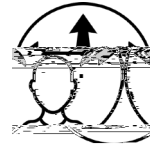# Guidelines for

Writing Quality Assessment Items*

for

Interpretive, Interpersonal, and Presentational Communication

*All item writing formats and options found in this document can be used for standards-based formative and summative world language assessments. Some item formats and options outlined in this document, however, are not applicable for use on a New York State Proficiency Checkpoint Benchmark Assessment. Consult the official New York State Proficiency Benchmark Assessment Guidance for details.

Table of Contents
(Listed alphabetically by mode of communication)

Directions

Write directions in English.

Write directions specific to one checklist format.

Tell students the nature of the response options included in the checklist.

Tell students where to mark their responses.

Tell students how to mark their responses.

If not all response options will be used, state this.

Specify the point value of each checklist or checklist item if part of a graded assessment.

Format

Determine the language of the response options included on the checklist.

Create a set of 10 or fewer response options to potentially be checked off that may be presented as a set or in pairs.

Make response options of similar length to one another and in a similar grammatical form (e.g., noun, noun phrase) and text type (e.g., word, phrase).

Create a checkbox directly preceding each response option where students will
X) any selected response options. Make checkboxes the same size.

If you use more than one checklist format (e.g., language, set vs. pairs), cluster items by format and write unique directions for each.

Content

Arrange response options in a logical order.

Ensure that all response options are plausible.

Focus response options on one type of relationship (e.g., ingredients in a recipe, descrip0-8 (e)-5 pte unior

Graphic Organizer Format

Directions

Write directions in English.

Write directions specific to one format of graphic organizer.

Tell students to base their responses on the input provided.

Tell students where to document their responses.

Tell students how to document their responses, including which language to use and the desired length of the response (e.g., word, phrase).

Specify the point value of each graphic organizer, graphic organizer section, or response if part of a graded assessment..

Format

Select a graphic organizer format that is simple and uncomplicated; appropriate to the contents of the input; and familiar to students. Some potential formats include:

a. 5 W: A graphic organizer in which students provide information that answers the questions *who, what, where, when,* and *why*

b. Concept Map: A graphic organizer in which students show the relationship(s) among concepts, ideas, and facts (e.g., topic and facts; main idea and related details).

c. Linear Sequence: A graphic organizer in which students arrange items chronologically (e.g., actions, events, cause and effect).

d. T-Chart: A graphic organizer with two columns representing contrasting categories in which students sort or contrast information by category (e.g., before and after; place or person 1 and place or person 2; pros and cons)

e. Venn Diagram: A graphic organizer with two intersecting circles in which students identify similarities and differences between two concepts, events, characters, etc.

Determine the language of the graphic organizer labels, then label each section of the graphic organizer, following the capitalization and punctuation rules of the language selected.

If you use more than one graphic organizer format (e.g., label language, graphic organizer type), write unique directions for each.

Identify criteria for evaluating sufficiency of responses.

Content

Ensure that graphic organizer items are answerable solely from the input provided and not from prior knowledge.

Ensure that the anticipated responses in the selected graphic organizer are well suited to the nature of the input.

There should be a limited number of correct answers possible for each graphic organizer section.

Image Selection Format

Directions

Write directions in English.

Tell students to select the image described by the input provided.

Tell students where to document their responses.

Tell students how to document their responses.

Specify the point value of each image selection item if part of a graded assessment.

Format

Determine the language of the image selection item question.

For each image selection item, create a question and three or four images as response options, one of which is correct.

Number each question; assign letters to image response options.

Create a blank directly preceding each question where students will document their selected image response option. Make blanks the same length from item to item.

Select image response options of the same size and format (e.g., color vs. black and white; drawing vs. photograph).

Order correct image response options randomly from item to item to avoid a response pattern.

If you use more than one image response format (e.g., language, image type), cluster items by format and write unique directions for each.

Content

Ensure that image selection items are answerable solely from the input provided and not from prior knowledge.

Ensure that the selected images are easily interpreted by all students.

Ensure that image response options are plausible and mutually exclusive.

Focus each image selection item on a single concept.

Multiple Choice Format

Directions

Write directions in English.

Write directions specific to one format of multiple choice items.

T

Short Answer Format

Directions

Write directions in English.

Write directions specific to one format of short answer items.

Tell students to base their responses on the input provided.

Tell students where to document their responses.

Tell students how to document their responses, including which language to use and the desired length of the response (e.g., phrase, sentence).

Specify the point value of each short answer item if part of a graded assessment.

Format

Determine the language of the short answer items.

Follow the capitalization and punctuation rules of the language selected.

For each short answer item, write an open-ended question that allows for several possible responses or variations on a response.

Create a blank directly following each item where students will write their response. Make blanks approximately the same length from item to item and reflective of the response length you identified in the written directions.

Number each short answer item.

If you use more than one short answer format (e.g., language, text type), cluster items by format and write unique directions for each.

Identify criteria for evaluating sufficiency of responses.

Content

Ensure that short answer items are answerable solely from the input provided and not from prior knowledge.

Focus each short answer item on a single concept.

Avoid basing short answer items on knowledge of a single word or trivial content.

True-False Format

Directions

1. Write directions in English.
2. Write directions specific to one format of true-false items.
3. Tell students to base their responses on the input provided.
4. Tell students where to document their responses.
5. Tell students how to document their responses.

Resources

NYS Learning Standards for World Languages (2021)
https://www.nysed.gov/sites/default/files/programs/world-languages/nys-learning-standards-for-world-languages-2021.pdf

NYS World Language Learning Standards Rubrics
-Classical Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/nys-wl-master-rubrics-classical.docx)
-Modern Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/nys-wl-master-rubrics-ml.docx)

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A
-American Sign Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/checkpoint-a-assessment-guidelines-asl-final.pdf)
-Classical Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/checkpoint-a-assessment-guidelines-classical-languages-final.pdf)
-Modern Languages (other than ASL) (https://www.nysed.gov/sites/default/files/programs/world-languages/checkpoint-a-assessment-guidelines-modern-languages-final.pdf)

Proficiency Ranges and Performance Indicators
-Classical Languages (https://www.nysed.gov/sites/default/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-classical-languages_1.pdf)
-Modern Languages (Cat. 1-2) (https://www.nysed.gov/sites/default/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2_3.pdf);
-Modern Languages (Cat. 3-4) (https://www.nysed.gov/sites/default/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-3-4_2.pdf);

Themes and Topics for World Languages
https://www.nysed.gov/sites/default/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf

Webinars

Assessment Part 1: Creating Standards-aligned Rubrics for Performance Assessment Tasks
https://www.nysed.gov/world-languages/assessment-part-1-creating-standards-aligned-rubrics-performance-assessment-tasks

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Modern Languages – except ASL)
https://www.nysed.gov/world-languages/principles-and-guidelines-adopting-or-creating-locally-developed-benchmark

Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Classical Languages)
https://www.nysed.gov/world-languages/principles-and-guidelines-adopting-or-creating-locally-developed-benchmark-0

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