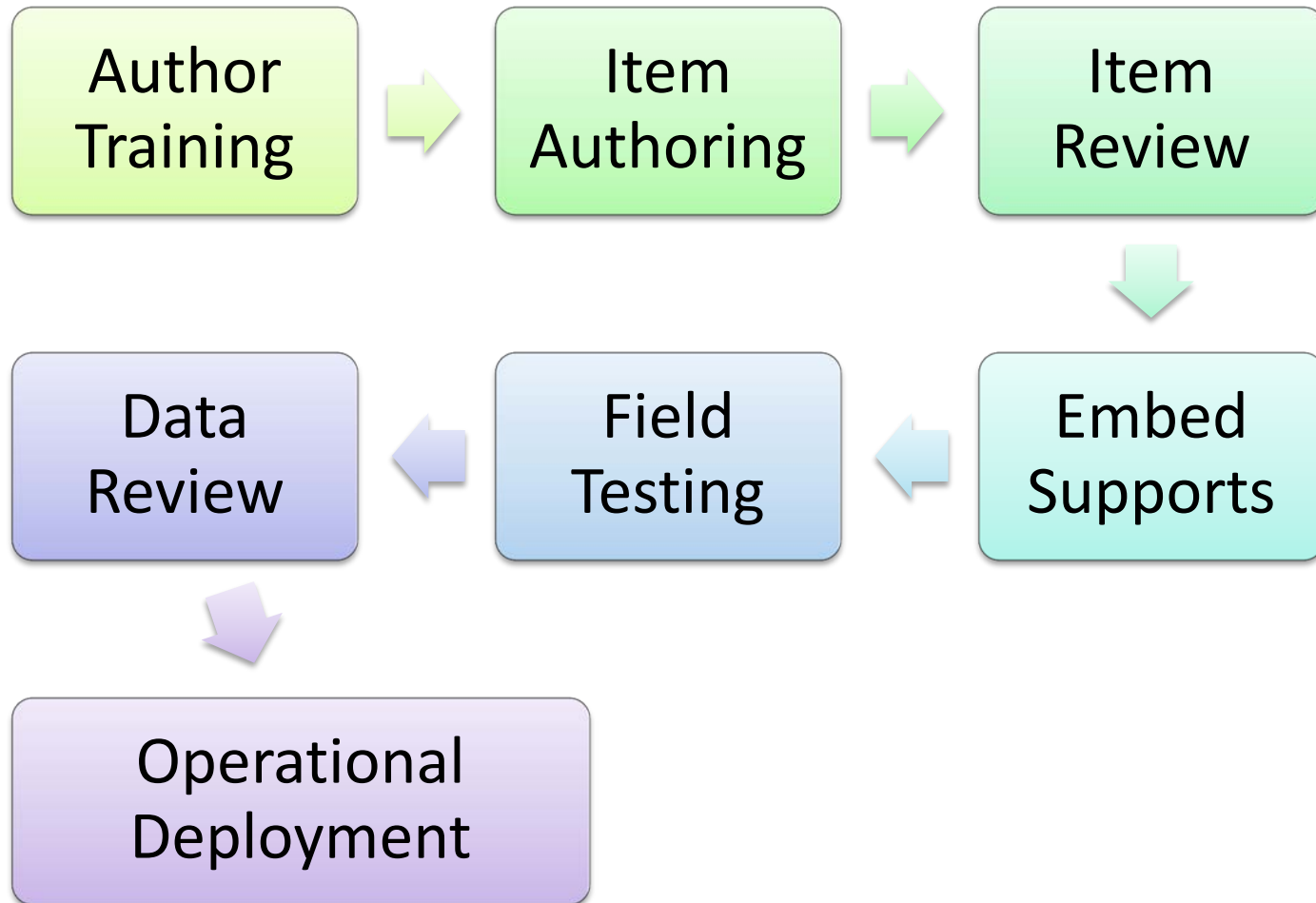


Stages of Item Development



Quality Criteria Checklist: Accessibility and Engagement

Question	Answer (Yes/No)	
Accessibility		
Can the item be transcribed into Braille?	Yes	No
Can the item be translated into American Sign Language?	Yes	No
Can the item be accessed through various assistive technologies, such as screen readers ¹ or text-to-speech technology?	Yes	No
Does the item address topics for a "mainstream" audience, avoiding contexts or examples that may be unfamiliar to specific subgroups?	Yes	No
Is the item developmentally appropriate?	Yes	No
Does technology included in the item provide value beyond that of a non-technology-enhanced item?	Yes	No
Is the time spent on the item due to the required mathematics or due to the complexity of the item itself?	Yes	No
Engagement		
Does the item promote opportunity for students to envision responses from their own perspective/background?	Yes	No
Does the item promote personalization of student responses while maintaining the construct?	Yes	No
Does the item promote authentic intellectual tasks that involve the construction of knowledge, disciplined inquiry, and value beyond the classroom?	Yes	No
Is the item appropriate such that no group of students is unfairly advantaged or disadvantaged?	Yes	No
Does the context support the purpose of the task?	Yes	No

