DOCUMENT RESUME

ED 291 804 TM 011 122

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TITLE A Guide to Item Banking in Education. (Third

Edition).

INSTITUTION Northwes' Regional Educational Lab., Portland, OR.

Center for Performance Assessment.

SPONS AGENCY Office of Educational Research and Improvement (ED),

Washington, DC.

PUB DATE Jan 88

CONTRACT 400-86-0006

NOTE 221p.; Data sheets contain small print.

PUB TYPE Guides - Non-Classroom Use (055) -- Reports -

Research/Technical (143)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Adaptive Testing; Computer Assisted Testing; *Item

Banks; National Surveys; *Test Construction; *Test

Interpretation; Test Items; Worksheets

IDENTIFIERS Higher Order Skills

ABSTRACT

The current status of banks of test items existing across the United States was determined through a survey conducted between September and December 1987. Item "bank" in this context does not imply that the test items are available in computerized form, but simply that "deposited" test items can be withdrawn for use. Emphasis was on documenting the sources of test items in the various subject areas that respondents considered to measure higher order thinking skills. Complete copies of the 41 Item Bank Data Sheets that were returned are included to describe item banks maintained by state or regional agencies (46% of the respondents), commercial ventures (33%), and school districts (20%). Most item collections contain basic skills items for reading, language arts, and math, but many are branching into science and the social sciences. Progress made in item banking in the last few years appears likely to increase with the development of better hardware and software. (SLD)



This publication is based on work sponsored wholly, or in part, by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number 400-86-0006. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.



A Guide to Item Banking in Education

(Third Edition)

Item Bank Data Sheets

Richard W. Naccarato

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January 1988



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1. INTRODUCTION

This document contains the results of a survey conducted between September and December, 1987 which was intended to describe the current status of existing item banks across the U.S. In addition to describing the banks of test items that exist, there are several questions concerning the computer software and data management systems which accompany these item collections. This survey is an update of a previous one conducted by Estes and Arter (1984).

In addition to compiling more recent information on existing item banks, one of the primary purposes of this update was to document, in particular, the sources of test items in the various subject areas which respondents considered to measure "higher order thinking skills." For this reason Higher Order Thinking Skills was added as a special content area within each of the requested subject areas. Also, question number 8 requested particular information on the cognitive level categorizations of test items within the various item collections. Several other specific questions were asked concerning the types and capabilities of computer software used.

The survey respondents are categorized into three mutually exclusive sections:

- 1) those organizations which stated that they had collections of test items and pre-constructed tests available for sale or free, or the acquisition of which could be arranged with the organization;
- 2) those organizations which stated that they had only pre-developed tests available for sale or free, or would construct tests from their item collections;
- 3) remaining organizations which have collections of test items or tests that are proprietary to their organizations but who may be willing to share information or experiences concerning their testing programs.

Within each of these three sections the surveys are organized in alphabetical order by name of organization.

For this report the term "item bank" is to be thought of as being synonomous with "item collection" or "item pool." We use the term "bank" to mean that individual items have been "deposited" and can be "withdrawn" at some later date. This definition does not imply that the items be available in computerized form (which is still in a rather developmental stage for the most part) or that there are any particular kinds of statistics associated with the items.



2. THE SAMPLE

Having had substantial prior experience at surveying the existence of item banks nationally, this sample would have to be typified as purposive in nature. Each state in the nation did receive *Item Bank Data Sheets* with a request to send the forms to relevant sources within their state whether or not the state itself maintained an item bank. In addition to these 50 surveys another 60-70 were distributed to:

- 1) sources who had responded to the survey in 1984;
- sources who we knew through the literature maintained item banks; and
- 3) Sources who we found by "word of mouth" to have been maintaining banks of test items.

It is most probable that any omissions from this survey were due to a lack of response of those surveyed. At this time the percentage of non-respondents who we suspect actually do have item banks is somewhere between 10-20% of those surveyed. About 15% of those respondents who claimed to have item banks in 1984 said that the banks no longer existed or were active in 1987.

3. CAUTIONS TOWARD USING THIS GUIDE

Even though organizations have voluntarily submitted the Item Bank Data Sheets and information to us, many of the organizations are hesitant to share the item banks with other agencies, or will do so with some negotiation or cost involved. Even if the item banks are said to be free of cost, the duplication costs themselves can sometimes be considerable, so a requestor should offer to cover these costs. We would suggest that an interested party should contact the item bank scurce by phone first in order to assess the necessary procedures for obtaining the bank(s) and any costs involved. Please assess your own precise needs for items in advance of contacting the source, rather than simply asking for copies of "everything they've got."

4. CATEGORICAL CLASSIFICATIONS

As mentioned previously, the three sections within this document were based upon whether the responding organization claimed to have available test items, intact tests, computer software or combinations of these three items. Additionally, we were keenly interested in whether the organization responded as having items measuring "higher order thinking skills" -- a categorization whose definition was left to the respondent. The table below lists alphabetically all survey respondents (across all three sections), the type of organization responding, and the general categorical responses to the availability of test items, intact tests or item banking computer software.



TABLE. SUMMARY DATA ON ITEM BANK SURVEY RESPONDENTS

NAME OF ORGANIZATION		ORG" TYPE	ITEMS	нотѕ	TESTS	SOFTWARE
Academic Hallmarks	KnowledgeMaster	C	X		X	x
Alabama State DOE	AHSGE	S			X	
Alaska State DOE	AOIB	S	X		X	
American Guidance Services		C	X		X	
Assurance, Inc	Assure I	С	X	X	X	X
California DOE	Sample Asse. Exer.		X			
Clark County, NV S D		S		X		X
Connecticut DOE	Conn Mastery Tests	S	X		X	X
CTB-McGraw Hill	CTB Item Bank	С	X	X	X	x
Dallas Indep. S.D	Survey Essen. Elem	. D	X	X	X	x
Detroit Pub. Schools	DET Assess. Basic	D		X	X	
Dist of Columbia Schools	End-of-Course	D			X	x
Florida State DOE		S			X	
Instit for Educ Research	IER CRTs	C	X	x	X	x
Maryland State DOE	Mary.Funct.Tests	S			X	x
Michigan State DOE	MEAP	S	X	x		
Minnesota State DOE	Minn. Item Bank	S	X	X		x
Mississippi State U	PREPS, Inc.	S		X		
Missouri State DOE		S			X	
Multnomah ESD, Portland, OR		S	x			x
Nat Assess. Educ Progress	NAEP/ETS Bank	C	X	x		
North Carolina DPI		S	x			x
Northwest Eval. Assoc.	NWEA Basic Skills	С	x	x	X	x
Northwest Eval. Assoc	NWEA Science Ban	k C	x	x		
Northwest Reg.Educ Lab	NWREL Item Bank	С	x			
Pennsylvania DOE	Penn Ed Qual Asses	s S			x	
Psychological Corps, Inc.	AIMS Bank	С	x	x		x
Richardson Indep S D., TX	RAM Item Bank	D	X	X		x
Riverside Pub. Co	MultiScore	c		X	x	
Saginaw, MI S.D	Essen, Skills Test	D	x		X	x
Santa Clara Cnty, CA	ACE	s	X	x	X	
Scholastic Testing	2101,	c	•	X	X	
Science Research Assoc	SRA Item Bank	C	x	X	X	
South Carolina DOE	DIGITIEM DAME	s	^	x	x	
TESCOR, Inc.	FNIB	C	v		^	v
Univ of Kansas			X X	X	v	X X
Wash Township, Indy, IN	Kan.Min.Comp Test		^	v	X	^
West Palm Beach, FL		D	v	X		v
Wisconsin DPI	DDI lase Deels	D	X	v	v	X
	DPI Item Bank	S		X	X	X
Wyoming State DOE	WY Clrnghae Basic	S	v	X		
Yakima, WA S.D.		D	X	X		

^{*} S = atate or county department C = commercial organisation D = school district



An organization has an "X" in the table under Items?, Tests?, or Software? only if they stated that these were available from them either for a price, upon negotiation or for free; in some cases, the computer software was said to be available, but through an outside vendor. The "HOTS" category will have an "X" if the organization specifically stated that items measuring "higher order thinking skills" were part of their collection, whether or not these items were available from the organization. We were specifically interested in the proportion of item collections which were purported to contain HOTS items.

5. OVERVIEW OF FINDINGS

Since complete copies of the surveys are included in this document we will not elaborate upon their content; however we will attempt to give some generalized impressions of the summarized findings. In reflecting upon the table displayed in the previous section of this report, it appears that the following observations can be made:

- the type of organizations that responded as having item collections break out as:
 - * about 46% being state or regional agencies;
 - * about 33% being commercial ventures; and
 - * about 20% being school districts
- 2) around 60% of the respondents claimed to have items measuring higher order thinking skills (HOTS) within their item collections or as part of their intact tests.
- about 50% of the respondents also had item banking software of some sort available either from them or from an outside vendor; much of this software is the commonly available packages (Wordstar, dBase III, etc.) and is not specifically designed for item banking, test construction, scoring and the like.

Computer software for the "banking" of test items, building of tests and data management of item and student data is very much in the developmental stages as of this time, though considerable gains seem to have been made since the previous report in 1984. Software which will handle the entire spectrum of test development, scoring, etc. is quite rare and usually resides within commercial testing ventures. Software which can handle the integration of test item graphics with the item text and generate the complete test pages via computer are extremely rare. Some packages that seem to be approaching this standard are those reported by TESCOR, AIMS, Assure I, CT3, Multiscore, and the Minnesota Item Bank as examples. Note that nearly all such examples are in the commercial testing business.



4

Nearly all respondents stated that they had their items classified by content and general objective category; a vast majority of these respondents had provided a content review and validity matching of the items to objectives. About 80-90% of those responding also kept item statistics for the test items in their bank -- at least difficulty indices (p-values) and, in a majority of cases, latent trait or item response data as well.

Though a vast majority of the item banks had the items classified by objectives to be measured, and were able to retrieve items from the bank by objective, only about 25% of the respondents indicated that they could retrieve items by cognitive level.

Most of the item collections available contain basic skills items (reading, language arts and math), however a growing number are branching into other subject areas as well. A usual progression after the basic skills seems to be branching into the science areas next and social sciences shortly thereafter. Between 25-30% of our respondents said that they had items in Science and/or Social Studies as well as in the basic skills areas previously mentioned. Other subject areas in which two or more respondents had test items are: consumer/life skills, fine arts, citizenship and health/career -related areas.

6. FUTURES OF ITEM BANKING

Many of the survey respondents indicated that the development of their item banks was ongoing, especially the development of software materials. As mentioned earlier, few organizations stated that they had complete test development and banking software -- primarily the commercial test companies. And as we have tested and observed the operation of several of these (complete) systems, there seems to always be room for improvement and further development. The problem of generating and integrating graphics for test items seems to be getting nearer to being solved with the sophistication of software packages (such as desktop publishing packages). However, the ever-evolving hardware situation, especially in the microcomputer arena, will need to keep pace and be coordinated with the appropriate software if there is to be any universal or standardized use of item banking packages.

It is clear that the "banking" of test items and computer generation of tests is not a useful (or cost-effective) endeavor for all test users. However, anyone who has attended regional or national educational research conferences knows that this issue ranks toward the top in current interest for many users, and will be here to stay over the next few years. It also seems that the progress made over the past three years or so is bound to be quadrupled over the next few years with hard- and software development. We would predict that there should be several fine, complete item banking, test development packages available to choose from in just a very few years to come.



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SECTION 4

ITEMS AND/OR TAILORED TESTS AVAILABLE



• ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

allmar	-		
	·ks		
Woodl	and(Suite	B)	
			Zip _81301
Number	321-9218		·
	he appropriate		
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	\Box		pre-developed tests ere constructed from the item bank
Ģ			tests are constructed besed on objectives in the item bank selected
		[si	by the user items ere used to con- struct tests based on
			objectives developed by the user
5. Wh	at additional	services	related to the bank
cal	n be provided	? (check	all that apply)
	CAN BE		
YES	ARRANGED	NO	
	П	ជា	printing of test materia
		# F	test scoring services
		$\overline{\Box}$	development of individu
		\mathbf{x}	student profiles
	u	لقا	development of class a school profiles
		Σ	training on test adminis
			tion procedures treining on writing or selecting objectives
			item specifications
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-	-		other
			nd
ge		urce	
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Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

_		APPROXIMATE NUMBER Pre GRADE LEVEL (A								
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis	_								
	Structural Analysis	_								L_
	Vocabulary	1 1		ł						
9	Comprehension	- 1								
	•	1	•							
Ž	Reading Readiness	1 1								
	Reference (Study) Skills	1 1								
	Higher Order Thanking Skills									
	Computational skills									
	Concepts	i i					×	×		<u> </u>
ß	Problem Solving (Application)	, j	2000				х	x_	<u> </u>	
THEMATICS	Geometry	1					х	х		
Ē	Calculator Math	1 1								
M	Higher Order Thinking Skills									
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	Economics and Law 800	_		<u> </u>		<u> </u>	×	×	 	-
	Sports & PE 800			L				<u> </u>		
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	American History 2000						х	×		
	World History 1600	1					х	×		
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7. Which	h of the following can be use ve items? (Check all that i	appiyj		cognitive level, ple where your cognit			
	abjective to be tested			derived (If you	would lil	ke to attac	h a
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	item type (e.g., multiple-che	oics)		☐ Bleom's 1	Tazonomy		
	cognitive level (e.g., recall, is	nference)		ether well	-known c	egnitive	
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item st]			
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) If com check a	puter software is used to su all responses that apply.) What function(s) does this oftware perform?	b Fro	m where G ware [?]	please answer the f	¢.	If your s	software handles
) If com check a	puter software is used to suall responses that apply.) What function(s) does this oftware perform?	b Fro	m where 6 ware? adapted fro databases,	please answer the find you obtain this om existing spreadsheets etc.	c .	If your s	software handles nagement, indicate bilities below:
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If your softwar student records indicate its cap below:	ceeping, please pabilities	h If your software has graphics capabilities, please indicate these below: can generate most graphics	i. What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) Apple II + IIe
_	jective mastered scores over time	can attach external graphica to item text	
∐ šcores		can generate graphics and merge them in with item text	
		can produce the entire	 What is the approximate * cost of your testing software? 27/disk of 400 questions
What is the many banking/test so package?	ame of your item coring software	k Is your software?	Discounts for series purchases
In-house	developed	agreement available for purchase from vendor	m. Technical assistance in running the software is:
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		not available for ethers	available through vendor
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ERIC
Full Text Provided by ERI

Alaska State DOE

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

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•	503) 641-2100	Phone: Area code	907			
21025	se indicate the characteristics of t				_	
1. W	hich of the following are available ank? (check all that apply)		4. Wh			nts are correct for this
	test items		YES	CAN BE ARRANGED	NO	
<u>⊠</u>	classification of items by content	ts		S		all or most of the bank is available for sale
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	other item analysis data technical reports	inctives and	0	ß		items are used to con- struct tests besed on objectives developed
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	ems? (check all that apply)		• • • • • • • • • • • • • • • • • • • •			s related to the bank
	developed by teachers		C8	n be provided	7 (chec	k all that apply)
	developed by state or local central o	ffice staff		CAN BE		
	developed by test development perso your organization	UUS! MIDIIU	YES	ARRANGED	NO	
Ū	developed by an outside organization	1	_	_	67	
	collected from other sources				X X	printing of test materials
_		re neclarmed			Ω X	test scoring services development of individual
3. T	That reviews or studies (if any) we or the items in the bank? (check a	that apply)	U	u	تين	student profiles
		· wier obbil!			X	development of class and
7	review to verify appropriate content		=		_	school profiles
	content review to match items to obje	to made levels		Ø		training on test administra tion procedures
_	content review to establish appropria er age levels editing for clarity	re A tot leagls			\square	training on writing or selecting objectives and
片	editing based on reviews by technica	1 personnel		C	LGJ.	item specifications
一百	editing based on technical data				Σ	training on writing test items
Ž	review for sex bias review for cultural and ethnic bias				X	essistance in interpreting test deta
Œ	informal pilot testing (informal selected amail numbers of subjects, non-rigotal)	tion of subjects. rous analysis of				other
ď	results) formal pilot testing (rigorous samplin results, large numbers of subjects, administration)	g and anlysis of standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may everlap other content areas within each subject.

