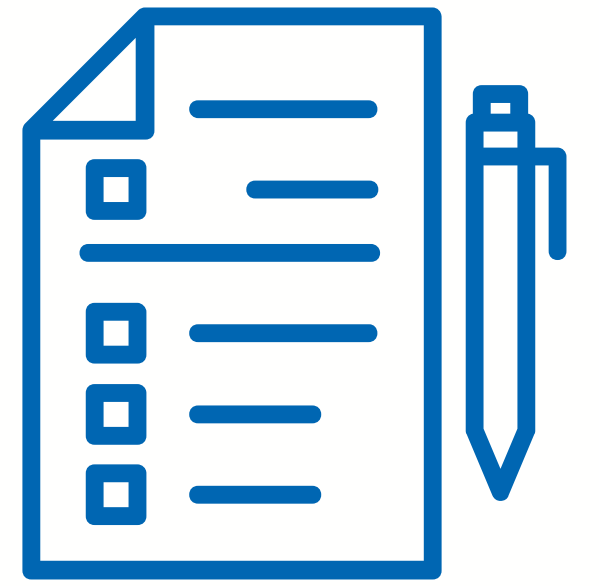# ITEM SPECIFICATIONS

What are item specifications?

Item specifications provide information for item writers, item editors, and item reviewers to ensure that test items are aligned with the state content standards and that the items are valid, fair, appropriate, and accessible for all Georgia students.
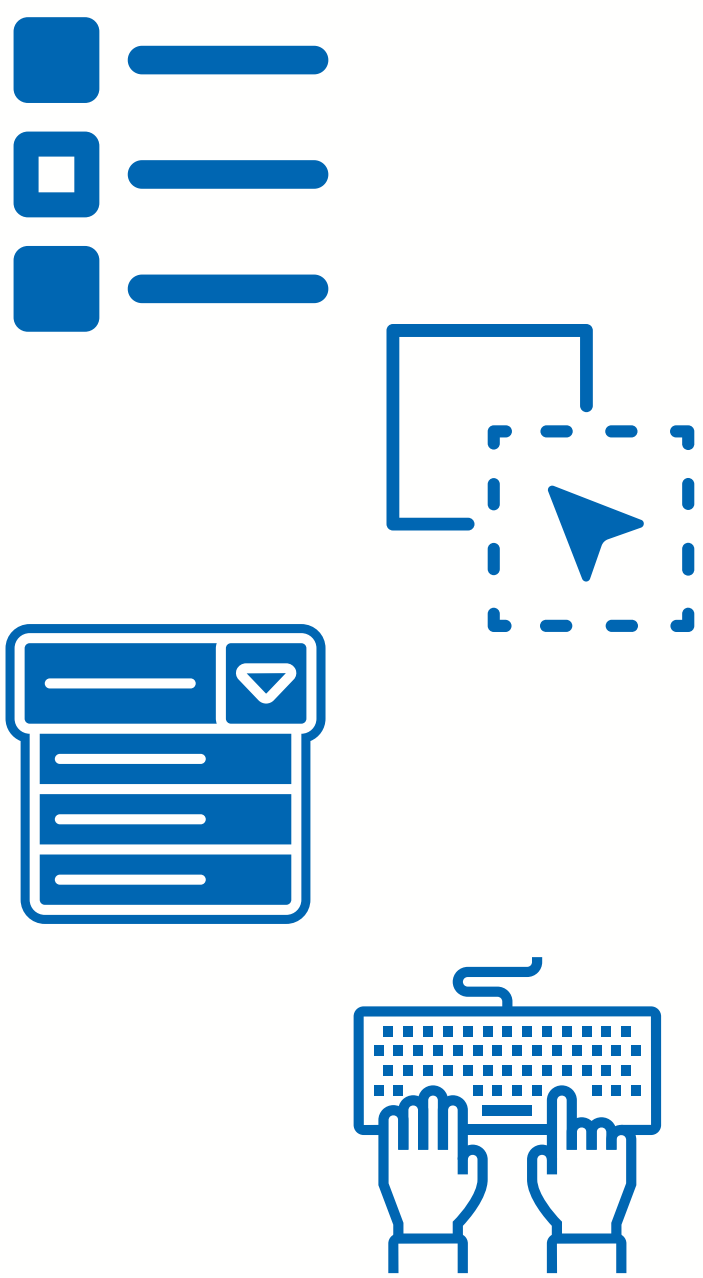
Item specifications are one of the key requirements for a high-quality, legally-defensible standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each content standard.

Item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include. Committees of Georgia educators contribute to the development and annual refinement of item specifications.

Item Types

Item specifications provide guidance regarding the appropriate item types for each content standard.

Selected-Response

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by four answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose the correct answer to the question or command in the stem.

Technology-Enhanced

Technology-enhanced items include innovative ways to measure student skills and knowledge. Item types may include:

- Multi-Select
- Multi-Part
- Drag and Drop
- Drop Down
- Keypad Input
- Graphing

Constructed-Response

Constructed-response items require a student to create a response. Item types may include:

- Short constructed-response
- Extended Constructed-Response
- Extended Writing Response

How do item specifications guide item development?

Cognitive Complexity

Depth-of-Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). Item guidelines define the eligible DOK levels for each content standard as well as how items should be written at each level.

Task Models

Task models are guidelines to assist in the development of test items to accomplish the assessment focus for the content standard. Task models are provided to ensure development of test items aligned to all achievement level descriptors (ALDs).

Item Guidelines

Item guidelines provide clarification and criteria for items written to a specific standard. Item guidelines do not necessarily describe all the possible acceptable items for a standard; however, all items should adhere to any stated assessment limits in the guidelines.