**Table 11.1**

***Guidelines for Writing CR Items***

**CONTENT CONCERNS**

1. Clarify the domain of knowledge and skills to be tested.

2. Ensure that the format is appropriate for the intended cognitive demand.

3. Ensure construct comparability across tasks.

**FORMATTING & STYLE CONCERNS**

4. Edit and proof instructions, items, and item formatting.

5. Pilot items and test procedures.

**WRITING THE DIRECTIONS/STIMULUS**

6. Clearly define directions, expectations for response format, and task demands.

7. Provide information about scoring criteria.

8. Avoid requiring implicit assumptions; avoid construct-irrelevant task features.

**CONTEXT CONCERNS**

9. Consider cultural and regional diversity and accessibility.

10. Ensure that the linguistic complexity is suitable for intended population of test takers.

*Source:*

Haladyna, T.M., & Rodriguez, M.C. (2013). *Developing and validating test items*. New York, NY: Routledge.

**Table 12.1**

***CR Scoring Guidelines***

**CONTENT CONCERNS**

1. Clarify the intended content and cognitive demand of the task as targets for scoring.

2. Specify factors in scoring that are irrelevant to the task demands.

**SCORING GUIDE DEVELOPMENT**

3. Select an appropriate scoring method.

4. Begin scoring guide development during task construction (Item writing).

a. Clarify distinctions across score points.

b. Define clear justifications within score points.

c. Do not over specify expected responses.

d. Expectations for the same cognitive demand should be the same across similar tasks and scoring rules.

5. Review actual responses to refine scoring guide.

**SCORING PROCESS**

6. Qualify raters.

7. Train raters.

8. Rate consistently.

9. Minimize bias.

10. Obtain multiple ratings.

11. Monitor Ratings.

*Source:*

Haladyna, T.M., & Rodriguez, M.C. (2013). *Developing and validating test items*. New York, NY: Routledge.