_		APPROXIMAT		Pro	•		LEVEL	<u> </u>		
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (6-7)	3-5 (8-10)	0-8 (11-13)	9-12 (14-17)	College	Adult
	Phonetic Analysis	33	210		х	х	х			
	Structural Analysis	12	120		×	х	х			
	Vocabulary	1 17 1	164		х	х	х			
3	•	38	36 0		х	х	х			
		44	200		×	×	х			
į		1 1								
	Reference (Study) Skills				,					
	Higher Order Thinking Skills									
							; 			
	Computational skills	100	400	<u> </u>	×	х	<u>x</u> .		<u> </u>	
	Concepts	89	330	<u> </u>	×	×	х			
3	•	13	6 60		х	х	х			L
	Country (Apprivation)	1								
	Geometry	These a	re the ite	ms tha	t ar	e alr	eady	in te	kt	
	Calculator Math	format.	There is	about	anc	ther	1000	tems		
	Higher Order Thinking Skills	that ar	e in a Dia	gnosti	c fo	rmat.				
	Grammar									
	Usage	_		<u> </u>	<u> </u>		↓		↓	
•							<u> </u>			
	Paralan Language Jangaihu									
	Composition									
	Composition									
J	Higher Order Thinking Skills									
		-			1	1	1			
				T						
,				 	十	1	t^-	 		
		-		 	+-	\vdash	\vdash	 	 	
į	Higher Order Thinking Skills			 	+-	-	╂	-	 	1
					₽_	₩	↓ —		 	∤
				 	<u> </u>	!	₽	 	 	
Ľ					<u> </u>	<u> </u>	 		 _	<u> </u>
	Cgher Order Thinking Skills		19	<u> </u>						
Soviet	Puet Order Humanik Sams		.6							

7.	Which of the following can be used to retrieve items? (Check all that apply)	■.	If your items are retricognitive level, please where your cognitive of	indica	pte from	
	objective to be tested		derived (If you would listing of the taxonom	d like	te attach	•
	item difficulty		would very much app			
)	ltom type (e.g., multiple-cheice)		Bloom's Taxon	emy		
	cognitive level (e.g., recall, inference)		other well-kno texonomy, plea			
	tey words		modified on ex	isting	tazor: my,	
	ther					
•	none		developed our taxenomy	own c	ognitive	
			dther			
9.	In what form are the following available?	(Check all	that apply)			
	HARD MICRO MAINFRAI COPY DISK DISK OR T	ME NO	T _			
	item texts 🛛 🗆					
)	Nom graphics 🛛 🔲					
	Nem statistics & U					
10 .		more	please answer the follo	owing C.	if your so	(In each case, oftware handles lagement, indicate ilities below:
	item management	adapted fro	om existing spreadsheets, etc.			steres items
	test development	☐ ¼ yeu che	cked the above box, please		0	full-screen editing
	scoring	Bet the pr	ograms you are using		0	can add/delete/change
	peperling periods				_	items
	student recorditorping			,	0	can add/driete/change item classifications
)	cross-reference to materials	secially (esigned for our system by			will handle user history
	en-line test administration				0	will handle test analysis
			from test or research		0	ether
)		U erganizatio				
			20			

	olopment, indicate bilities below:	scering, pl capabilities	ease indicate its below:		reporting, please indicate its capabilities below
0	en-line generation of tests	0.	mark sense moder		arbiest profiles
0	can use various criteria for selecting items		noblest and total Icares		mellest profites des
0	can add/delete/change items that are	_	objective mastery		mmay reports
Ū	computer adjected		tem statistics last statistics		cross reference to materials/methods
0	autometically stores answer keys	_	other		
0	prints tests	_			
0	has special print features	_			
0	will print multiple forms	_			
	ether				
student i	software handles recordkeeping, please its capabilities	graphics o	oftware has capabilities, please hese below:	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
below:	no capabilities	n	can generate most		
0	by objective mastered	_	graphics		
0			can attach external graphics to item text		<u> </u>
0	gradebook or series of scores	П	can generate graphics and morge them in with item text		
			can produce the entire test	l.	What is the approximate cost of your testing software?
banking/t	the name of your item lest scoring software	k. Is your s	oftware:?		
package?		0	available on exchange agreement		
		0	eraliable for purchase from vender	m.	Technical assistance in running the software is
		0	ovollable for purchase from you		O available from us
		0	not available for others		vender strength
		•			not evallable

ERIC

Assurance, Inc.

ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Plaase type or write legibly. This ques		pi e d.			
Item Bank Title (if any)Assure	I Test Item Bank	<u>_</u>			
For information about the	Robert O Arms	****			
bank contact	Robert O. Arms (itle President	crong			
	Organization Assurance				
	treet 2455 E. Spee				
	City Tucson				
· ·	Phone: Area code 602	Number	' 		
aase indicate the characteristics of th					
Which of the following are available t bank? (check all that apply)	hrough this	-	iich of these : nk?	state me	nts are correct for this
_	•	J			
test items		YES	CAN BE ARRANGED	NO	
Clessification of items by content		E			ell or most of the bank
general objectives or topic statements item specifications, detailed content of	lescriptions	_	_	_	is eveilable for sale
etc. suggested instructional activities	Refer to			Ð	eil or most of the bank is available free (or for cost of reproduction
Cross references between objectives a	nd letter and		X		pre-developed tests ere
appropriete instructional materials	enclosed		_		constructed from the
content review or other velidity inform	materials	K		П	item bank tests are constructed
reliebility estimetes p-values RT (latent trait) calibrations		82	U	U	based on objectives in the item bank selected
Other item analysis data		10			by the user
technical reports	asiwaa and	ല	ب		items are used to con- struct tests based on objectives developed
What is the source of the bank's obje	ctives and				by the user
items? (check a'll that apply) X developed by teachers		• • • • • • • • • • • • • • • • • • • •			es related to the bank k all that apply)
developed by state or local central off	ice staff		CAN BE		
developed by test development persons your organization (with some lo	cal district assist			NO	
Collected from other sources		ريد			printing of test materie
	nerformed	Ð		님	test scoring services
What reviews or studies (if any) were	that anniv)	Ø	L		development of individed student profiles
for the items in the bank? (check all In review to verify appropriete content		Ø			development of class a
content review to match items to object	tives		6		treining on test admini
content review to establish appropriete	grade levels		BC h		tion procedures
or age levels editing for clarity	nersonne i		Ď		treining on writing or selecting objectives item specifications
aditing based on reviews by technical to aditing based on technical date	y 0, 50 m to 1		<u> </u>		treining on writing test
☑ tenting pases on technical pate		_			items
Kireview for culturel and ethnic bies			ניו	u	essistance in interpret test data
informal pilot testing (informal selection small numbers of subjects, non-rigoro	on of subjects. ous enalysis of				other
results) [formal pilot testing (rigorous sampling results, large numbers of subjects, stadministration)	end enlysis of tenderdized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered

For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMATE NUMBER		-		RADE	LEVEL	(AGE)		
	CONTENT AREA	OBJECTIVES		Pre School (0-4)	K-2 (6-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
	Phonetic Analysis	33	330		х	х	_x_	х		
	Structural Analysis	62	620		х	х	х	х		
	Vocabulary (word meaning and Recog.	60	6 00		х	х	х	х		
9	Comprehension	178	1780		х	х	х	х		
READING	Reading Readiness	34	340	х	х					
Æ	•	88	880		х	х	х	х		
	Reference (Study) Skills Higher Order Thinking Skills									
	Computational Skills	127	1270		x	×				
	Numeration Concepts/Numbers	143	1430	<u> </u>	x_	×	_x_		ļ	<u> </u>
S	Problem Solving (Application)	56	560		х	x	х_			
THEMATICS	Geometry	48	780		x_	х	_ x			
	Measurement	51	510		x	х	x _		_	
Ĭ	Probability/Statistics Higher Order Thinking Skills	10	100				х			
	Algebra	138	552							
	Grammar Skill lists breakdown	366	3660		×	х	×	×		
Ę	Usage <u>into domains of</u> parts of speech, capitaliz Mechanics punctuation, sentence	ation								
GE AMS	structure and usage Foreign Language (specify:)									-
LANGUA	Composition									
	Grades 1 - 8	530	4615		х	×	x			
E.	Physics (Chamistry /Piology	300	1500	†	Ë	-		×		1
SCIEN	Physics/Chemistry/Biology Higher Order Thinking Skills	300	1300							
	Social Studies	473	4730			×	х	х		
NER OF	gher Order Thinking Skills		23							

	 ebjective to be tested item difficulty item type (e.g., multiple-choice) cognitive level (e.g., recall, inference) 		where your cognitive derived (If you wo listing of the taxono would very much ap	uld liik my yo precia	ce to attach ou use, we	i a
	item type (e.g., multiple-choice)		would very much ap	precia		
			☐ Sleem's Taxe			
	cognitive level (e.g., recall, inferer		2 5	memy		
		ice)	other well-tr tazonomy, pi	nown ca	ognitive	
			medified an o			
	ether		_ please list			
	none		developed our taxenemy	own (cognitive	
			ether			
9 In 1	what form are the following availa	ble ⁷	Check all that apply)			
		IFRAME	NOT			
	COPY DISK DISK	OR TAP	E AVÄÏLABLE			
-	Item texts		5			
item	statistics		See letter			
a	What function(s) does this b	Froi	n where did you obtain this	c	If your s	oftware handles
	software perform?	soft	ware?			nagement, indicate ilities below:
		Ø	adapted from existing spreadsheets, databases, etc			stores items
	★ test development	0	If you checked the above box, please		2	full-screen editing
	Scoring		list the programs you are using Only to a small extent		(3)	can add/delete/change items
	reporting		using Word Star			
	student recordkeeping			-	G	can add/delete/change item classifications
	cross-reference to materials	X	specially designed for our system by			will handle user history
	en-line test administration	_			Q	will handle test analysis
	•ther	0	purchased from test or research organization		0	other
						



test deve	oftware handles elopment, indicate elilities below:	e If your softwar scoring, please capabilities belo	indicate its	ſ	If your software handles reporting, please indicate its capabilities below
X	en-line generation of tests	∑ mork s	sense reader		Subtest profiles
Ø	can use various criteria for selecting items	scores scores	t and total		subtest profiles class
<u> </u>	can add/delete/change items that are computer selected	<table-cell> objecti 😡 item s</table-cell>	ive mastery Italistics		summary reports cross reference to materials/methods
80	automatically eteres answer keys	[test st	tetietics Has built in		ther
D	And accord agent	_	hility		open system user adds own
Ø	features	_	ge as well a s nal item ana lys	sis	presciptions
<u> </u>	will print multiple forms ether	•			
student :	software handles recordkeeping, please its capabilities	h If your softwa graphics capat indicate these	oilities, please below: . generate most	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc) IBM XT/AT or compatible
X	by objective mastered	•			(Compag, Tandy, etc)
(2)	total scores over time		ittach external lics to item text		Rec 640 K. 10-20
<u> </u>	gradebook or series of scores	☐ and r	generate grsphics merge them in item text		Meg. Harddisk
	ether	Can test	produce the entire	I	What is the approximate cost of your testing software?
					See enclosed price structu
	the name of your item test scoring software		lable on exchange		
ASSURE	I Test Item Bank	∐ agre	ement		
	II Test Scoring	. Les from	lable for purchase a vendor (Commercia grams used)	m. al	Technical assistance in running the software is
ASSURE	III Test Reliabil	ity avail	lable for surchase		🔀 available from us
ASSURE	III Longitudiral	Student Rec.	, yeu		
ASSURE	III Open Instruct	ional	available for others		available through vendor
	Prescription Data 1	M OLG	Star, etc.		not available

25

Note: List of item bank objectives scoring feedback reports, etc.,

available upon request.

• ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This ques					
Item Bank Title (if any)Sample	Assessment Exercis	ادے Manual	(2 Volume		ementary and endary
For information about the				560	Condary
bank contact.	Name William L.		-1 04: 3:		
	Title Administrat				
	Organization Callic 721 Capitol	_	of Educat	ion	
	Street	<u> </u>			
	City Sacramento			<u> </u>	Zip <u>95814</u>
	Phone: Area code <u>9</u>	Number	445-0297		
lease indicate the characteristics of th					
. Which of the following are available bank? (check all that apply)	through this		nk?	s ta teme	nts are correct for this
test items classification of items by content		YES	CAN BE ARRANGED	NO	
X general objectives or topic statements	i	X			all or most of the bank is available for sale
item specifications, detailed content etc.	descriptions,			X	all or most of the bank is available free (or
suggested instructional activities cross references between objectives appropriate instructional materials				Ø	for cost of reproduction) pre-developed tasts are constructed from the
Content review or other validity inform reliability estimates	nation			Ø	item bank tests are constructed
p-values					based on objectives in the item bank selected by the user
▼ other item analysis data ▼ technical reports		X			items are used to con- struct tests based on objectives developed
. What is the source of the bank's obje	ectives and				by the user
items? (check all that apply)					s related to the bank
developed by teachers		са	n be provided	? (chec	k all that a pply)
** developed by state or local central off developed by test development person	nel within		CAN BE		
your organization	ne within	YES	ARRANGED	NO	
developed by an outside organization				\mathbf{x}	printing of test materials
Collected from other sources					printing of test materials test scoring services
. What reviews or studies (if any) were for the items in the bank? (check all		_		X X	development of individual student profiles
review to verify appropriate content				\square	development of class and
Content review to match items to object	tives			X	school profiles training on test administra
content review to establish appropriate or age levels				Ø	tion procedures training on writing or
☑ editing for clarity					selecting objectives and item specifications
editing based on reviews by technical editing based on technical data	personnel			X	training on writing test
review for sex bias review for cultural and ethnic bias	and authorize			Ö	assistance in interpreting test deta
informat pilot testing (informat selections) amait numbers of subjects, non-rigoro results)	on of subjects. ous analysis of				other
[X] formal pilot testing (rigorous sampling results, large numbers of subjects, sadministration)	and anlysis of tandardized				
genins action,					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

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We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

CONTENT AREA		APPROXIMATI	NUMBER	Pre	. (RADE	LEVEL			
	CONTENT AREA	OF OBJECTIVES		School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis			_						
	Structural Analysis	6	19	<u> </u>			х	х		
	Vocabulary	6	9 0			<u> </u>	х	х		
©	Comprehension	10	183				х	_х		
a	Reading Readiness									
	Reference (Study) Skills					L				
	Higher Order Thinking Skills									
	Computational skills	21	84				x			
	Concepts	15	6 0	 	-	 	x	х		-
THEMATICS	Problem Solving (Application)	15	6 0	-			х	х	-	
X	Geometry	7	28	 	_	<u> </u>	х	_x		-
	Calculator Math None	-		 	┞					-
₹.	Expressions, Equations & Formulas]2	6 0	<u> </u>			х	х		_
	Measurement	- ĝ	3 6	ļ		 	Ä	x		<u> </u>
	Interpreting Tables & Graphs	8	3 6	<u> </u>	<u> </u>	<u> </u>	х	×		
	Grammar (word forms)	2	81	↓	<u> </u>	<u> </u>	х	x	<u> </u>	
	Usage(sub/verb & pronoun agrmt.)	2	21	ļ	<u> </u>		х	х	ļ	
	Mechanics (punct./capit.)	5	52	↓	_	<u> </u>	х	х		<u> </u>
3	Foreign Language (specify:)					<u> </u>			<u> </u>	
	Composition (sentences; paragraphs	7	95				х	х		
LANGUAGE	Higher Order Thinking Skills spelling	10	17	<u> </u>	<u> </u>		х	х		
3	Direct Assessment of Writing:			<u> </u>	ļ		<u> </u>			
	Holistic Scoring Guides	3	3	<u> </u>			х	x	<u> </u>	
	Consumer/Basic Life Skills	5	362		<u> </u>		х	х		<u> </u>
	(Functional Transfer)								<u> </u>	
אל אל	(Functional Transfer) Higher Order Thinking Skills									
HER										
E O I	digher Order Thinking Skills	2	7							

