# ITEM OR TASK BANK REVIEW

**Individual Teacher Surveys** identify items that might potentially be selected for an end-of-year or "grade-level" progress check.

One way teachers and school districts are likely to use an item bank is to select items to create assessments used to gauge whether students are achieving grade-level standards or making progress to achieve them (e.g., a midyear or interim assessment). Grade-level teams complete the survey using available items from the online item bank. Duplicate additional pages as needed. At least fifty items should be evaluated.

**Content area:**
**Intended Grade Level** _____ (often items in item banks cross grade levels, so consider intended grade levels for this alignment review)
**Reviewer ID#(s):**

**Test/Item Bank Reviewed:**

(individual or pairs of reviewers—ID#s allow reviews to be anonymous)

➤ **Reviewer Question: Which items would you recommend be selected for an assessment to gauge whether students are achieving grade-level standards or making progress at your grade level? Does item align to grade-level standards?** Briefly explain why you would or why you would not select the item (check all comments that apply).

| Item # | √ = YES would select item for this grade | Possible Reasons for YES | | | | | √ = NO would NOT select item | Possible Reasons for NO | | | Other Comments? |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Item is like CCSS items | Item is key prerequisite skill | Assesses deeper thinking DOK 3, 4 | Goes broader or deeper than CCSS | High-quality item | | Already selected enough like this one | Not aligned to CCSS at grade | Poor-quality item | |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |
| Totals | | | | | | | | | | | |

*(Continued)*

# ITEM OR TASK BANK REVIEW

**Tool 33**

| **Review Team Summary** | |
|---|---|
| **Range of Knowledge**<br><br>Is there important **content knowledge** missing from the item bank that should be included for assessment? | **Potential Gaps?** |
| **Item Type or Format**<br><br>Are there other **item types or formats** that should be included in the item bank? Explain. | **Potential Gaps?** |
| **Range of Complexity**<br><br>Do the items reviewed reflect the **range of complexity (Depth of Knowledge and breadth)** you expect your students to demonstrate in this content area? If not, what's missing? | **Potential Gaps?** |
| **Overall Recommendation for Use of This Item or Task Bank** (Consider the potential number of high-quality items) | |
| **Other Comments/Considerations?** (use back of page if needed) | |

online resources — Available for download at **resources.corwin.com/HessToolkit**