

Test Construction Checklist for FCAT Reading and Mathematics Test Construction

Check Here	Section of Document	Tasks and Subtasks for Test Construction	Priority
	General	1. Assemble the core and linking item cards for the appropriate grade. <ul style="list-style-type: none"> a Identify items that do not meet the statistical guidelines in Section 3 and flag them as “do not use (DNU).” b Remove any items that appear on the spreadsheet if items have been released or will be released in one or more Interpretive Products. Verify the following:	High
	3.1	a) No MC and GR item has a point biserial correlation of less than 0.25 or a scaled a-parameter of less than 0.01.	High
		b) MC item distractors’ point-biserials should not be positive.	Medium
	3.1	c) No MC item has a p-value less than 0.25 or greater than 0.90.	Medium
	3.1	d) No GR item has a p-value less than 0.11 or greater than 0.90.	Medium
		e) B-parameter may not change more than ½ standard deviation of the FCAT scale (25 points) between two consecutive years for both core and field-test items.	Low
	3.1	f) No item has a guessing parameter greater than 0.40.	High
	3.1	g) No item has a DIF rating of 2 in any comparison.	Medium
	3.1	h) No item has a flagged Q1 fit statistic.	Low

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		2. Select the Reading Linking items, the Linking passages, and items. Verify the following:	
	3.3	a) The required number of candidate linking items is available, and can be located in the recommended anchor positions with the minimum location change from the previous administration.	Medium
	3.3	b) The numbers of literary and informational anchor passages should be balanced.	Medium
	3.3	c) The linking passages and writing stimuli are of appropriate length.	Medium
	3.3	d) The linking item set represents the reporting categories in the appropriate proportions. More than one item is needed in a linking set for reporting category representation.	Medium
	3.3	e) The linking item set represents the item formats in the appropriate proportions.	Medium
	3.3	f) The linking items do not demonstrate a low discrimination (a) parameter.	Low
	3.3	g) The linking item set spans the range of difficulties but does not include very easy or very hard items.	Low
	3.3	h) The linking items do not demonstrate poor model fit.	Low
	3.3	i) The linking items have a low (0 or 1) DIF rating in any comparison.	Medium

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		3. Submit linking item set to PRS who will review the anchor set statistics.	
		4. Use the content coverage guidelines to select operational passages and items. Evaluate the operational items within the following parameters:	High
	2.1 - 2.4	a) The coverage of reporting categories follows the guidelines for the given grade level.	Medium
	2.1 - 2.4	b) The benchmark coverage follows the content maps appropriate for the given grade.	Medium
	2.1 - 2.4	c) The items represent the appropriate item formats in the correct percentages.	Medium
	2.1 - 2.4	d) The item formats are placed in the appropriate positions.	High
	2.1 - 2.4	e) The items (and passages) provide an appropriate representation of cultures, ethnicities, and gender.	Medium
	2.1 - 2.4	f) The cognitive levels are represented in appropriate proportions.	Medium
	2.1 & 2.4	g) For Reading, the selected passages represent a variety of lengths.	Medium
	2.1 & 2.4	h) For Reading, the total word count exceeds that of the next lower grade and is less than that of the next higher grade. The highest word count of current year's field-test passage is included in the total word count of the entire test.	Medium
	2.1 & 2.4	i) For Reading, the passages represent a mix of genres.	Medium

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	2.1 & 2.4	j) For Reading, the passages represent a mix of topics and sources.	Medium
	2.1 & 2.4	k) For Reading, the passages represent a range of difficulty levels for the given grade, and difficult passages are balanced with easier passages.	Medium
	2.1 & 2.4	l) For Reading, try to include at least one poem-type passage, except in grade 3.	Medium
		5. Review the item statistics on the selected items. Verify the following:	
	3.1	a) The items span the range of difficulties.	Medium
	3.1	b) As much as possible, the items have good model fit.	Low
	3.1	c) The items have low (1) DIF ratings.	Low
	3.1	d) As much as possible, the items do not demonstrate low discriminations.	Medium
		6. Submit the constructed form to PRS who will review the statistics and the test characteristic curves. Verify the test characteristic curves match the established model.	High
		7. Substitute items as necessary and repeat step 6 as many times as necessary to establish a match between curves.	High
		8. Reevaluate the items, repeating steps 4 and 4a through 4k.	High
		9. Reevaluate the items, repeating steps 5 and 5a through 5d.	High

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		10. Order the items into a test form. (For Reading, order the items within each passage set.) Verify the following:	
	3.3	a) The linking items are placed in the same position relative to session as they were previously administered, with the Mathematics items interspersed throughout the form.	High
	2.1 & 3.2	b) The items are arranged in the appropriate order according to p-value. As much as possible, the items are arranged to match the flow of the passages. Also, care should be taken to ensure the rotation of correct answer letters/options.	Medium
	2.1 & 2.4	c) The Reading passages are ordered appropriately, taking linking placement into account, as well as difficulty level and genre.	Medium
	2.2	d) The Mathematics items do not present students with abrupt mental transitions.	Low
	2.1 - 2.4	e) The items are arranged by item format.	High
	2.2	f) At appropriate grade levels, the Mathematics items are ordered in 2–5 item sets by MC and GR formats.	High
	2.2	h) The Mathematics items contain a balance of items with graphics and items without graphics.	Medium
	2.2	i) The Mathematics items are ordered with a balance of contexts mentioning males and females and with a balance of contexts presenting ethnicities.	Low

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	3.3	j) No changes have been made in linking items or in passages or graphics associated with these items.	High
	3.2	k) In MC items, no answer option letter appears as the correct answer more than 3 times consecutively.	Medium
	4.0	11. Any changes made to items during test construction week will need to be recorded into the Item Bank Change Request Log (IBCRL) and signed off on by the appropriate TDC Content Lead. Changes to core items must be approved by Pearson & FDOE psychometricians before an IBCRL is implemented to the ITTB. No changes are allowed for anchor items. If an item selected as an anchor is changed in any way, its role must be changed to Core or FT, depending on the nature of the change.	High