. reporting items student recordkeeping can add/delete/change items can add/delete/change items can add/delete/change items can add/delete/change item classifications can add/delete/change items can ad	retrieve items? (Check all that apply) Sobjective to be tested item difficulty		cognitive level, please indicate from where your cognitive categories were derived (If you would like to attach a listing of the taxonomy you use, we would very much appreciate it)						
key words	item type (e.g., multiple-choice)		☐ Bloom's Taze	nemy					
sther construction constructio	🔀 cognitive level (e.g., recall, inference	e)	ether well-'n	own ca	gnitive				
sther none developed our own cognitive	key words								
9. In what form are the following available? (Check all that apply) HARD MICRO MAINFRAME NOT TAPE AVAILABLE Item teats Issue to support item banking, please answer the following questions (In each case, them statistics \(\text{Miles of them statistics} \)			please list	Tisting	Caxe tomy,				
9. In what form are the following available? (Check all that apply) HARD MICRO DISK OF TAPE AVAILABLE Item texts Item graphics	none			ewn c	egnitive				
HARD MICRO DISK OR TAPE AVAILABLE Item texts Mainternate			other						
a What function(s) does this software? with management salapted from existing spreadsheets, databases, etc. stores item management, indicate its capabilities below: test development with programs you are using can add/delete/change item management its capabilities below: test development with programs you are using can add/delete/change item classifications with handle user history with handle user history with handle user history with handle test analysis with handle test with hand	HARD MICRO MAINI COPY DISK O Item texts Item graphics	FRAME (NOT NLABLE						
test development test development If you checked the above box, please full-screen editing scoring can add/delate/change test development items can add/delate/change student recordkeeping can add/delate/change test development full-screen editing can add/delate/change test development full-screen editing can add/delate/change tem classifications will handle user history other purchased from test or research other			,						
scoring list the programs you are using can add/delate/change litems litems can add/delate/change litems can add/delate/change litems litem	a What function(s) does this b software perform?	From where software?	did you obtain this from existing spreadsheets,		If your so	oftware handles nagement, indicate illities below:			
reporting student recordkeeping can add/delete/change litem classifications cross-reference to materials en-line test administration ether purchased from test or reserrch	a What function(s) does this b software perform?	From where software?	did you obtain this from existing spreadsheets, s, etc.		If your so item man its capab	oftware handles nagement, indicate ilities below: steres items			
student recorded eping Item classifications Item classificatio	a What function(s) does this b software perform? item management test development	From where software? adapted database	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please		If your seitem manits capab	oftware handles nagement, indicate illities below: steres items full-screen editing			
on-line test administration other purchased from test or reserrch specially designed for our system by will handle test enalysis	a What function(s) does this b software perform? item management test development scoring	From where software? adapted database	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please		If your seitem manits capab	oftware handles nagement, indicate illities below: stores items full—screen editing can add/delate/change			
on-line test administration other purchased from test or reserrch will handle test analysis	a What function(s) does this b software perform? item management test development scoring reporting	From where software? adapted database	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please		If your so item man its capab	oftware handles hagement, indicate illities below: stores items full-screen editing can add/delate/change items			
other purchased from test or reserrch other	a What function(s) does this b software perform? item management test development scoring reporting student recordkeeping	From where software? adapted database H you dist the	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please programs you are using		If your so item man its capab	oftware handles nagement, indicate illities below: stores items full-screen editing can add/delate/change items can add/delate/change item classifications			
	a What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials	From where software? adapted database H you dist the	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please programs you are using		If your so item man its capab	oftware handles nagement, indicate ilities below: stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications will handle user histo			
	a What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From where software? adapted database If you dist the specially specially	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please programs you are using designed for our system by		If your seitem marits capab	oftware handles nagement, indicate ilities below: stores items full-screen editing can add/delate/change items can add/delate/change item classifications will handle user history will handle user history analysis			
	a What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From where software? adapted database If you dist the specially specially	did you obtain this from existing spreadsheets, s, etc. hecked the above box, please programs you are using designed for our system by		If your seitem marits capab	oftware handles hagement, indicate hilities below: stores items full-screen editing can add/delste/change items can add/delste/change item classifications will handle user histor will handle test analysis			



If your software handles test development, indicate its capabilities below:	•	If your software handles scoring, please indicate its capabilities below:	f.	If your software handles reporting, please indicate its capabilities below
on—line generation of tests		mark sense reader		Dubtest profiles
can use various criteria for selecting items		subtest and total scores		subtest profiles——clas
can add/delete/change		objective mastery		Summary reports
items that are computer selected		ltem statistics		cross reference to materials/methods
automatically stores answer teys		test statistics		
printa tests		other		
has apecial print features				
will print multiple forms		.		
•ther				
If your software handles student recordkeeping, please indicate its capabilities below.	h	If your software has graphics capabilities, please indicate these below:	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.
by objective mastered		can generate most graphics		
total scores over time		can attach external graphics to item text		
gradebook or series of scores		can generate graphics and merge them in		
		with item text		
		can produce the entire	I.	What is the approximate cost of your testing software?
What is the name of your item banking/test scoring software	k	Is your software:?		
package?		available en exchange agreement		
		available for purchase from vender	m.	Technical assistance in running the software is
		available for purchase from you		available from us
		not "vailable for others		available through vander
	•			not available

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



CTB-McGraw-Hill

• ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. Th	is questionnare wii						
Item Bank Title (if any)		CTB/N	<u>lcGraw</u>	-H111	<u>Item Bank</u>		
For information about the		A					
bank contact	Name		Bank 1				
	Ti!le		icGraw		<u> </u>		
	Organ:zation		Garde				
	Street			- KOBO	CA		93940
	City	Monte			. 21816		Zip
	Phone: Area	code	408_	Number	049-170		
ease indicate the characteristic	s of this item bank	by plac	ing an "				
Which of the following are ava bank? (check all that apply)	ilable through this			4. Wh	_	stateme	nts are correct for this
test items				YES	CAN BE ARRANGED	NO	
classification of items by cont general objectives or topic sta							all or most of the bank is available for sale
item specifications, detailed of	content descriptions.						all or most of the bank
etc.		iectiv	e sets	. —	_	_	is available free (or
suggested instructional activitions cross references between objective appropriate instructional materials.	ctives and	11	"				for cost of reproduction) pre-developed tests are constructed from the
content review or other validit	y information (SOD	e item	pools) _			item bank
reliability estimates p-values	11	11	11	• .			tests are constructed based on objectives in the item bank selected
IRT (latent trait) calibrations	11		"	_	_	_	by the user
other item analysis data technical reports	11	"	"				items are used to con- struct tests based on objectives developed
What is the source of the bank	c's objectives and						by the user
items? (check all that apply)				5. W h	at additional	service	s related to the bank
developed by teachers				ca	n be provided	d? (chec	k all that apply)
developed by state or local ce	ntral office staff				CAN BE		
developed by test development your organization				YES	ARRANGED	NO	
developed by an outside organ	ization						printing of test materials
collected from other sources							test scoring services
. What reviews or studies (if ar	ry) were performed						development of individual student profiles
for the items in the bank? (Ch review to verify appropriate co							development of class and achool profiles
content review to match items	to objectives						training on test administr
content review to establish appear age levels editing for clarity	propriate grade (evel)	•					training on writing or selecting objectives and
editing based on reviews by te	chnical personnel						item specifications training on writing test
editing based on technical dat	(some item	noole	`	_	_	_	items
review for sex bias review for cultural and ethnic	bias (some item	pools					assistance in interpreting test data
informal pilot testing (informal email numbers of subjects, n	selection of subject on-rigorous analysis :	s. of (som	e item	pools	3)		other <u>Matching</u>
results)				-			sets of
formal pilot testing (rigorous a results, large numbers of sub administration)	sampling and anlysis pacts, standardized	of (som	e item	pools	s)		objectives



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns provided

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

	Item totals are approximate as of	APPROXIMATE NUMBER		Pro	•		malas e.e e-12				
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K·2 (6-7)	3-5 (8-10)	(11-13)	(14-17)	College	Adul	
	Phonetic Analysis	PLEASE SEE	700	x	X_	X	X				
		NARRATIVE	400		-	<u> </u>	Y	-	 		
	Structural Analysis	REGARDING	2800	X_	X	X	X	X			
Ø	Vocabulary	OBJECTIVES	3100	X_	X	X	X	X			
ADING	Reading Resolvess discrim., word ID)		200	x	X	x		Ĺ	<u> </u>		
¥	-		1100		x _	X	Х	Х			
	Reference (Study) Skills Higher Order Thinking Skills PLEASE SEE N	ARRATIVE							<u> </u>		
	Oral (Listening) Comprehension		100	x	X		I		<u> </u>	<u> </u>	
	** Spanish to be added in 1988.		3200	х	x	X	x	x			
	Computational skills		1600	X	X	X	х	х			
••	Concepts (not geometry)	ļ	2200	X	X	X	X	X			
25	Problem Solving (Application) (not geom.)	 		1		X	T	7			
ATHEMATICS	Geometry (concepts & application)		800	 	X	┪	1	1	1	1	
H	Calculator Math (none so specified)			┼──	+-	-	1		1		
ž	Higher Order Thinking Skills PLEASE SEE	NARRATIVE		 	+-	+ -	X	T _X	 	†	
	Problem Solving (Methods)		300	X	X	X	 ^	 ^	 	+	
	** Spanish to be added in 1988.			+	+-	+-	+-	X	+	+-	
	Grammar		1100	X	X	X	X	+	+	+-	
	Usage		1700	X	X	X	X	X	+-	+-	
3			2000	X	X	X	X	 X	+	╁	
E ARTS	Foreign Language (specify:			 	╁	┼—	╂	 	+-	+	
M			700	╀—	<u> x</u>	X	X	X	+	╁╴	
ANCUA	Higher Order Thinking Skills PLEASE SEE	NARRATIVE		1	4-	↓	—	+	┼	+-	
3	** Spanish to be added in 1988.				1_	1	1_	 	-	+-	
				<u> </u>	1_	1	↓	↓	 	+	
T	General, Life, Earth, Physical		600		X	X	X	X	 	4-	
Ų					1_		1_		↓	1_	
SCIFINGE	Higher Order Thinking Skills PLEASE SEE	NARRATIVE								↓_	
ď	Higher Order Thinking Skills										
1	Social Studies	† <u>-</u>	800	X	X	X	x	x			
				T^-	T						
Q Q	Higher Order Thinking Skills PLEASE SEL		R 1	1	1		1				
Ŧ.	Thisbas Order Thinking Skills PLEASE SEL	NARRATIVE	¥ <u></u>	+		+	+-	+-	1 -	\top	

7. Which of the following can be used to retrieve items? (Check all that apply) • ebjective to be tested • item difficulty • item type (* g , multiple-choice) • cognitive level (* g , recell, inference)		if your items are retricognitive level, please where your cognitive derived (If you wou listing of the taxonon would very much app Bleem's Taxon ether well—the	indicatego id like ny yo- preciat nomy	ate from ories were e to attach a u use, we te it.)
key words		texonomy, ples		
ether Please see narrat	ive.	modified an exploses that		
none		developed our taxonomy	997 11 C	egnitive
		ether Plea	se s	see narrative.
9. In what form are the following available HARD MICRO DISK OF	FRAME NO	OT ABLE		
O If computer software is used to support check all responses that apply)	t item banking,	please answer the folio	owing	questions. (In each case,
O If computer software is used to support check all responses that apply) a What function(s) does this b software perform?	From where software?	did you obtain this	owing c	If your software handles item management, indicate
check all responses that apply) a What function(s) does this b	From where software?	did you obtain this		If your software handles
a What function(s) does this b software perform?	From where software? adapted from databases	did you obtain this		If your software handles item management, indicate its capabilities below.
a What function(s) does this b software perform? item management test development scering	From where software? adapted from databases	did you obtain this rem exieting epreadsheets, , etc acked the above box, please		If your software handles item management, indicate its capabilities below.
a What function(s) does this b software perform? item management test development	From where software? adapted from databases	did you obtain this rem exieting epreadsheets, , etc acked the above box, please		If your software handles item management, indicate its capabilities below. eteres items full-ecreen editing can add/delete/change
a What function(s) does this b software perform? item management test development scoring reporting	From where software? adapted from databases, if you che issi the particular.	did you obtain this rem exieting epreadsheets, , etc acked the above box, please regisms you are using		If your software handles item management, indicate its capabilities below. eteres items full-ecreen editing can add/delete/change items can add/delete/change item classifications
a What function(s) does this b software perform? item manegement test development scoring reporting etudent recordkeeping	From where software? adapted from databases. If you che issi the process the process the process to the proce	did you obtain this rem exieting epreadsheets, , etc acked the above box, please registric you are 1251ng designed for our system by		If your software handles item management, indicate its capabilities below. eteres items full-ecreen editing can add/delete/change items can add/delete/change
a What function(s) does this b software perform? item manegement test development scoring reporting etudent recordkeeping cross-reference to materials	From where software? adapted from databases. If you che issi the property of	did you obtain this rem exieting epreadsheets, , etc acked the above box, pleases registris you are 1887ig designed for our system by Guide Systems from test or research		If your software handles item management, indicate its capabilities below. eteres items full-ecreen editing can add/delete/change items can add/delete/change item classifications will handle user hietory will handle test
a What function(s) does this software perform? item manegement test development scoring reporting etudent recordkeeping cross-reference to materials en-line teet administration	From where software? adapted from databases. If you che issi the properties of the	did you obtain this rem exieting epreadsheets, , etc acked the above box, pleases registris you are 1887ig designed for our system by Guide Systems from test or research		If your software handles item management, indicate its capabilities below. eteres items full-ecreen editing can add/delete/change items can add/delete/change item classifications will handle user hietory will handle test analysis
a What function(s) does this b software perform? item manegement test development scoring reporting etudent recordkeeping cross-reference to materials en-line teet administration	From where software? adapted from databases. If you che issi the properties of the	did you obtain this rem exieting epreadsheets, , etc acked the above box, pleases registris you are 1887ig designed for our system by Guide Systems from test or research		If your software handles item management, indicate its capabilities below. eteres items full-ecreen editing can add/delete/change items can add/delete/change item classifications will handle user hietory will handle test analysis



		lopment, indicate ilities below	scoring, (capabiliti	please indicate its es below:		reporting, please indicate its capabilities below.
	•	on—line generation of lests		mark sense reader		oubtest profiles student
		can use various chiens for selecting items		subtest and total scores		aubtest profiles class
		can add/delete/change items thet are computer selected		objective mastery Item statistics		cross reference to materials/methods
		automatically stores answer keys		teet statistics		other
	•	prints tests		other		
		has special print features				· · · · · · · · · · · · · · · · · · ·
		will print multiple forms	•			
	ם	ether				
ľ	student i	software handles recordkeeping, please	graphics	software has capabilities, please	i.	What type of computer do you use? (If micro, please
	indicate i below:	its capabilities	indicate	these below:		indicate XT, AT, 286, etc.) AT 286 compatibles
		by objective mestered	-	graphics		
		total scores over time	•	can attach external graphics to item text		
	0			can generate graphics and marge them in with item text		
		ether	•	can produce the entire test	1	What is the approximate cost of your testing software?
						TestBuilder \$1600
į	banking/t	the name of your item east accring software	k Is your	software:?		TestMate \$2600 (CRT)
	package? TEST E	BUILDER		availeble on exchange agreement		
	- ite	management		evaliable for purchase from vender	m	Technical assistance in running the software is
	- tes	t development	•	gveileble for purchase		available from us
	TEST N	MATE	•	Wem you		available through
	_ scc	oring	C	not available for others		Transact Emough
	- rep	orting				not available

If your software handles

If your software handies

f. If your software handles

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.





CTB/McGraw-Hill Item Banking Products and Services

CTB/McGraw-Hill's Item Bank provides both centralized, mainframe-computer based and distributed, microcomputer-based products and services. These are described separately below. Specific information is available through CTB's nationwide staff of professional evaluation consultants.

Mainframe Item Bank

The Item Bank consists of a relational data base of item characteristics and objective definitions. The data base is linked to other systems that store the text, graphics, and statistics needed to use the items.

The Item Bank does not categorize items according to a single, arbitrary list of objectives. Rather, it describes both items and objectives in terms of a uniquely flexible and expandable internal language. Any set of objectives defined in this language becomes an integral part of the Item Bank. The objectives are then used to retrieve items directly, in their own terms, without first having to be matched to a set of generic objectives. They can also be matched to other sets of Item Bank objectives for purposes of comparison, prescription, product evaluation, and so on.

