THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)

Multiple-Choice Item Review Checklist

Text _____   Item _____

Standard _____

Reviewer _____   Date _____

Criteria	Agree/ Disagree
1. The item is free of content that might offend, typecast, or lead to offensive or stereotypic inferences regarding individuals or groups of different genders, ethnicities, locations, religions, socioeconomic status, political views, family situations, ability, physical, or mental conditions, etc.	
2. The item would not be construed as offensive to any constituency, even if taken out of context.	
3. The item asks a question worth asking; it is not trivial, tricky, unrelated to a close reading of the text, or unnecessary to an understanding or analysis of the text.	
4. The item is correctly aligned to the CCLS Standard identified.	
5. The item is well crafted and succinct; language and word choice are appropriate, clear, direct, graceful, etc.	
6. Item word choice is purposeful, and every word in the item stem and options facilitates meaning and is necessary.	
7. Item word use is clear; pronouns have referents, words with double-meanings are avoided, etc.	
8. Item vocabulary is on grade level, unless item assesses vocabulary.	
9. The item only uses acronyms or foreign words whose meaning is clear in the text.	
10. The item is written in the active voice.	
11. The item is written in present tense, unless another tense is appropriate.	
12. Item identification of persons, locations, etc., is identical to the text and consistent throughout the entire item set.	
13. Item references to lines in the text are correct.	
14. The item stem is straightforward and unambiguous.	
15. The item stem presents a single, central problem.	
16. The item stem does not provide the analysis that students need to perform to answer the question.	
17. The item stem presents sufficient information and qualifications to enable the student to answer the question.	

18. The item stem does not include words, phrases, number, tense, or grammar that cue particular options.	
19. The item has one and only one correct text-based answer.	
20. The correct answer requires understanding and analysis of the text.	
21. Incorrect item options are text-based and plausible.	
22. Item options are written such that the answer is not obvious because of word choice, length, etc.	
23. Item options are consistent with the stem and written using parallel structures: forms, styles, tenses, etc.	
24. Item options are mutually exclusive, but not opposites.	
25. Item options are ordered by their appearance in the text, their numerical order, or other logical criteria (note that some exceptions require that options be randomized).	
26. The item does not use absolute statements: never, always, impossible, etc.	
27. The item follows Universal Design principles; exceptions may be justified for standards-based reasons.	
28. The item is unique in the item set; it does not repeat similar concepts or wording of other items.	
29. The item set, taken collectively, requires that the student understand the whole of the text—that is, the central ideas and themes as they are developed in the text.	
30. The item's correct answer is not indicated, cued, or prompted by other items in the item set.	
31. Negative prompts are used no more than once in the item set.	

Additional suggestions: