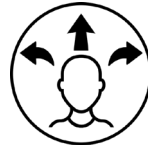


Guidelines for Writing Quality Assessment Items*

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.

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Checklist Format

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 mark (e.g., ✓, 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, descriptions of a character).
- Ensure that relationships are simple in nature.

Completion Format

Directions

- Write directions in English.
- Write directions specific to one format of completion 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., word, phrase).
- Specify the point value of each completion item if part of a graded assessment.

Format

- Determine the language of the completion items.
- Follow the capitalization and punctuation rules of the language selected.
- For each completion item, write a statement that is missing one or two key elements (e.g., facts).
- 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 completion item.
- If you use more than one completion 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 completion items are answerable solely from the input provided and not from prior knowledge.
- Focus each completion item on a single concept.
- Make completion item statements meaningful unto themselves and not dependent on missing elements to be made meaningful.
- Avoid basing completion items on knowledge of a single word or trivial content.
- There should be one or a limited number of correct answers possible for each missing element.

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.
- Make questions meaningful unto themselves and not dependent on image response options to be made meaningful.

Matching Format

Directions

- Write directions in English.
- Write directions specific to one format of matching items.
- Tell students the relationship between the stems and response options provided.
- Tell students where to document their responses.
- Tell students how to document their responses.
- If not all response options will be used or some may be used more than once, state this.
- Specify the point value of each matching item if part of a graded assessment.

Format

- Determine the language of the stems and response options to be matched.
- Create a set of 10 or fewer stems and the same number (or more) of response options to be matched.
- Make stems and 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 blank directly preceding each stem where students will document their selected response option. Make blanks the same length from item to item.
- If you use more than one matching format (e.g., language, relationship), cluster items by format and write unique directions for each.

Content

- Arrange stems in a logical order.
- Ensure that all response options are plausible.
- Focus stems and response options on one type of relationship (e.g., character and actions; cause and effect).
- Ensure that relationships are simple in nature.

Multiple Choice Format

Directions

- Write directions in English.
- Write directions specific to one format of multiple choice items.
- Tell students to select the “best answer” based on the type of input provided.
- Tell students where to document their responses.
- Tell students how to document their responses.
- Specify the point value of each multiple choice item if part of a graded assessment.

Format

- Determine the language of the multiple choice items.
- Follow the capitalization and punctuation rules of the language selected.
- For each multiple choice item, create a stem and four response options, one of which is correct.
- Number each stem; assign letters to response options.
- Create a blank directly preceding each stem where students will document their selected response option. Make blanks the same length from item to item.
- Write the stem in the form of a direct question or an incomplete statement. (Direct questions are less cognitively demanding and, therefore, preferred.)
- Make each response option within each multiple choice item about the same length.
- Write each response option within each multiple choice item using the same grammatical form (e.g., noun, gerund) and text type (e.g., phrase, sentence).
- Order correct response options randomly from item to item to avoid a response pattern.
- If you use more than one multiple choice format (e.g., stem design, language), cluster items by format and write unique directions for each.

Content

- Ensure that multiple choice items are answerable solely from the input provided and not from prior knowledge.
- Ensure that response options are plausible and mutually exclusive.
- Focus each multiple choice item on a single concept.
- Make stems meaningful unto themselves and not dependent on response options to be made meaningful.
- Avoid the following strategies that can be problematic for students, that can lead to guessing, or that can limit students’ ability to show their understanding:
 - Repeating words from the item stem in the responses;
 - Basing the answer on a single word;
 - Negative words (e.g., no, not);
 - Absolutes (e.g., all, always, never);
 - “All of the above” response options; and
 - “None of the above” response options.

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.
6. Specify the point value of each true-false item if part of a graded assessment.

Format

1. Determine the language of the true-false statements.
2. For each true-false item, write a statement for students to judge as factually true or false based on the input.
3. Create a blank directly preceding each true-false statement where students will indicate whether the statement is true or false. Make blanks the same length from item to item.
4. (Optional) You may ask students to explain their responses. If so, identify the language and desired length of the explanation. Create a space following each true-false statement for the written explanation.
5. If you use more than one true-false format (e.g., language; explanation or no explanation), cluster items by format and write unique directions for each.

Content

1. Ensure that true-false items are answerable solely from the input provided and not from prior knowledge.
2. Focus each true-false item on a single concept.
3. Avoid the following strategies that can be problematic for students, that can lead to guessing, or that can limit students' ability to show their understanding:
 - a. Trivial content;
 - b. Basing the answer on a single word;
 - c. Repeating words from the input in the responses;
 - d. Negative words (e.g., no, not); and
 - e. Absolutes (e.g., all, always, never).