The Item Bank retrieval system makes items accessible not only in terms of any set of objectives, but also in terms of:

- specific elements of the internal content-descriptive language
- item format characteristics, such as (depending on content area):
 - number of responses
 - question vs. incomplete-sentence item stem
 - word vs. phrase vs. sentence item responses
- item administration characteristics
 - m oral vs. written item stem
 - pictorial vs. verbal item responses
- item calibration history
- reading passage characteristics
 - m content
 - □ format
 - m readability
 - focus on female, ethnic, or disabled characters
- graphic display characteristics
 - m content
 - m format
 - focus on female, ethnic, or disabled characters
- item vocabulary level (data in preparation for selected content areas)
- item usage history (data in preparation)
- cognitive process level (data in preparation)

It is possible to use the Item Bank's internal item-description language to define levels of cognitive processing in terms appropriate to each content area. Elements of the internal language can thus be used to retrieve items for one or more cognitive levels as defined by the user for the purpose at hand; the Item Bank does not enforce a predefined concept of "higher-order thinking skills."



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The mainframe Item Bank is used by the professional research and development staff of CTB/McGraw-Hill to create tests and microcomputer-based item banks and to match sets of objectives.

Microcomputer Item Banks

CTB/McGraw-Hill offers item banks for use on microcomputer-based item banking systems. Three types of item banks are available.

- 1. CTB distributes item banks developed by outside agencies and usable on a variety of microcomputer item banking systems. These item banks retain the content structures provided for them by their originators, which are not necessarily included in the mainframe item Bank.
- 2. CTB provides an item bank organized according to a detailed, generic set of objectives that reflects the internal content structure of the mainframe Item Bank. These objectives are defined in sufficiently specific terms to allow easy selection by teachers and evaluators constructing tests according to either classroom instructional objectives or state- or district-mandated test objectives.

The initial release of this item bank, scheduled for early 1988, includes a comprehensive objective structure and approximately 5,000 items in reading, language, and mathematics. Subsequent updates will expand the objective structure into other content areas and will add items in all content areas.

3. CTB offers microcomputer item banks organized according to the user's objectives. Such item banks offer the greatest possible ease of use, since they make items accessible directly in the user's terms, without the need to translate the user's objectives into the item bank's objectives.

This service includes definition of the user's objectives in the mainframe Item Bank, where they remain available for subsequent uses, including the expansion of the microcomputer item bank, matching with other sets of Item Bank objectives, and creation of customized tests.

The latter two products — microcomputer item banks organized according to CTB's or the user's objectives — are designed to be used with the TestMate series of programs for item bank maintenance, test construction, and scoring, created by Data Guide Systems and distributed by CTB/McGraw-Hill. These software systems are available in a variety of formats, all of which provide automatic generation of scoring keys for use with the Data Guide test building and scoring system. They provide the capabilities to expand or alter the initial objective structure; to add, edit, and delete items; and to add descriptive attributes to items. They run on IBM PC and compatible computers with hard disks. With the addition of graphics scanning and editing hardware and software and the use of a laser printer, they include the capability to store, edit, and print graphic displays and pictorial item responses.



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• ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This		_			
Item Bank Title (if any)Conn	necticut Mastery Test	(in devel	opment)		
For information about the	Peter Behunia	k			
bank contact	Name		at Dragram		
	Title Director CT M	<u>astery re</u> remone of	Education		
	Organization CT Depa Street 165 Capital A	ve	Lucation		
	Hart ford		State CT		Zip 06145
	Phone: Area code _203	Number	566-40	08	
ease indicate the characteristics Which of the following are availa					nts are correct for this
bank? (check all that apply)	•	ba	nk?		
▼ test items			CAN BE		
👿 classification of items by conten		YES	ARRANGED	NO [X]	all or most of the bank
general objectives or topic state			Ų	لقا	is avai' ble for sale
item specifications, detailed con etc. Suggested instructional activities			<pre> possible </pre>		all or most of the bank is available free (or for cost of reproduction)
Cross references between objects appropriate instructional maters	ves and als			X	pre-developed tests are constructed from the
Content review or other validity is reliability estimates Provalues P	ntormation				item bank tests are constructed based on objectives in the item bank selected
RT (latent trait) calibrations other item analysis data technical reports				X	by the user items are used to con- struct tests based on
What is the source of the bank's	objectives and				objectives developed by the user
items? (check all that apply)					es related to the bank
developed by teachers		Ca	n be provided	? (chec	k all that apply)
developed by state or local central developed by test development property organization	al office staff ersonnel within	YES	CAN BE ARRANGED	NO	
A developed by an outside organiza	ition			ন	printing of test materials
Collected from other sources		ö			test scoring services
What reviews or studies (if any) for the items in the bank? (check					development of individual student profiles
The review to verify appropriate conte	nt		y possible		development of class and school profiles
Content review to match items to	objectives	2			training on test administra
content review to establish appropriate conten		乜			tion procedures training on writing or selecting objectives and
dediting for clarity dediting based on reviews by techniques.	nical personnel	[2]			item specifications training on writing test
editing based on technical data		_		_	items
review for sex bias review for cultural and ethnic bia	\$	Ģ			assistance in interpreting
informal pilot testing (informal se email numbers of subjects, non-	election of subjects.				test
results) A formal pilot testing (rigorous sam results, large numbers of subject	pling and anlysis of cts, standardized				
administration)					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered

For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

			APPROXIMATE NUMBER		•	_		(AGE)		
	CONTENT AREA	OBJECTIVES	F	Pre School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis									
EADING	Structural Analysis									
	Vocabulary									
	Comprehension	3	15			х	x			
	Reading Readiness									
¥	Reference (Study) Skills	3	15			х	Х			
	Higher Order Thinking Skills	2	12			Х	Х			_
	Computational skills	4	16			X	X			
	Concepts	8	32			х	X			
S	Problem Solving (Application)	8	32	<u> </u>		Х	Х			
THEMATICS	Geometry	4	16			Х_	х			
Ħ	Calculator Math	8	32			Х	х			
S	Higher Order Thinking Skills	4	16			х	Х	-		
	Grammar	3				х	х	-		
	Usage	3	21			<u> </u>	_x_			
AMS	Mechanics	2	14			х	х			
u	Foreign Language (specify:)	1 1								
SCIENCE LANGUAGE	Composition	1	5			х	х			
	Higher Order Thinking Skills									
	Higher Order Thinking Skills									
HER						_				
5 1	gher Order Thinking Skills		37							

trieve items? (Ch		• • • •		cognitive lev				•	
😡 objective to		derived (If	you would	like t	o attac	ch a			
item difficult	ty							•	
item type (e	e g , multiple – ch	noice)		☐ Bio	em'e Tazene	my			
cognitive lev	rel (e.g., recall, i	inference)		ether well-known cognitive					
bey words									
ether			_	i più	160 list				
nene						un cegn	itive		
				eth			-		
what form are the	e following a	vailable?	(Check all	that apply)					
HARD	MICRO D	MAINFRAM	E NO						
_	DISK	_							
_									
statistics 📙		L	نيا						
omputer software k all responses th		upport iten	banking,	please answer	the follow	ing qu	estions	(In each case,	
k all responses th	at apply)								
	at apply) does this	b Fro		please answer id you obtain		c If	your s	software handles nagement, indicate	
k all responses th What function(s)	at apply) does this	b Fro	m where di ware?	id you obtain m existing spread	this	c If	your sem ma	software handles nagement, indicate bilities below	
k all responses th What function(s) software perform	at apply) does this	b Fro	m where di ware? adapted fro databases, o	id you obtain m existing spread atc. ked the above bo	this sheets,	c If	your s	software handles nagement, indicate bilities below eteres items	
What function(s) software perform	at apply) does this	b Fro	m where di ware? adapted fro databases, o	id you obtain m existing spread atc.	this sheets,	c If	your sem maes capat	software handles nagement, indicate bilities below eteres items full-screen editing	
What function(s) software perform ☐ item managem ☐ test developme ☐ scering ☐ reporting	does this onent	b Fro	m where di ware? adapted fro databases, o	id you obtain m existing spread atc. ked the above bo	this sheets,	c If	your sem mans capat	software handles nagement, indicate bilities below- eteres items full-screen editing can add/delete/chang items	
What function(s) software perform item managem test developme scoring reporting	does this nent	b Fro	m where di ware? adapted fro databases, o	id you obtain m existing spread atc. ked the above bo	this sheets,	c If	your sem maes capat	software handles nagement, indicate bilities below- eteres items full-screen editing can add/delete/chang items	
What function(s) software perform ☑ item managem ☑ test developme ☑ scoring ☑ reporting ☑ etudent record ☐ cross—referenc	does this nent likeeping	b Fro	m where di ware? adapted fro databases, if you check list the pro	id you obtain m existing spread atc. ked the above bo	this sheets, z, please ing	c If	your sem mass capat	software handles nagement, indicate bilities below eteres items full-screen editing can add/delete/chang items can add/delete/chang item classifications	
What function(s) software perform ⚠ item managem ☒ test developme ☒ scering ☒ reporting ☒ etudent record ☐ cross—referenc ☒ en—line test a	does this not be a second of the second of t	b Fro	m where disware? adapted from databases, or the properties of the	id you obtain m existing spread atc. ked the above be grams you are us	this sheets, z, please ing	c If	your sem mass capat	software handles nagement, indicate bilities below eteres items full-screen editing can add/delete/chang items can add/delete/chang item classifications	
What function(s) software perform ⚠ item managem ☒ test developme ☒ scering ☒ reporting ☒ etudent record ☐ cross—referenc ☒ en—line test a	does this nent likeeping	b Fro	m where diware? adapted from databases, of the properties of the properties of the staff.	id you obtain m existing spread stc. ked the above be grams you are us	this sheets, x, please sing stem by ors	c If	your sem man scapat	software handles nagement, indicate bilities below- eteres items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histo will handle test analysis	
What function(s) software perform ⚠ item managem ☒ test developme ☒ scering ☒ reporting ☒ etudent record ☐ cross—referenc ☒ en—line test a	does this not be a second of the second of t	b Fro	m where diware? adapted from databases, of the properties of the	id you obtain m existing spread stc. ked the above bo grams you are us signed for our sy & contractor	this sheets, x, please sing stem by ors	c If	your sem man scapat	software handles nagement, indicate bilities below- eteres items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histo will handle test analysis	
What function(s) software perform ⚠ item managem ☒ test developme ☒ scering ☒ reporting ☒ etudent record ☐ cross—referenc ☒ en—line test a	does this not be a second of the second of t	b Fro	m where diware? adapted from databases, of the properties of the	id you obtain m existing spread stc. ked the above bo grams you are us signed for our sy & contractor	this sheets, x, please sing stem by ors	c If	your sem man scapat	software handles nagement, indicate bilities below- eteres items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histo will handle test analysis	
What function(s) software perform ⚠ item managem ☒ test developme ☒ scering ☒ reporting ☒ etudent record ☐ cross—referenc ☒ en—line test a	does this not be a second of the second of t	b Fro	m where diware? adapted from databases, of the properties of the	id you obtain m existing spread stc. ked the above bo grams you are us signed for our sy & contractor	this sheets, x, please sing stem by ors	c If	your sem man scapat	software handles nagement, indicate bilities below eteres items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histo	
	item type (in cognitive less than type (in co	cognitive level (e.g., recall, key words cher	item type (e.g., multiple-choice) cognitive level (e.g., recall, inference) key words other none What form are the following available? HARD MICRO MAINFRAMI COPY DISK OR TA	item type (e.g., multiple-choice) cognitive level (e.g., recall, inference) key words other none What form are the following available? (Check all HARD MICRO MAINFRAME NO COPY DISK DISK OR TAPE AVAIL	item difficulty item type (e.g., multiple-choice) cegnitive level (e.g., recall, inference) tey words other	item difficulty listing of the taxonomy would very much approximately would very much approximately listing of the taxonomy would very much approximately would very much approximately listing of the taxonomy very much approximately would very much approximately listing of the taxonomy very much approximately would very much approximately listing of the taxonomy very much approximately listing of taxonomy very	item difficulty would very much appreciate item type (e.g., multiple-choice) Bloom's Tazenomy cognitive level (e.g., recall, inference) other well-known cognitizationomy, please list taxenomy, please list modified on existing taxenomy none developed our own cognitizationomy other other	item difficulty listing of the taxonomy you use, would very much appreciate it.) item type (e.g., multiple-choice) Bloom's Tazenomy other well-known cognitive taxonomy, please list modified on existing taxonomy, please list modified on existing taxonomy, please list developed our own cognitive taxonomy other other other make modified on existing taxonomy other other hard micro our own cognitive taxonomy other other hard our own cognitive taxonomy other other other other	



test de	software handles evelopment, indicate eabilities below:	•	If your software handles scoring, please indicate its capabilities below:	f.	If your software handles reporting, please indicate its capabilities below
6	en-line generation of tests		mark sense reader		subtest profiles
1	can use various criteria for selecting items		Subtest and total scores		whitest profiles class
	can add/delete/change		objective mastery		⊠ summary reports
•	items that are computer selected		item statistics		cross reference to materials/methods
1	automatically ateres enswer keys		{ lest statiatics		ether
1	R prints tests			-	
l	has special print features			<u> </u>	
(will print multiple forms			_	
(•ther	-			
		- -			
student	software handles t recordkeeping, please t its capabilities	h	If your software has graphic, capabilities, please indicate these below:	i .	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
1	by objective mastered		can generate most graphics		IBM XT
í	tetal scores ever time		can attach external graphics to item text		
1	gradebook or senes of scores		can generate graphics and merge them in	i	
(with item text		
		<u>.</u>	can produce the entir	• I.	What is the approximate cost of your testing software?
					In development
banking	s the name of your iter t/test scoring software	n k	ls your software:?		
package		_	available on exchang agreement	(e	
		<u>-</u>	available for purchas	e m.	Technical assistance in running the software is:
		_	available for purchas from you	•	available from ua
		<u>-</u>	net available for eth currently	ers	available through vendor
			_		not available

thinking skills, and in computerized systems.

The first phases of providing computer support have been in the administrative area. Attached material indicates the MTIS software. Also the CT mastery test student scores are provided to each district on floppy disks (Apple APREDOS and IBM MS DOS). stage is the development at the item banks to support the wider student applications.