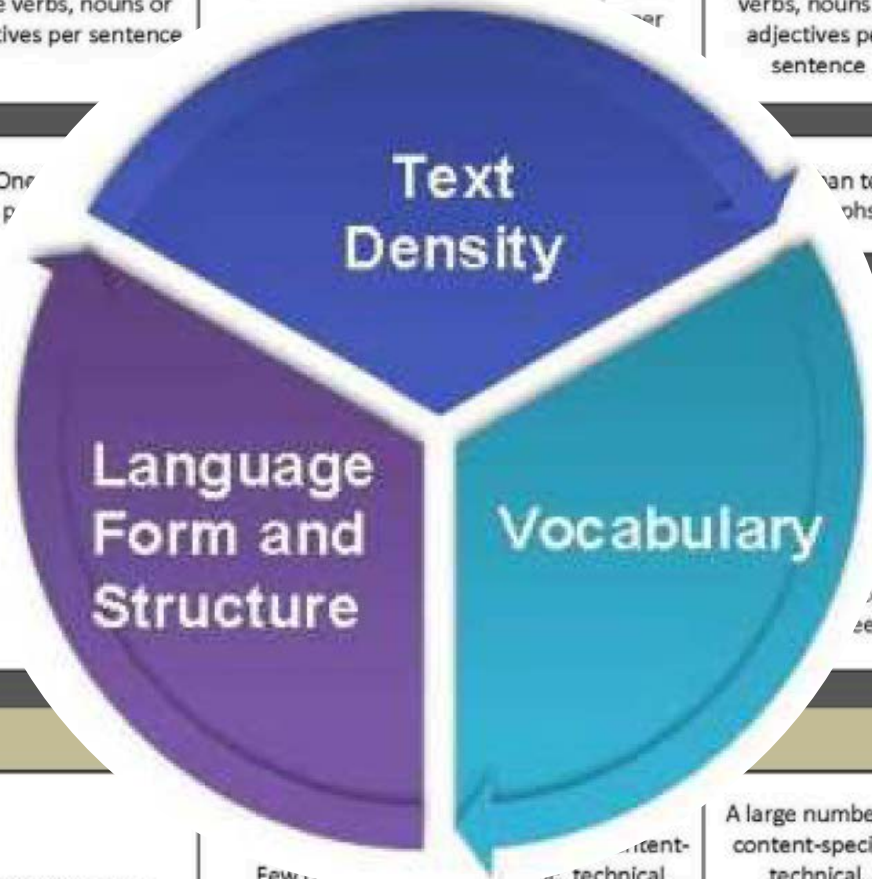
Quality Criteria Checklist: Bias and Sensitivity

Question	Answer (Yes/No)	
Criterion 1: Fairness		
Does the item contain topics that are fair as identified in the Smarter Balanced Bias/Sensitivity Guidelines?	Yes	No
Criterion 2: Topics to be Avoided		
Does the item contain a topic, word, or phrase used primarily in a specific region or localized context?	Yes	No
Does the item contain a topic, word, or phrase associated with a specific religion?	Yes	No
Does the item contain jargon (a topic, word, or phrase associated with a specific trade or occupation)?	Yes	No
Does the item contain an idiom?	Yes	No
Does the item contain a topic, word, or phrase to be avoided as per the Smarter Bias and Sensitivity Guidelines?	Yes	No
Criterion 3: Topics to be Treated with Care		
Does the item contain a topic identified in the Smarter Balanced Bias and Sensitivity Guidelines as one to be treated with care?	Yes	No
Are the topics treated appropriately?	Yes	No
Criterion 4: Stereotypes		
Does the item avoid stereotypes?	Yes	No
Does the item use appropriate group labels?	Yes	No
Criterion 5: Representation of Diversity		
Does the item include appropriate representation of diversity?	Yes	No
Does the rubric account for all valid and distinct solution paths that are likely to be developed by students?	Yes	No



Linguistic Complexity Rubric

		Descriptors			
		1	2	3	4
TEXT DENSITY	Information Density	An average of one to three verbs, nouns or adjectives per sentence	An average of four to six verbs	An average of seven verbs, nouns or adjectives per sentence	An average of greater than 10 verbs, nouns or adjectives per sentence
	Passage Length	One paragraph	Two paragraphs	Three paragraphs	More than ten paragraphs
LANGUAGE FORM AND STRUCTURE	Language Forms	Simple sentences	Sentences with some subordinate clauses	Sentences with complex subordinate clauses	Sentences with multiple complex subordinate clauses
	Vocabulary	All high frequency, commonly used vocabulary	Few content-specific, metaphoric, uncommon meaning, or idiomatic words	Some content-specific, technical, metaphoric, uncommon meaning and/or idiomatic words or expressions	A large number of content-specific, technical, metaphoric, uncommon meaning or idiomatic words or expressions





Item Properties Assessed During Data Review

- Difficulty
- Discrimination
- Differential Item Functioning