Oral or Signed Interpersonal Tasks

Task Description and Directions

- Create a card for each oral or signed Interpersonal task. If pairing students, create complementary task cards for each student.
- Write the task description and directions in English, including who will initiate the task.
- Write the task description using student-facing language (e.g., You...).
- Indicate the length of time for task completion and/or number of exchanges to be carried out.
- Specify the point value of each oral Interpersonal task if part of a graded assessment.

Format and Administration

- Determine who communication partners will be (teacher-student; student-student).
- If pairing students, determine whether pairings will be predetermined or random.
- Identify when and where the oral or signed Interpersonal task will take place.
- If tasks are completed during class time, plan for other students' meaningful engagement in an alternate learning task.
- Identify how much time students will have to think about the task before beginning the oral or signed Interpersonal task.
- Determine the Interpersonal rubric dimensions you will evaluate.
- Determine how you will communicate feedback on the oral or signed Interpersonal performance.

Content

- Identify unit or course Interpersonal Can-Do Statements that the oral or signed tasks will address.
- Design a set of oral or signed interview and/or role play tasks based on the Interpersonal Can-Do Statements that call for students to carry out an Interpersonal language function in a meaningful context.
- Ensure that the tasks are appropriate to students' proficiency.
- Ensure that the tasks are within students' experiences.
- Plan for students to communicate as themselves, whether paired with the teacher or with one another.
- If the task is an interview, plan for the teacher to communicate as themselves.
- If the task is a role play, the teacher can play an imagined role.
- Identify Interpersonal rubric rating criteria where the "Meets Expectations" rating aligns to the course proficiency target.

Oral or Signed Presentational Tasks

Task Description and Directions

- Write the oral or signed Presentational task description and directions in English.
- Write the task description using student-facing language (e.g., You...).
- Identify the qualities of the oral or signed Presentational output (e.g., number of utterances) and/or length of time for task completion.
- Tell students how to prepare for the oral or signed Presentational task (e.g., notecard, graphic organizer) and how much time they have to do so.
- Tell students where to perform the oral or signed Presentational task (e.g., computer application, face-to-face with teacher).
- Specify the point value of the oral or signed Presentational task.

Format and Administration

- Identify when and where the oral or signed Presentational task will take place.
- If tasks are completed individually during class time, plan for other students' meaningful engagement in an alternate learning task.
- If tasks are completed using a computer application, familiarize students with the technology in advance and test the technology prior to having students record.
- Identify how much time students will have to prepare before carrying out the oral or signed Presentational task and how they will prepare (e.g., notecard, graphic organizer).
- Identify how much time students will have to complete the oral or signed Presentational task.
- Determine the Presentational rubric dimensions you will evaluate.
- Determine how you will communicate feedback on the oral or signed Presentational performance.

Content

- Identify a unit or course Can-Do Statement that the oral or signed Presentational task will address.
- Design an oral or signed task based on the Presentational Can-Do Statement that calls for students to carry out a Presentational language function in a meaningful context.
- Identify the audience of the oral or signed Presentational output.
- Ensure that the task is appropriate to students' proficiency.
- Ensure that the task is within students' experience.
- Plan for students to communicate as themselves.
- Identify Presentational rubric rating criteria where the "Meets Expectations" rating aligns to the course proficiency target.

Written Presentational Tasks

Task Description and Directions

- Write the Presentational task description and directions in English.
- Identify the qualities of the written Presentational product (e.g., text type, length).
- Tell students where to complete the Presentational task.
- Specify the point value of the Presentational task.

Format and Administration

- Identify steps in the development of the written Presentational product (e.g., graphic organizer completion, draft, feedback and revision).
- Identify what tools or resources, if any, students will use in the development of the written Presentational product.
- Identify how much time students will have to complete (the steps in the development of) the written Presentational product.
- Determine the Presentational rubric dimensions you will evaluate.
- Determine how you will communicate feedback on the written Presentational performance.

Content

- Identify a unit or course Can-Do Statement that the written Presentational task will address.
- Design a written task based on the Presentational Can-Do Statement that calls for students to carry out a Presentational language function in a meaningful context.
- Identify the genre of the written Presentational product.
- Identify the audience of the written Presentational product.
- Ensure that the task is appropriate to students' proficiency.
- Ensure that the task is within students' experience.
- Plan for students to communicate as themselves.
- Identify Presentational rubric rating criteria where the "Meets Expectations" rating aligns to the course proficiency target.

NYSED OBEWL Related Resources and Webinars

(Listed Alphabetically)

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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