• ITEM BANK DATA SHEET

lease type or write legibly. This					
Item Bank Title (if any) Surve	Y Test of Essential	Elements/L	<u>earner Sta</u>	n <u>dard</u>	s
For information about the	n		D. 110	01 . 1	_
bank contact:	Evecutive	Grobe and	Daniel S.	<u>Sneen</u>	an
	Title		nt School	Dictr	int
	0001 77		ne School	DISCI	ICC
	7 11	mer br.	State_Tex		Zip 75219
	CityDallas Phone: Area code	214 Number			21p <u> 252</u> -
	<u> </u>				
ease indicate the characteristics	of this item bank by placi				
Which of the following are availabank? (check all that apply)	ble through this .	-	nich of the se s nk?	stateme	ents are correct for this
🗴 tast items		upe	CAN BE	NO	
🔟 classification of items by conten		YES	ARRANGED	NO EX	all or most of the bank
general objectives or topic stater				<u></u>	is available for sale
item specifications, detailed con etc. suggested instructional activities		X		□sc	DICENTIAL OF THE BANK is available free (or for cost of reproduction
cross references between objecti- appropriate instructional materi	ves and als	X			pre-developed tests are constructed from the
Content review or other validity in raliability estimates Description of the content of the con	nformation				item bank tests are constructed based on objectives in the item bank selected
IX IRT (latent trait) calibrations IX other item analysis data IX technical reports	akia sawa and				by the user items are used to con- struct tests based on objectives developed
What is the source of the bank's	objectives and				by the user
items? (check all that apply)					es related to the bank
★ developed by teachers ★ developed by state or local central	al office staff	са	n be provided	/ (cnec	k all that apply)
		YES	CAN BE ARRANGED	NO	
deve-oped by an outside organiza	tion	П	7	X	printing of test materials
Collected from other sources				\mathbf{X}	test scoring services
What reviews or studies (if any)				X	development of individua
for the items in the bank? (check			П	$\overline{\mathbf{X}}$	student profiles development of class and
Treview to verify appropriate conte	nt	_	_		school profiles
Content review to match items to				X	training on test agminist tion procedures
Content review to establish approporage levels All editing for Clarity	MINTER GLACIS			X	training on writing or selecting objectives ar
C editing based on reviews by techn C editing based on technical data	ical personnel			X	item specifications training on Writing test
review for sex bias Preview for cultural and ethnic bias	,			X	items assistance in interpretir test data
informal priot testing (informal se small numbers of subjects, non-results)	lection of subjects. Igorous analysis of				other
In formal pilot testing (rigorous samples large numbers of subject administration)	oling and anlysis of ts, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the arpropriate content area is not listed, please write it in the space provided.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

		APPROXIMAT		Pro	-	_	LEVEL	• "	•	
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
P	Phonetic Analysis									
S	Structural Analysis									
V	/ocabulary	45	500		Х	х	х	х		
۳ c	Comprehension	50	600		х	х	х	Х		
EADING B	leading Readiness									
E R	leference (Study) Skills	50	550	_	X	X	х	X_		
	digher Order Thinking Skills (Analysis)	38	458		Х	Х	х	Х		
	iterature	35	380		Х	х	х	Х		
L	istening Comprehension	12	150		Х	Х	х	Х		
_	Computational skills	80	9 00 ·		х	х	х	Х		
	concepts Numeration	20	250		х	х	х	х		
	Problem Solving (Application,	50	570		х	Х	х	Х		
7		55	600		Y	X	x	Y		_
	Secondary	88	1100		х	X	X	^_		
⋖	Caiculator Math & Computer Literacy	12	150		х	X	X	X		
•••	ligher Order Thinking Skills (Logic) uath Sentences	30	320		X	X	X			
_	harts, Graphs & Tables	30	350		x	X	X			
		20	100		х	X	X	X		
	rammar									
_	sage	20	100		Х	<u>X</u>	X	X		
₹	lechanics	20	100		Х	Х	Х	<u>X</u>		
y F	oreign Language (specify:)	0.4	200							
5	compositionsentence	24 .	320		Х	Х	Х	Х		
H	ligher Order Thinking Skills 10gic	30	3 60		_X	X	Х	_X_		
_	diting	24	300		<u> </u>	Х	Х	<u> </u>		
	peaking	24	300		Х	Х	Х	<u> </u>		
<u>s</u> <u>-</u> ب	cience	126	1600		X	Х	Х			
H	ealth	81	1000		Х	Х	Х			
, Hi	ealth igher Order Thinking Skills									
<u>s</u>	cial Studies	135	1700		х	Х	х			
<u> </u>										
ERIC	igher Order Thinking Skills	4138	,1							

6. (cont')			Grade	Level
Content Area	No. Objectives	No. Items	K-2 3-5	6-8 9-12
Chemistry	14	200		Х
Biology	22	3 00		X
Physical Science	12	200		X
Physics	10	200		X
U.S. History	16	200		X
American Government	12	200		x
Economics	20	200		X
World History	20	200		x
World Geography	20	200		X
Psychology	15	100		X
Sociology	15	100		X



retrieve i	items? (C objective te		apply)	where you derived. listing of	cognitive level, please indicate from where your cognitive callegories were derived. (If you would like to attach a listing of the taxonomy you use, we would very much appreciate it.)					
	item difficu	ity [e.g., multiple—c	haisal	_	•	•				
		vei {e.g., recall,		_	Bloom's Texes other well-kno					
	tey words	(e.g.,								
	•				modified an explease list	cisting taxonomy,				
	none		•		developed our taxenemy	ewn cognitive				
				0	ether					
). In what t	form are ti	he following	available? (Check all that apply)					
	HARD COPY	MICRO DISK	MAINFRAME DISK OR TAP	NOT E AVAILABLE						
item tex	ts 🖄	\mathbf{X}								
item grephi	CT.			000						
item statisti	cs 🕰									
a. Wha	·	s) does this	b. Fron soft	n where did you obt ware ⁷	ain this	item man	oftware handles agement, indicate ilities below:			
	item manage	ement		adapted from existing speakatabases, etc.	preadsheets,		stores items			
0	test develop	ment	С	If you checked the abov	e box, please		full-screen editing			
	scoring		J	list the programs you e	re using		can add/delete/change items			
<u>A</u>	reporting student reco	rdkeeping				0	can edd/delete/change item classifications			
	cross-refere	nce to materials	_				will handle user history			
	en-line test	administration	X	specially designed for ex	ur system by		will handle test			
	other		_ `	own staff			naniveis			
							analysis			
			– o	purchased from test or i organization	research	U	•			
					research	u	•			
			- o -		research	J	•			
			- o - -		research	J	analysis other			



test (ur software handles development, indicate apabilities below	e.	If your software handles scoring, please indicate its capabilities below:	f.	If your software handles reporting, please indicate its capabilities below
	on—line generation of tests		mark sense reader		subtest profiles student
	can use Vanous criteris for selecting items		subtest and total scores		wibtest profiles——class
	can add/delete/change		objective mastery		Summary reports
	items that are computer selected		item statistics		cross reference to materials/methods
	automatically stores answer keys		test statistics		
	prints tests	•			
	has special print features				
	will print multiple forms				
stude	ur software handles nt recordkeeping, please ite its capabilities	ħ.	If your software has graphics capabilities, please indicate these below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
stude	nt recordkeeping, please te its capabilities	h.		1.	
stude indica	nt recordkeeping, please te its capabilities by objective mastered total scores over time gradebook or serve of scores	h.	graphics capabilities, please indicate *hese below can generate most graphics can attach external graphics to item text	ı	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level
stude indica	nt recordkeeping, please te its capabilities	h.	graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in	i.	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level
stude indica below	nt recordkeeping, please its capabilities		graphics capabilities, please indicate *hese below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test	i.	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level 10 MB hard disk What is the approximate cost of your testing
stude indica below	nt recordkeeping, please ite its capabilities		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test	i.	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level 10 MB hard disk What is the approximate cost of your testing
what bankin packa	nt recordkeeping, please ite its capabilities		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test is your software?	ı.	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level 10 MB hard disk What is the approximate cost of your testing
What bankin packa	nt recordkeeping, please its capabilities		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test is your software? available on exchange agreement	ł	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level 10 MB hard disk What is the approximate cost of your testing software? Technical assistance in running the software is.
What bankin packa	nt recordkeeping, please te its capabilities		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test Is your software? available on exchange agreement available for purchase from vendor	ł	you use? (If micro, please indicate XT, AT, 286, etc.) IBM Compatible XT level 10 MB hard disk What is the approximate cost of your testing software? Technical assistance in running the software is.

in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



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Instit for Educ. Research

• ITEM BANK DATA SHEET

		ocopied.			
	iterion-Reference M iterion-Reference I				
For information about the ER Wr.		anguage Art	s Objectiv	e and	Item Bank
bank contact:		andra Cunni	ngham	_	
benk contect.	Title Research Co	ordinator			
	Organization Insti		lucational	Resea	rch
	Street 793 N	I. Main Stre	et		
	City_Glen Ellyn		_State	IL	Zip 60137
	Phone: Area code	Number	<u> 858-8060</u>		
ease indicate the characteristics o	f this item bank by placi	ng an "X" in t	he appropriat	e boxes	
Which of the following are available bank? (check all that apply)	le through this		nich of these nk?	sta teme	ents are correct for this
X test items	·	uea	CAN BE	N/O	
classification of items by content		YES	ARRANGED	NO	all asa, all aks &a-1.
general objectives or topic statem		X			all or most of the bank is available for sale
item specifications, detailed conti	ent descriptions.			X	all or most of the bank
etc. suggested instructional activities					is available free (or for cost of reproduction
Cross references between objective	es and		Œ		pre-developed tests are
appropriate instructional materia		_	_	_	constructed from the
Content review or other validity in	formation	D			item bank
☐ reliability estimates ☐ p∙values			U		tests are constructed based on objectives in
☐ p-values ☐ IRT (latent trait) calibrations					the item bank selected
Other item analysis data		6			by the user
technical reports					items are used to con- struct tests based on
What is the source of the bank's	buectives and				objectives developed
items? (check all that apply)	Declives and				by the user
		.			es related to the bank
developed by teachers	all.aa etall	Ca	n be provided	? (chec	k all that apply)
developed by state or local centra by developed by test development per			CAN BE		
your organization	Some with	YES	ARRANGED	NO	
developed by an outside organizat	O n	X			printing of test materials
Collected from other sources		∑			test scoring Services
What reviews or studies (if any)	vere performed	N N	ă	ă	development of individu
for the items in the bank? (check			_	_	student profiles
review to verify appropriate conten					development of class an
Content review to match items to o	- Djectives		23		school profiles training on test adminis
Content review to establish appropri		נ	_		tion procedures
or age levels			₩		training on writing or
A editing for clarity	!				selecting objectives a item specifications
A editing based on reviews by techni	cal personnel		<u> </u>		training on writing test
editing based on technical data		_		_	items
review for cultural and ethnic bias		\Box			assistance in interpreti
informal pilot testing (informal sele	ection of subjects.				test data
small numbers of subjects, non-ri	gorous analysis of				other
X formal pilot testing (rigorous samp	ling and anlysis of				
results, large numbers of subjects					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

		APPROXIMAT		Pro	•	_	LEVEL	• '	•	
	CONTENT AREA	OBJECTIVES	ITEMS_	School (0-4)	K·2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis	25	135		х_	х	х			
	Structural Analysis	20	120		х	х	х			
	Vocabulary	12	6 0		x	x	Y			
2	Comprehension	30	170		Х	х	х			
	Reading Readiness									
¥	Reference (Study) Skills	1 20	110		х	х	Х			
	Higher Order Thinking Skills	1 1								
	Computational skills	60	300		х	х	х			
	Concepts	30	150	_	х	Х	х			
THEMATICS	Problem Solving (Application)	20	100	<u> </u>	X_	х	x			_
3	Geometry	40	1 50	<u> </u>	х	х	х			
	Calculator Math	_			_					
Ĭ	Higher Order Thinking Skills			ļ		<u> </u>				
	Measurement	_ 10	50	<u> </u>	х	Х	х			-
	Grammar	40	170							
	Usage					<u> </u>				<u> </u>
AMTS	Mechanics	15	74		Х	Х	х			
ŭ	Foreign Language (specify:	,	_					_		
Š	CompositionMultiple choice	8	40		Х	Х	х		_	_
LANGUAG	Higher Order Thinking Skills	_								
3	Direct writing samples	80	~140		Х	Х	Х			
_	Literature	4	prompts 20			х	х			
	Higher Order Thinking Skills									
うり	Higher Order Thinking Skills	-	_							
×										
A I I I	igher Order Thinking Skills									
J	C. C	- 4)							

retrieve items? (Check all that apply)		cognitive level, please where your cognitive			
objective to be tested		derived (If you wo			
(2) item difficulty		would very much ap			
litem type (e.g., multiple-choice)		☐ Bloom's Tax	nemy		
cognitive level (e.g., recall, inference	:•)	other well—tz tazenemy, pi			
key words					
other		please fist _	an sering	taxememy,	
none		developed our taxenomy	• • • • • • • • • • • • • • • • • • •	egnitive	
		ether			
In what form are the following availab	ole? (G	Check all that apply)			
MAIN!	FRAMF	NOT E AVAILABLE			
	כ				
Item texts	<u>ק</u>				
Hem statistics 🚨 🔟 L	J	U			
	t item	banking, please answer the foli	owing	questions	(In each case,
If computer software is assed to support check all responses that apply) a What function(s) does this b. software perform?		n where did you obtain this		If your s	(In each case, software handles nagement, indicate pilities below:
check all responses that apply) a What function(s) does this b.	From	n where did you obtain this		If your s item man its capat	oftware handles nagement, indicate pilities below:
a What function(s) does this b. software perform?	From	where did you obtain this ware? adapted from exicting eproadshoets, detabases, etc. If you checked the above box, please		If your s item man its capab	oftware handles nagement, indicate pilities below: steres kems
a What function(s) does this b. software perform?	From	where did you obtain this vare? adapted from exicting epreadsheets, databases, etc. If you checked the above box, please list the progrems you are using		If your s item man its capab	oftware handles nagement, indicate pilities below: stores items full—screen editing
a What function(s) does this b. software perform? item menegement test development	From	where did you obtain this ware? adapted from exicting epreadsheets, databases, etc. If you checked the above box, please list the programs you are using Apple Software by		If your s item man its capab	oftware handles nagement, indicate pilities below: stores kems full—screen editing
a What function(s) does this b. software perform? item menegement test development general	From	where did you obtain this vare? adapted from exicting epreadsheets, databases, etc. If you checked the above box, please list the progrems you are using		If your s item man its capab	software handles nagement, indicate nagement, indicate illities below: stores items full-screen editing can add/delete/change items
a What function(s) does this b. software perform? item menegement test development cenng reporting	From	adapted from existing epreadsheets, databases, etc. If you checked the above box, please list the progrems you are using Apple Software by Dr. John McConnell, Glenview, IL		If your s item man its capat	software handles nagement, indicate nagement, indicate nagement, indicate nagement, indicate stores items full—screen editing can add/delete/change items can add/delete/change item classifications
a What function(s) does this software perform? item menegement test development conng reporting etudent recordkeeping	From	where did you obtain this ware? adapted from existing epreedsheets, detabases, etc. If you checked the above box, please list the progrems you are using Apple Software by Dr. John McConnell,		If your sitem maints capable	software handles nagement, indicate pilities below: steres items full-screen editing can add/delete/change items can add/delete/change item classifications will handle user histe will handle test
a What function(s) does this software perform? item menegement test development conng reporting etudent recordkeeping cross-reference to meteriels	From	adapted from existing epreadsheets, databases, etc. If you checked the above box, please list the progrems you are using Apple Software by Dr. John McConnell, Glenview, IL		If your sitem maints capable	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/change items can add/delete/change item classifications will handle user hister analysie
a What function(s) does this software perform? item menegement test development cenng reporting etudent recordkeeping cross-reference to meteries n-line test administration	From	adapted from existing epreadsheets, databases, etc. If you checked the above box, please list the progrems you are using Apple Software by Dr. John McConnell, Glenview, IL		If your sitem maints capable	software handles nagement, indicate polities below: stores items full-screen editing can add/delete/change items can add/delete/change item classifications will handle user histor will handle test
a What function(s) does this software perform? item menegement test development cenng reporting etudent recordkeeping cross-reference to meteries n-line test administration	From	adapted from existing epreedsheets, detabases, etc. If you checked the above box, please list the progrems you are using Apple Software by Dr. John McConnell, Glenview, IL specially designed for our system by purchased from test or research		If your sitem maits capat	software handles nagement, indicate bilities below: stores items full-scroon editing can add/delete/change items can add/delete/change item classifications will handle user history analysis
a What function(s) does this software perform? item menegement test development cenng reporting etudent recordkeeping cross-reference to meteries n-line test administration	From	adapted from existing epreedsheets, detabases, etc. If you checked the above box, please list the progrems you are using Apple Software by Dr. John McConnell, Glenview, IL specially designed for our system by purchased from test or research		If your sitem maits capat	software handles nagement, indicate bilities below: stores items full—screen editing can add/delete/change items can add/delete/change item classifications will handle user histor analysie



test	our software handles development, indicate capabilities below:	€.	If your software handles scoring, please indicate its capabilities below:	f	If your software handles reporting, please indicate its capabilities below:
	on-line generation of tests		mark sense reader		Bublest profiles
	can use various criteria for selecting items		subtest and total scores		Subtest profiles − − clas
	can add/delete/change		S objective mastery		aummary reports
	items that are computer selected		(A) item statistics		cross reference to materials/methods
	autometically stores answer keys		☑ test etatistics		ether
	prints tests				
	has special print features				
	will print multiple forms				
	ether				
stud	our software handles lent recordkeeping, please cate its capabilities	ħ.	If your software has graphics capabilities, please indicate these below:	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
stud	lent recordkeeping, please cate its capabilities	h.	graphics capabilities, please	i.	you use? (If micro, please
stud indic	lent recordkeeping, please cate its capabilities w:	h.	graphics capabilities, please indicate these below:	i.	you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe
stud indic	lent recordkeeping, please cate its capabilities w:	ħ.	graphics capabilities, please indicate these below: can generate most graphics can attach external	i.	you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200
stud indic	lent recordkeeping, please cate its capabilities w: by objective mestered total scores over time gradebook or series of scores	h.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in	i. 1.	you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200
stud indic belo	lent recordkeeping, please cate its capabilities		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test		you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200 (from author) What is the approximate cost of your testing
what bank pack	lent recordkeeping, please cate its capabilities		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test		you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200 (from author) What is the approximate cost of your testing
What bank pack	lent recordkeeping, please cate its capabilities		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test Is your software:? available on exchange agreement		you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200 (from author) What is the approximate cost of your testing software? Technical assistance in
What bank pack	lent recordkeeping, please cate its capabilities		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test is your software:? available on exchange agreement available for purchase from vender	1.	you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200 (from author) What is the approximate cost of your testing software?
What bank packs Wor tes	lent recordkeeping, please cate its capabilities by objective mestered total scores over time gradebook or series of scores other		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test Is your software:? available on exchange agreement	1.	you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200 (from author) What is the approximate cost of your testing software? Technical assistance in
What bank packs Wor tes	lent recordkeeping, please cate its capabilities		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test is your software:? available on exchange agreement available for purchase from vender	1.	you use? (If micro, please indicate XT, AT, 286, etc.) Apple IIe McConnell \$200 (from author) What is the approximate cost of your testing software? Technical assistance in running the software is:

