

## Assessment Item Review Criteria

1. Is the item prompt stated clearly and concisely?
  - a. Is the Mathematics correct?
  - b. Does everything included in the item support the intended assessment purpose?
  - c. Is the text density and grammatical structure accessible to students who are developing academic literacy in mathematics?
    - i. Be cognizant of background knowledge required for understanding and imagining the description of the context or real world setting. Summative items should provide glossary explanations for key words that describe the setting or context
    - ii. Consider language complexity at the sentence and paragraph level. The item should avoid passive voice without an agent, subordinate clauses, or nested constructions and use shorter sentences with clear subject.
    - iii. Consider word level for non-technical vocabulary. The item should avoid or define regionalisms (bag/sack, soda/pop) and avoid verbs known to be problematic (look up, clean up) and false cognates (pie in Spanish).
  - d. Are there obstacles for students with non-dominant backgrounds?
2. Does the commentary describe the item purpose and use as well as the interpretation of student response? In particular, the commentary should provide clear and concise answers to the following questions.
  - a. What **hard-to-assess aspect of proficiency** is the item designed to assess?
  - b. For what **purpose** (diagnosis, admissions, instruction launch...) and in what **context** is the item to be used (grade level, national test, classroom, instruction...)?
  - c. What are **likely student responses** (correct and incorrect) and how should they be interpreted?
  - d. **How should the student responses be evaluated?** This should include clear, defensible, correct answers and/or rubrics.
  - e. Does the commentary include any **additional information** needed to understand or interpret the item?