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



Michigan State DOE

ITEM BANK DATA SHEET

lease type or write legibly. This	questionnare will	i be photocopie	O.	30000		
Item Bank Title (if any)	chigan Educat	ional Asses	sment P	rogram		
For information about the		Edward D.	Roeber			
bank contact	Name			gan Educa	tional	Assessment Program
	Title	Michigan D				
	Street	P.O. 30x 3	8000			
	City	Lansing		31016	chigan	Zip <u>48973</u>
	Phone: Area	code <u>517</u>	. Number	<u> 373-9393</u>	<u> </u>	
ease indicate the characteristics	of this item bank	by placing an	"X" in th	e appropria	te boxes.	
Which of the following are avail bank? (check all that apply)			4. Whi	ich of these	statemen	its are correct for this
(X) test items				CAN BE	810	
Classification of items by conte	nt		YES	ARRANGED	NO [¥]	ell or most of the bank
ageneral objectives or topic stat	ements			u		is aveilable for sale
item specifications, detailed co etc. (in lath and Read	intent descriptions. ing only)					ell or most of the bank is aveilable free (or for cost of reproduction)
suggested instructional activiti	tives and		180			pre-developed tests are
appropriate instructional mate	riats					constructed from the item bank for State
content review or other validity reliability estimates	mormation				∇	Nichi gan bollstructed
D. b. Asines						based on objectives in the item bank selected
☐ IRT (latent trait) calibrations						by the user
other item analysis data						items are used to con- struct tests based on
technical reports						objectives developed
What is the source of the bank	s objectives and					by the user
items? (check all that apply)			5. Wh	at additiona	service	s related to the bank
Adeveloped by teachers			CBI	n be provide	d' (checi	k all that apply)
A developed by state or local cen	tral office staff			CAN BE		
developed by test development your organization	personner wittim		YES	ARRANGED	NO	
developed by an outside organic	zation				T	printing of test materials
Collected from other sources					<u> </u>	test scoring services
What reviews or studies (if an	y) were performed				\mathbf{x}	development of individua
for the items in the bank? (che	ck all that apply)				ΙΧ̈́	student profiles development of class an
To review to verify appropriets con			u	u	W	school profiles
Content review to match items t	o objectives				X	treining on test administ
Content review to establish app	ropriate grade lavel:	5		П	120	tion procedures training on writing or
er age levels				u	P	selecting objectives at
aditing for clarity aditing based on reviews by tec	hnicel personnel				ROΓ	item specifications
aditing based on technical date					IX)	treining on writing test items
review for sex bies					X	assistance in interpretin
review for culturel and ethnic b	138	10	_	= = "		test dete
informal pilot testing (informal amail numbers of subjects, no	selection of Subject n-riporous enalysis	of	4	swers are	"VAC"	other
results)			An £a	r State C	, yes of	
formal pilot testing (rigorous sinesults, lerge numbers of subjection)	impling and enlysis ects, standardized	of		chigan	, .	



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A Winen specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

_		APPROXIMATI		Pro	GRADE LEVEL (AGE				1	
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis	_		ļ —						
	Structural Analysis			-	_					
	Vocabulary			 	_					-
2	Camprehensian	75	225	}	X	X	X	<u> </u>		-
į	Reading Readiness	_		├ ─				<u> </u>		
Ę	Reference (Study) Skills	1		 	<u> </u>	 	-			<u> </u>
	Higher Order Thinking Skills	1 3		 	_	<u> </u>	ļ			_
	New Definition of Reading	Not Approp.	500	(Ava	i lat	le ir	1989	} —	-	_
	Computational skills	100	500							
	Concepts	1 1	500			<u> </u>	<u> </u>	<u> </u>		<u> </u>
ß	Problem Solving (Application)	1 50 1	250							<u> </u>
=	Geometry	1 20 1	100		Av	ailab	le in	1989		
	Calculator Math	1 40 1	200							
\ \ \		50	250							
_	Higher Order Thinking Skills Current Pool	250	1250		Х	х	х	x		
	Grammer			 	\vdash		-	_		\vdash
•-	Usage			+-	+	\vdash	1			T
	Mechanics	1		+	\vdash	1	┼	 	 	\vdash
Ų	Foreign Language (specify:	3		+-	╂-	\vdash	+-	 	† –	1
	Composition			+-	╀╌	1		 	 	\vdash
7	Higher Order Thinking Skills			+	+-	+	 	1	 	f
لے				+-	+-	+-	-	-	 	-
-	Content	60	200		X	x	х	x		
MCE	Process	30	100		X	X	X	X	<u> </u>	$oldsymbol{ol}}}}}}}}}}}}}}}}}$
SCIENCE	Higher Order Thinking Skills						-		-	\vdash
	Health	100	300		X	х	X	x		
ALL		100	300		X	Х	X	X	ļ	
Ī	Higher Order Thinking Skills			 			 	<u> </u>	↓	_
(-50	l 	<u> </u>		1	<u>i _</u>	<u>l</u>	<u> </u>	<u>l</u>

7 Which of the following can be used to retrieve items? (Check all that apply ☑ objective to be tested	·)	8 If your items are retrievable by cognitive level, please indicate from where your cognitive categories were derived (If you would like to attach a						
item difficulty		listing of	the taxonon	ny <mark>you u</mark> s	e, we			
item type (e.g., multiple-charce)			Bloom's Taxon		,			
cognitive level (e.g., recall, inferential Mathematics	ce)		other well-kno taxonomy, pics	own cognitive	re			
toy words	medified on exist please list				юту,			
			developed our					
☐ Rene		_	texenomy					
to the form on the following quality	hla? <i>(C</i> ha	oce all that anni-	,)					
). In what form are the following availal	FRAME	NOT	' <i>:</i>					
COPY DISK DISK	DR TAPE	AVAILABLE						
item texts \(\bar{\mathbb{L}} \) \(\ma								
item statistics 🖾 🔲								
for microfiche 1. If computer software is used to support check all responses that apply	rt item ba	nking, please ans	swer the follo	owing ques	stions	(In each case,		
). If computer software is used to suppor	From w	rhere did you ob e ⁷	tain this	c If y	your so m man	oftware handles nagement, indicate		
). If computer software is used to suppor check all responses that apply } a What function(s) does this b	From w software	rhere did you ob	tain this	c If y	your so m man	oftware handles nagement, indicate ilities below:		
 If computer software is used to suppor check all responses that apply) a What function(s) does this b software perform? 	From w software	rhere did you ob e? apted from existing (tabases, etc. you checked the abo	tain this spreadsheets, we box, please	c If y	your so m man	oftware handles nagement, indicate		
 If computer software is used to suppor check all responses that apply) a What function(s) does this b software perform? item management 	From w software	rhere did you ob e [?] apted from existing (labases, etc.	tain this spreadsheets, we box, please	c If y	your some man capab	oftware handles hagement, indicate ilities below: stores items full—screen editing can add/delete/chan		
 If computer software is used to suppor check all responses that apply) a What function(s) does this b software perform? item management test development 	From w software	rhere did you ob e? apted from existing (labases, etc. you checked the abo the programs you	tain this spreadsheets, we box, please	c If y	your so m man capab	oftware handles hagement, indicate ilities below: stores items full—screen editing can add/delete/chan items		
O. If computer software is used to support check all responses that apply as that apply as the software perform? Output the state of the support of the su	From w software	rhere did you ob e? apted from existing (labases, etc. you checked the abo the programs you	tain this spreadsheets, we box, please	c If y	your some man capab	oftware handles hagement, indicate ilities below: stores items full—screen editing can add/delete/chan items		
D. If computer software is used to support check all responses that apply) a What function(s) does this besoftware perform? Distem management District development Discorring District recorditering District cross—reference to materials	From w software dat	rhere did you ob e? apted from existing (labases, etc. you checked the abo the programs you	tain this spreadsheets, we box, please pre using	c If y	your some man man capab	oftware handles nagement, indicate ilities below: stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications		
Description Of the computer software is used to support check all responses that apply and the content of the	From w software dat	where did you obe? speed from existing sabases, etc. you checked the about the programs you include the program of the progr	tain this spreadsheets, we box, please pre using	c If y	your some man capab	oftware handles nagement, indicate ilities below: stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications		
D. If computer software is used to support check all responses that apply) a What function(s) does this besoftware perform? Distem management District development Discorring District recorditering District cross—reference to materials	From we software ada dat isst	where did you obe? speed from existing sabases, etc. you checked the about the programs you include the program of the progr	tain this spreadsheets, we box, please pre using	c If y	your some man capab	oftware handles nagement, indicate ilities below: stores items fuff-screen editing can add/delete/changitems can add/delete/changitems will handle user lest will handle test		
Description Of the computer software is used to support check all responses that apply and the content of the	From we software ada dat isst	rhere did you ob e? spled from existing stabeses, etc. you checked the about the programs you Idea Ware ectally designed for concentrations of the programs are selected to the program are sele	tain this spreadsheets, we box, please pre using	c If y	your some man	oftware handles nagement, indicate ilities below: stores items fuff-screen editing can add/delete/changitems can add/delete/changitems will handle user hist analysis		
Description Of the computer software is used to support check all responses that apply and the content of the	From we software ada dat isst	rhere did you ob e? spled from existing stabeses, etc. you checked the about the programs you Idea Ware ectally designed for concentrations of the programs are selected to the program are sele	tain this spreadsheets, we box, please pre using	c If y	your some man	oftware handles nagement, indicate ilities below: stores items fuff-screen editing can add/delete/changitems can add/delete/changitems will handle user hist analysis		



	elopment, indicate bilities below.	scoring, pk capabilities	ase indicate its below		reporting, please indicate its capabilities below
™	en-line generation of		nark sense reader		Subtest profiles
_	can use various Critera		ubtest and total cores		
Œ	for selecting items		bjective mastery		summery reports
	can add/delete/change items that are computer adocted	.	em statistica		cress reference to materials/methods
e r	automotically stores		est Statistica		ether
K		-	ther		
K	prints tosus	_			
	has special print features	_			
) will print multiple forms				
Ε	•ther				
student	software handles recordkeeping, please its capabilities	graphics of	oftware has capabilities, please hese below	i	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) IBM Clone
	by objective mastered		can generate most graphics		12.1 01010
C	total scores over time	0	can attach external graphica to item text		
C	_	0	can generate graphics and merge them in with item text		
[•ther		can produce the entire test	ı	What is the approximate cost of your testing software?
		-			\$200
What is	the name of your item /test scoring software	k is your t	software ?		
package	?	0	available on exchange agreement		
			available for purchase from wander	m	Technical assistance in running the software is
		- 0	available for purchase from you		available from us
			not available for others		evailable through vendor ??
		_			not available

in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



Minnesota State DOE

ITEM BANK DATA SHEET

Please type or write legibly. This	questionnare will be photo	ocopied.			
Item Bank Title (if any) Minne	<u>sota Test Item Bank</u>				
For information about the bank contact	Name James R. 01: Title Assessment Granization Minne Street 550 Cedar String St. Part 6.	Specialist sota Depart	ment of Ed Capitol So State Minne	ucati uare sota	
Please indicate the characteristics					ints are correct for this
. Which of the following are avail bank? (check all that apply)	able fulough this	• .	nk?		
test items		YES	CAN BE ARRANGED	NO	
classification of items by conte		图			ell or most of the bank is available for sale
item specifications, detailed co- etc. suggested instructional activitie	ntent descriptions,				all or most of the bank is available free (or for cost of reproduction)
cross references between object appropriate instructional mater	ives and ials				pre-developed tests are constructed from the item bank
content review or other validity reliability estimates p-velues IRT (latent trait) calibrations	intermation	2 0.			tests are constructed based on objectives in the item bank selected by the user
other item analysis data technical reports	a shippetuper and			Ø	items are used to con- struct tests based on objectives developed
What is the source of the bank's items? (check all that apply)	s objectives and				by the user es related to the bank is all that apply:
A developed by state or local cent A developed by test development p your organization	ral office staff ersonnel within	YES	CAN BE ARRANGED	NO	
Adeveloped by an outside organize Collected from other sources 3. What reviews or studies (if any) were performed	000	000		printing of test materials test scoring services development of individual
for the items in the bank? (chec		ū		2	student profiles development of class and
review to verify appropriate cont Content review to match items to	objectives		[2]		school profiles training on test administra
content review to establish appropriate or age levels displaying for clerity			D		tion procedures training on writing or selecting objectives and item specifications
diting based on reviews by tech editing based on technical data	nnical personnel				training on writing test
review for sex bias review for cultural and ethnic bi	as			IX 1	items assistance in interpreting test deta
informal pilot testing (informal semal) numbers of subjects, non results) formal pilot testing (rigorous set)	-rigorous analysis of				other
results, large numbers of subjections	cts, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area if the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C We realize that "Higher Order Thinking Skills" Items may overlap other content areas within each subject.

		APPROXIMAT		Pro .	G	RADE	TEAFF	(AGE)	1	,
	CONTENT AREA	OBJECTIVES		School (0-4)	K·2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis									
	Structural Analysis							<u> </u>		
	Vocabulary							_		
2	Comprehension									_
	Reeding Readiness			•		_	ļ			_
¥	Reference (Study) Skills						 	 -	-	-
	Higher Order Thinking Skills									
	Computational skills									
	Concepts		ase see ä	TTACHE	D IN	DICES			 	<u> </u>
2	Problem Solving (Application)				_		 	 	-	_
THEMATICS	Geometry						<u> </u>	}	ļ	<u> </u>
Ĕ	Calculator Math			<u> </u>		<u> </u>	<u> </u>			
≦	Higher Order Thinking Skills					<u> </u>	ļ	<u> </u>	<u> </u>	_
					-					
_										
	Grammar	i								
မှာ	Usage	į								
AMTS	Mechanics	İ								
3	Foreign Language (specify:)	1								
ANGUAGE	Composition				_					
2	Higher Order Thinking Skills	 	 		一	 	 		†	
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W			 		 				1	t^{-}
SCIENCE		 	 	<u> </u>	-	-	_	 	-	
Š	Higher Order Thinking Skills	<u> </u>	 			 	-	-	+ -	\vdash
_		 			-				 	-
•-	Social Studies	 				 	-		 	-
HER		ļ	<u> </u>			\vdash	-	-	 	-
9	righer Order Thinking Skills		54		L			<u> </u>	 	

7 Which of the following can be u retrieve items? (Check all that is objective to be tested them difficulty item type (e.g., multiple-check cognitive level (e.g., recall, is they words	apply) eice)	If your items are retricognitive level, please where your cagnitive derived (If you would listing of the taxonom would very much appropriate of the well-knotaxonomy, please list Bloom's Taxonomy, please list Bloom's Knotaxonomy, please list Bloom's Knotaxonomy, please list Bloom's Taxonomy, please list Bl	indicate from categories were d like to attack by you use, we reciate it) omy wn cognitive se list	h a
nene		developed our classes	own cognitive	
9. In what form are the following a CD/ROM HARD MICRO COPY DISK Item texts X X Item graphics X X Item statistics \(\text{L} \)	MAINFRAME NO	OT LABLE		
 10. If computer software is used to sucheck all responses that apply) a What function(s) does this software perform? 			c If your s	
item management item management itest development scoring reporting atudent recordkeeping	databases.	om existing apreadsheets, etc cked the above box, please ograms you are using	8 D 8 D	steres items full—acreen editing can edd/delete/change items can edd/delete/change item classifications
cross—reference to materials on—line test administration other	MN Dep	lesigned for our system by t. of Education from test or research	0	### ##################################
	<u>-</u>	E :-		



te	st devel	lopment, indicate ilities below.		scoring, pleas capabilities b	se indicate its elow		reporting, please indicate its capabilities below
	D	en-line generation of tests		□ mer	k sense reader		aubtest profiles
	(X)	can use various criteris for selecting items					oubtest profiles—class
		can add/delete/change items that are computer selected			nctive mastery		cross reference to
	Ø	automatically stores answer keys			statistics		materials/methods
	Ø	prints tests					
		has apecial print features					
		will print multiple forms					
		•ther					
s:	tudent i	oftware handles recordkeeping, please its capabilities	h	indicate the	pabilities, please	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) IBM XT. AT. PS
		by objective mastered		ي ل	aphics		Model 30
		.otal scores over time			in attach external aphics to item text		
		gradebook or series of scores		(X) ar	n generate graphics id merge them in i'h item text		
		ether			n produce the entire	I	What is the approximate cost of your testing software?
							\$3,000.00 including
W b	/hat is	the name of your item test sco ing software	k	is your so	ftware ?		CD/ROM Disk and Softwar
P	ackage?	sota Test Item Ban	k		rveilable on exchange agreement		
-			-		evailable for purchase from vendor	m.	Technical assistance in running the software is
_			-	15	ovailable for purchase from you		available from us
-			-	0 '	not available for others		available through vender
_							not available

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



THE MINNESOTA ITEM BANK PACT SHEET

1986 - 87 SCHOOL YEAR

COST:

Each school district may create six tests free and have them

scored free of charge.

Each additional test master costs \$20. Scoring costs \$.60

per studert.

ACCESS:

An <u>interactive computerized system</u> is available to school districts utilizing a 300 or 1200 BAUD rate modem. Toll free 800 telephone number is available to districts outside the metropolitan calling area. Metro phone number available to metro districts. <u>Time may be reserved by</u>

calling (612) 296-2970.

A paper order form is also available to districts that do not have the necessary computer hardware to access the

interactive system.

SCOPE:

Currently the bank includes four curricular areas. They are: 1.) Mathematics; 2.) Social Studies; 3.) Science; and 4.) Language Arts including Reading. Grade levels are K - 12, however K - 3 are very short of items because of the nature of the items. We will add two curricular areas each

year.

ITEMS:

Currently there are over 9C 000 items coded to content outlines or indices and coded to one of three cognitive levels. They are all machine scoreable items and primarily multiple choice. They have been acquired from a variety of respected sources across the country, including Minnesota school districts. Some items have been written specifically

for our item bank.

FUTURE:

Stand alone systems in school districts utilizing CD-RCM. Interactive testing utilizing CD/I or equivilant technology.

COURSES BY CURRICULAR AREA

MATHEVATICS	SCIPNCE	*SOCIAL STUDIES	*IANGUACE ARTS
Primary Elem. Inter. Elem. 7th & 8th Grade General Math Algebra I Geometry Algebra II Advanced Topics	Jr Hi Life Jr Hi Earth Jr Hi Physical Sr Hi Biology	American History Geography Political Science Economics Sociology Anthropology Psychology World Area Studies	Language Comp & Exp. Mechanics of Lang. Literature Speech/Communications Mass Media Reading

*Each course is repeated three times in Social Studies and Language Arts and coded Elementary, Junior High or Senior High.



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MINNESOTA TEST ITEM BANK WHAT IS IT, HOW IS IT USED?

The Minnesota Test Item Bank is a computerized collection of a large number of test items in Language Arts, Mathematics, Science and Social Studies. It is organized and indexed so that test items can be easily matched with local district curriculum and instruction. The Bank is designed to allow teachers, departments and school districts to choose test items and develop tests that will measure the extent to which students have learned what has been taught and to use that information to improve instruction.

The organizing structures of the Bank have been designed and developed by discipline committees of teachers and other educators from throughout Minnesota. Paying particular attention to what is now being taught throughout the state, while, at the same time, remaining aware of the probable future instructional trends in the discipline, they have developed comprehensive course outlines which function as indices for the Item Bank. These indices allow users to identify test items appropriate to local curriculum and instruction.

Test items have been collected from a wide variety of sources such as National Assessment, assessment instruments developed by various public and private organizations, and other existing item banks. A number of items have also been developed by Minnesota educators to fulfill the specific needs of the Minnesota Bank. These test items are matched to the appropriate course outlines and entered into a computerized data base.

HOW IS THE ITEM BANK USED?

Because of the Banks flexibility, it can be used in many ways. While its primary purpose is to help educators to create test instruments to measure student progress toward mastery of locally developed curriculum and instruction, and to improve that curriculum and instruction as appropriate, its possible uses are as wide as the creative imagination of the user.

During this, its first year of operation, it is expected that school districts will primarily use the Bank for PER evaluation and for the development of district-wide department examinations. In the future, as access is more broadly available, we believe that it will be used in many other ways.

HOW DOES ONE GAIN ACCESS TO THE ITEM BANK?

At present, direct access is gained through a personal computer and a modem. It is also possible to gain access by paper and pencil requests to the Assessment Section of the Department of Education. To create a test, one reviews the local districts desired instructional outcomes and the specific curriculum, teaching methodology and instructional materials used to teach those outcomes. Utilizing a built-in, interactive program, the technology will allow one to choose a randomly selected group of test items, or to pre-select specific items. The user can then view and edit



these items, adding and subtracting from the group so as to create the most appropriate test for the specific instruction that will occur.

when one has selected an appropriate number and range of test items, the computer can be directed to print a master copy of the test instrument. This master can then be reproduced and be made into student test booklets. After the test is administered, the Assessment Section will machine score it and, if requested, the results will be recorded and a series of useful reports generated for analysis by the test builder.

The Item Bank is in the process of continuing development. It will be generally available to Minnesota school districts in September of 1986. However, refinements will be made both in the test items available and in the access systems for schools. Over time, more academic disciplines will also be added to the Bank. If you are interested in learning more about the Item Bank, please contact us through:

Assessment Section
Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101



A SHORT GUIDE FOR USE OF THE MINNESOTA TEST ITEM BANK

The Minnesota Test Item Bank is designed to help school districts measure the degree of success that their students achieve in mastering locally developed outcomes as reflected in curriculum and instruction. The results of this measurement indicate if and where that curriculum and instruction needs to be improved to increase the degree of student success. Experience indicates that this objective can best be realized through the use of a rather specific process. Hopefully, this short guide will provide the reader with an outline of that process so that the item bank can be used to your district's best advantage.

KNOWING WHAT TO MEASURE

The primary strength of the item bank is its potential for creating a match between curriculum, instruction and measurement. If a match is to be achieved, it is necessary for test builders to know what is taught. It is appropriate, before tests are created, to review the curriculum and instruction to be measured. In many districts, department curriculum committees regularly perform this function. It is also appropriate to use the work of the district's PER committee for this part of the process. If the district has been using piggyback testing, this function has probably been a regular part of that testing process. If help is needed in this review, it would be appropriate to call on the concerned discipline specialist from the Division of Instructional Effectiveness for that help.

DEVELOPING MEASUREMENT INSTRUMENTS

When the student expectations for a course are known, one may plan the test or tests to measure the extent to which those expectations are being met. Using the appropriate Item Bank Index and the Test Planning Form, the test builder may fill out and mail the Test Planning Form to the Assessment Section and receive a test developed from that form. Or, one may use a personal computer equipped with a modem to interactively create a test. It is also possible that one might find that an already developed instrument such as a piggyback test will measure those expectations, and that use of such a test would be most appropriate.

SETTING STANDARDS

It's important, in any case, that local performance criteria for the test be developed, so that criteria for evaluation are available. Processes for local standard setting have been developed by the Assessment Section, and used succesfully since 1975. Again, if your district has been using piggyback testing, this process will be fumiliar to you. Standards should be set before the test is administered. If help in standard setting is needed, the Assessment Section is able to provide it.



TESTING

Standard methods such as those used in piggyback testing are appropriate for use when administering tests developed from the item bank. However, it's important that one consider the way in which one wishes to analyze and evaluate the results before administering the test. For example, if one wishes to separate test results by building, appropriate notation must be made on answer sheets, and the answer sheets must be batched correctly. Help with this part of the process is available from the Assessment Section.

INTERPRETING RESULTS

If tests are scored by the Assessment Section, the district will receive seven reports for district analysis. They are: an Item Analysis, an Item Report, a Report by Cluster, a Report by Subcluster, a Raw Score Distribution, an Item Response by Student, and an Individual Summery by Student. Along with locally developed standards, these reports will allow district staff members to evaluate curriculum and instruction as it relates to student performance. These reports are specific enough to permit evaluators to pinpoint strengths and weaknesses within the instructional program, especially when cross-referenced with local standards. You may also choose to score your tests locally. Again, if help in this part of the process is needed, it can be provided by the Assessment Section and by the appropriate curriculum specialist.

REVISING CURRICULUM AND INSTRUCTION

The evaluation outlined above will allow district staff members to revise existing curriculum and instruction so as to reinforce areas of strength and to remediate areas of weakness. In other words, this process will permit the normal and regular process of curriculum improvement to become more rational, and as a result, more effective. It is obvious that this is a continuing and circular process that can be regularized within the district. Help with this process, of course, can be provided by the appropriate curriculum specialist.

The process suggested above is not a revolutionary one. The only change from the traditional approach to improvement of curriculum and instruction is the availability of a simple, economical and readily available way to match curriculum and assessment. One may now test what is taught, and use the results of that testing to diagnose and treat curricular and instructional problems with a greater degree of accuracy. The suggested processes are simple in concept. They are treated in more detail in the Item Bank Handbook and individual help is available from the Department of Education in all cases. We hope that the individual school districts will find that the item bank is a useful service that helps in our collective effort to improve education in the State of Minnesota.

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MINNESOTA STATE DEPARTMENT OF EDUCATION EDUCATIONAL ASSESSMENT PROGRAM - ITEM BANKING INDEX FOR MATH

•						
			N	JMBER (OF ITEM	1S
		UNC	KNOW	APPLY	INTGR	VALUE
COURSE: E1 ELEM	MENTARY MATH (PRIMARY)	21				`
	DING WHOLE NUMBERS	10	591	111		
	ADDING 2-DIGIT NUMBERS	2	50	10		
SUBCLUST:	1 2 Addends Without Regrouping	2	16	6		
SUBCLUST:	2 2 Addends With Regrouping		24			
SUBCLUST:	3 3 Or More Addends		10	3		
CLUSTER: 2	ADDING 3-DIGIT NUMBERS		34	17		
SUBCLUST:	1 2 Addends Without Regrouping		11	1		
SUBCLUST:	1 2 Addends Without Regrouping 2 2 Addends With Regrouping		18	5		
SUBCLUST:	3 3 Or More Addends		5	11		
	ADDING 4- OR MORE DIGIT #'S		13	5		
	(ADDING 4- OR MORE DIGIT NUMBERS)					•
SUBCLUST:	1 2 Addends Without Regrouping		1			
SUBCLUST:	2 2 Addends With Regrouping		12	_		
	ADDING DIGIT NUMBERS		52			
	(ADDING 1, 2, 3-OR MORE DIGIT NUM!	BERS	(2 ADD	ENDS))		
SUBCLUST:	1 1-Digit Numbers to 1-Digit #'s		16	6		
	(1-Digit Numbers to 1-Digit Num	mbers	(3 or	More	Addend:	s)) (
SUBCLUST:			16	3		
	(1-Digit Numbers to 2-or More !	Digit	Numbe	rs)		
SUBCLUST:	3 2-Or More Digit Numbers to 3	_	10	13		
	(2-Or More Digit Numbers to 3-0	or Mo	re Dig	it Num	bers)	
SUBCLUST:	4 3-Digit Numbers to 4-or More		2			
	(3-Digit Numbers to 4-or More 1	Digit	Numbe	rs)		
SUBCLUST:		-	8			
	ITEM BANK DESCRIPTION MA	AINTE	NANCE			
CLUSTER: 5	ADDITION PROBLEMS		124	21		
	(ADDITION PROBLEM, MIXED (2 Addend	ds))				
SUBCLUST:	1 Adding Digit Numbers		124			4
	(Adding 1- Or More Digit Number	rs To	1- or	More	Digit	•
	Numbers)					
CLUSTER: 6	ALGORITHMS		107			
SUBCLUST:	1 Computational Form		15			
SUBCLUST:	2 Missing Addends		79			
SUBCLUST:			4			4
SUBCLUST:	4 Rounding To Estimate Sum	_	3			
SUBCLUST:	5 Using A Table	•				
SUBCLUST:	6 Checking By Reverse Addition		6			
CLUSTER: 7	BASIC FACTS		86			
	1 Fact Families		16			
SUBCLUST:	2 Sums Through 10		29			
	3 Sums 10 Through 18		41			
CLUSTER: 8	CONCEPTS	1	31	6		
SUBCLUST:	1 Open Subcluster					
SUBCLUST:	2 Connecting Symbols To Concepts	_	9		_	
	(Connecting Symbols To Concept	s (+,	=, Ve	rtical	FORM	rqua l
	Sign (_)))	_	•	_		
SUBCLUST:	3 Equality, Same Sum for Addends	1	6	. 6	1	
	(Equality, Same Sum For Differ	ent A	aaends)		
SUBCLUST:			16			
	(Meaning Of Addition, Joining	Group	5) _			
CLUSTER: 9	MENTAL ADDITION		5	•		
6.9						4

PRUN DATE 11/24/86

MINNESOTA STATE DEPARTMENT OF EDUCATION EDUCATIONAL ASSESSMENT PROGRAM - ITEM BANKING INDEX FOR MATH

PAGE E1- 2

			BER OF ITEMS
	UNC	KNOW A	PPLY INTER VALUE
SUBCLUST: 1 Adding Doubles		_	
SUBCLUST: 2 One, Ten, Hundred More		3	
SUBCLUST: 3 Other Short Cuts		•	
SUBCLUST: 4 Using Combinations Of 10	_	2	•
CLUSTER: 10 PROPERTIES	6	66	9
SUBCLUST: 1 Grouping (Associative)	3		6
SUBCLUST: 2 Identity Element (7 ro)	•	23	2
SUBCLUST: 3 Ordering (Commutative)	3	29	3
CLUSTER: 11 READINESS	1	23	
SUBCLUST: 1 Counting And Joining Groups	_	5	
SUBCLUST: 2 Horizontal And Vertical Forms SUBCLUST: 3 More Than	3	3	
SUBCLUST: 3 More Than		2	
SUBCLUST: 4 Symbols	- Poss	_	111
(Symbols (+, =, Vertical Form	m Equal	16	,,,
SUBCLUST: 5 Terminology	_		dition
(Terminology (Addend, Sum, P.	rus, Eq	uals, nu	arcion,
Equation))		125	17
OUTCOME: 2 CLASSIFICATION		11	8
CLUSTER: 1 CLASSIFYING BY ATTRIBUTES		••	•
SUBCLUST: 1 Completing A Matrix			
SUBCLUST: 2 Describing		1	
SUBCLUST: 3 Observing		•	
SUBCLUST: 4 Predicting		10	8
SUBCLUST: 5 Selection Of Objects (Selection Of Objects With P	articul	_	
	arcical	ar neers	54005/
SUBCLUST: 6 Sorting CLUSTER: 2 RECORDING CLASSIFICATIONS		19	
		•	
SUBCLUST: 1 Graphs SUBCLUST: 2 Numerical		7	
		6	
SUBCLUST: 3 Sets		•	
SUBCLUST: 4 Tables (Matrix)			
SUBCLUST: 5 Words SUBCLUST: 6 Pictorial		6	
		83	9
CLUSTER: 3 SETS SUBCLUST: 1 Identifying		50	7
SUBCLUST: 1 Identifying SUBCLUST: 2 Inclusion Relationship		21	2
(Inclusion Relationship (Set	Within		_
SUBCLUST: 3 Intersection		6	
SUBCLUST: 4 Union		6	
CLUSTER: 4 TYPES OF CLASSIFICATIONS		12	
SUBCLUST: 1 Single		10	
SUBCLUST: 2 Multiple		2	
OUTCOME: 3 COMPARISON	1		
CLUSTER: 1 ATTRIBUTES			
SUBCLUST: 1 Color			
SUBCLUST: 2 Design			
SUBCLUST: 3 Quantity			
SUBCLUST: 4 Shape, Plane Figures			
(Shape, Plane Figures (2-Dim	ensiona	1))	
SUBCLUST: 5 Shape, Space Figures		• •	
(Shape, Space Figures (3-Din	ensiona	1))	
SUBCLUST: 6 Size			

ITEM BANK DATA SHEET

Please type or write legibly. This					
Item Bank Title (if any)	Multnomah ESD Compu			-	
For information about the	ar Peter Wo	Imut			t. (technical)
bank contact	Title Director, S		<u>rot Servi</u>	ces (a	dministrative)
	OrganizationMult	nomah ESD			
	Street P.O. Box 1	<u>6657</u>		<u> </u>	7in 97211
	City Portland		2/2/6	OR	Zip
	Phone: Area code50	3 Number	<u> 255–184</u>		
Please indicate the characteristics	of this item bank by placing				
 Which of the following are availabank? (check all that apply) 	ble through this	4. Whi ban		sta temei	nts are correct for this
X test items		YES	CAN BE ARRANGED	NO	
classification of items by content general objectives or topic state	ments				all or most of the pank is available for sale
item specifications, detailed coretc. suggested instructional activitie	itent descriptions,			K	all or most of the bank is available free (or for cost of reproduction)
cross references between object appropriate instructional mater.	ives and ials				pre-developed tests are constructed from the item bank
Content review or other validity in reliability estimates p-values IRT (latent trait) calibrations	information	☒ .			tests are constructed based on objectives in the item bank selected by the user
other item analysis data technical reports What is the source of the bank's	s objectives and	X			items are used to con- struct tests based on objectives developed by the user
items? (check all that apply)	, 60,000	e Wh	er additional	service	es related to the bank
X developed by teachers		S. Will	be provided	1? (chec	k all that apply.
X developed by state or local cents	al office staff		CAN BE		
developed by test development p your organization	ersonnel within	YES	ARRANCED	NO	
M developed by an outside organize	ntion		Œ		printing of test materials
Collected from other sources		00	Œ		test scoring services
3. What reviews or studies (if any for the items in the bank? (chec	were performed	C	Œ		development of individual student profiles
			Œ		development of class and school profiles
review to verify appropriate cont Content review to match items to	objectives		X		training on test administra
content review to establish appro	ppriate grade levels		X		tion procedures training on writing or selecting objectives and
⊠ editing for clarity ☐	nical personnel		X		item specifications training on writing test
Treview for sex bias review for cultural and ethnic bi	15		N		assistance in interpreting test deta
informal prior testing (informal s amail numbers of subjects, non results)	election of subjects.				other
formal pilot testing (rigorous sar results, large numbers of subje administration)	npling and anlysis of cts, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMATE	NUMBER	Pre	G	GRADE LEVEL (AGE) K-2 3-5 6-8 9-12 [5-7] (8-10) (11-13) (14-17) College Ad				
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (6-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
Ph	nonetic Analysis									
St	ructural Analysis				\vdash		<u> </u>			-
V	ocabulary			 						-
-	omprehension									1-
DAIGN CO	anding Readiness					_			\vdash	一
¥ m	eference (Study) Skills				-				 	1
H	igher Order Thinking Skills			├	├	├─		-	├	╂
<u>A</u>	11! reading areas	100	400		X	<u>X</u>	Х			
	omputational skills									-
_	oncepts			┼	┼	-		├─	1	+
	roblem Solving (Application)			 	┼	-	┼	┼─		+-
F	segmetry			╂	+-	-		├─	-	+
THE C	alculator Math			 	+-	-	┼	+	+-	+
•	ligher Order Thinking Skills				┼		┧──	+	+	+-
	All math areas	300	4264	 	X	X	X	X	+	+-
	Computer Education	50	147	 	+-	X	X	X	+-	╂─
G	grammer			 	+-	 	-	┼─	+	+-
U	Jsage			+	+-	├	+	+-	+	+
AMTS	Nechanics			 	╂	-	┼	+	+ -	+-
	Foreign Language (specify: <u>french</u>)	50	300	╂	 X	X	 X	X	+	+
	Composition			↓	+-	\vdash	+	+-	+	+
1	Higher Order Thinking Skills			┼—	+	+-	+-	+-	+	+
3 .	All language usage	200	996	-	+-	 ×	 X	 	+-	+-
				-	+	╁	+-	╁		\dagger
ERCE	Bio & Physical Science	200	5000			X	X	X		1
	ligher Order Thinking Skills				1_	<u> </u>		↓	-	+-
l ° '	ngne: -9ree: 1 milking 3003				1_	↓_	↓	↓	 	4-
	Art & Music	40	263	4	1		↓	X	 	1
8	Health & PE	75	245		X	↓ ×	 	↓		4_
<u> </u> = -	Social Science	150	1105		X	X	X	X		↓_
ĬC	Higher Order Thinking Skills	65								

Which of the following can be used to retrieve items? (Check all that apply objective to be tested		If your items a cognitive level, where your cog derived (If yo	please indi nitive cate; u would lil	cate from gories were ke to attac	:h a
item difficulty		listing of the ta would very must			!
item type (e.g., multiple-cheice)		☐ Bloom ⁴	s Taxonomy		
cognitive level (e.g., rocall, inference	ce)		vell-known c my, please be		
key words		modific	d on existing	taxenemy,	
		_ `	bst		
nene		tatono	ned eur ewn e my	coluinas	
		ather_			
). In what form are the following availab	ole? (Check all	that apply)			
HARD MICRO MAINT	•	OT _			
COPY DISK		_			
Rem graphics 🗵 🗀					
Hern statistics Li Li Li		<u>y</u>			
) If computer software is used to support check all responses that apply)	t item banking,	please answer th	e following	questions	(In each case,
				lf your s	oftware handles nagement, indicate
check all responses that apply) a What function(s) does this b.	From where of software?	lid you obtain thi	s c	lf your s	oftware handles
a What function(s) does this b. software perform?	From where of software? adapted from databases,	fid you obtain thi om existing spreadsher etc	S C els,	If your s item man its capab	oftware handles nagement, indicate ilities below steres items
a What function(s) does this b. software perform? It item management	From where disoftware? adapted from databases,	lid you obtain thi	S C els,	If your s item man its capab	oftware handles nagement, indicate vilities below steres items full-screen editing
a What function(s) does this b. software perform? Item management test development	From where disoftware? adapted from databases,	fid you obtain this om existing spreadsherets	S C els,	If your s item man its capab	oftware handles nagement, indicate vilities below stores items full-screen editing
a What function(s) does this b. software perform? Item management acoring	From where disoftware? adapted from databases,	fid you obtain this om existing spreadsherets	S C els,	If your s item man its capab	software handles nagement, indicate pilities below stores items full-screen editing can add/delete/chan items
a What function(s) does this b. software perform? Item management according reporting	From where of software? adapted from databases, If you cheek the pro-	fid you obtain this of the existing spreadsher etc. The above box, pagrams you are using	S C ets, where	If your sitem manits capab	coftware handles nagement, indicate nilities below stores items full-screen editing can add/delete/chan items can add/delete/chan item classifications
a What function(s) does this b. software perform? Item management test development scoring reporting student recordkeeping	From where of software? adapted from databases, If you chee lest the pro-	fid you obtain this om existing spreadsher etc. Chief the above box, pagrams you are using esigned for our system	s C ets, where	If your sitem manits capab	software handles nagement, indicate nilities below steres items full-screen editing can add/delete/chan ltems can edd/delete/chan ltem classifications will handle user hist
a What function(s) does this b. software perform? item management test development acoring reporting student recordkeeping cross—reference to materials	From where of software? adapted from databases, If you chee lest the pro-	fid you obtain this of the existing spreadsher etc. The above box, pagrams you are using	s C ets, where	If your sitem mains its capab	software handles nagement, indicate nagement, indicate nilities below steres items full-screen editing can add/delete/chan- items can add/delete/chan- items will handle user hist will handle test analysis
a What function(s) does this b. software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From where desoftware? adapted for databases, if you chee list the pro-	lid you obtain this of the street of the above box, so the street of the	s C ets, where	If your sitem manits capab	software handles nagement, indicate nilities below steres items full-screen editing can add/delete/chang items can edd/delete/chang items will handle user hist will handle test
a What function(s) does this b. software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From where of software? adapted for databases, If you checket the pro-	lid you obtain this of the street of the above box, so the street of the	s C ets, where	If your sitem mains its capab	software handles nagement, indicate nilities below steres items full-screen editing can add/delete/chan- items can add/delete/chan- item classifications will handle user hist will handle test analysis
a What function(s) does this b. software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From where of software? adapted for databases, If you checket the pro-	lid you obtain this of the street of the above box, so the street of the	s C ets, where	If your sitem mains its capab	software handles nagement, indicate nagement, indicate nilities below stores items full-screen editing can add/delete/chang items can add/delete/chang items will handle user hist will handle test analysis



If your software handles test development, indicate its capabilities below	e	If your software handles scoring, please indicate its capabilities below	ſ	If your software handles reporting, please indicate its capabilities below
on—line generation of tests		mark sense reader		oubtest profiles student
can was various critoria for selecting items		subtest and total scores		subtast profiles clas
can add/delete/change		objective mastery		summary reports
items that are computer selected		⋈ Item statistics		cross reference to materials/methods
automatically stores answer keys		test statistics		
prints tests		•ther		
has special print features				
will print multiple forms				
• other	•			
	•			
If your software handles student recordkeeping, please indicate its capabilities	ħ	If your software has graphics capabilities, please indicate these below	i	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
below.		can generate most graphics		HP 3000
by objective mastered		• •		IBM-PC compatible
_				
total scores over time		can attach **Atemal graphics to item text		
total scores ever time gradebook or series of scores				
gradebook or senes of	-	graphics to stem text can generate graphics > and merge them in	ı	What is the approximate cost of your testing software?
gradebook or series of scores other	- - k	can generate graphics and merge them an with item text can produce the entire test	ı	cost of your testing
gradebook or series of scores other what is the name of your item banking/test scoring software package?		can generate graphics of and merge them an with item text can produce the entire test Is your software?	ı	cost of your testing software?
gradebook or series of scores other what is the name of your item banking/test scoring software		can generate graphics of and merge them an with item text can produce the entire test is your software?	I	cost of your testing software?
gradebook or series of scores other what is the name of your item banking/test scoring software package?		can generate graphics > and merge them an with item text can produce the entire test is your software? available or a chenge agreement available for eurchase	·	cost of your testing software? \$3500 Technical assistance in
gradebook or series of scores other what is the name of your item banking/test scoring software package?		can generate graphics > and merge them an with item text can produce the entire test is your software? evaluable or a change agreement would ble for purchase from wonder	·	cost of your testing software? \$3500 Technical assistance in running the software is

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



•ITEM BANK DATA SHEET

Nat Assess Educ. Progress

riesse type or write legibly. This	questionnare will be phot	locopiea.			
Item Bank Title (if any)Nat	ional Assessment of	Educational	Progress	(NAEP)	
For information about the	Tm - 16:11 i -				
bank contact:	Name Ina Mullis				
	Title Deputy Direct				
	Organization NAEP				
	Street Rosedale Ros	ad		11.7	00543
	City_Princeton		- 3tete	NJ -	Zip 08541
	Phone: Area code	609 Number 800	734-520 223-026		
ease indicate the characteristics	of this item bank by placi	ng an ''X'' in t	he appropriat	le boxes	
Which of the following are avail	able through this			stateme	nts are correct for this
bank? (check all that apply)		ba	nk?		
test items		YES	CAN BE ARRANGED	NO	
classification of items by conte			2		all or most of the bank
general objectives or topic state item specifications, detailed co		_		_	is available for sale
etc.				Ŵ	all or most of the bank is available free (or
suggested instructional activity			_	_	for cost of reproduction)
cross references between object appropriate instructional mater	rials			X	pre-developed tests are constructed from the
Content review or other validity	information			67)	item bank
☑ reliability estimates				Ø	tests are constructed based on objectives in
Prvalues					the item bank selected
		6 7			by the user
technical reports		⊠		ט	items are used to con- struct tests based on
What is the source of the bank'	s objectives and				objectives developed by the user
items? (check all that apply)		5 Wh	at additional	service	s related to the bank
X developed by teachers		• • • • • • • • • • • • • • • • • • • •			k all that apply)
M developed by state or local cent			CAN BE	,	
developed by test development g	personnel within	YES	ARRANGED	NO	
developed by an outside organiz	at on		\mathbf{x}		nuction of test materials
Collected from other sources			⊠ W	6	printing of test materials test scoring services
What reviews or studies (if any) were performed		Ö	8	development of individual
for the items in the bank? (chec	ck all that apply)	_	_		student profiles
Toview to verify appropriate cont	ent			\square	development of class and school profiles
Content review to metch items to	objectives		X		training on test administr
Content review to establish appre	opriate grade levels	_			tion procedures
er age levels in editing for clarity			Ø		training on writing or selecting objectives and
aditing based on reviews by tech	nnical personnel				item specifications
editing based on technical data	•				training on writing test
review for sex bias					items Assistance in interpreting
review for cultural and ethnic bu	election of side acts				test deta
informal pilot testing (informal s email numbers of subjects, non results)	election of subjects. -rigorous analysis of				Other
Formel pilot testing (rigorous ser results, large numbers of subje	npling and anlysis of icts, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space previded.

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

		APPROXII AT		Pro			LEVEL			
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
	Phonetic Analysis									
	Structural Analysis	_			<u>L</u> _				<u></u>	
	Vocebulary	_								L
2	Comprehension						<u> </u>			
3	Reading R .adiness									<u> </u>
Ĕ	Reference (Study) Skills	i								
	Higher Order Thinking Skills	i i		_						
	Computational skills								-	-
•	Concepts							_		
3	Problem Solving (Application)			1						_
	Geometry			-	-					
	Calculator Math	_			_					
Ì	Higher Order Thinking Skills	_	<u>_</u>							
		_								
	Grammar							_		
	Usage			<u> </u>						
2	Mechanics			ļ				_		
K K	Foreign Language (specify:	_,						_		
	Composition	_								
	Higher Order Thinking Skills	_								_
•										
				 	\vdash					
		_					-			
				-	\vdash		-			
)	Higher Order Thinking Skills	_								
		1 1								
	Higher Order Thirking Skills									
5	14' A A Thirth Alille	6.9								

ret	retrieve items? (Check all that apply) Sobjective to be tested item difficulty					cognitive level, please indicate from where your cognitive categories were derived (If you would like to attach a				
						listing of	the taxono ry much ap	my yo	W USe, W	
	_		. g , multiple-c	:h oi ce}	eice}	_	Bloom's Taxo	-	,	
		_	rel (e g , recall,)	_	other well-kr		witive	
		key words	• • •			_	taxonomy, pic	use lis	·	
	_						modified an o	kisung	tazenemy,	
		n en e					developed our	-	egnitive	
						П	other			
ln 1	what fo	rm are th	e following	availabl	e? ((Check all that apply)			
		HARD COPY	MICRO DISK	MAINF	RAME R TAPE	NOT E AVAILABLE				
i	item texts	×								
	graphics statistics	_								
			_							
If co	omputer k all res	software sponses tl	is used to s hat apply.)			banking, please ans ble to answer a				
if co chec	k all res What	sponses th	hat apply.)) does this	Will	be al	ble to answer a	s the pro		If your s	
chec	What softwa	sponses th	hat apply.)) does this	Will	From softw	ble to answer a	s the production	ducts	If your sitem maits capal	veloped. software handles nagement, indicate bilities below:
chec	What softwa	sponses th function(s re perform	nat apply.) Odoes this n?	Will	From softw	ble to answer a where did you obt ware? acapted from existing a databases, etc If you checked the above	s the production this presidences, please	ducts	If your s	veloped. software handles nagement, indicate bilities below:
chec	What softwa	sponses the function(s re perforn	nat apply.) Odoes this n?	Will	From softw	ble to answer a where did you obt vare? adapted from existing a databases, etc	s the production this presidences, please	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing
chec	What softwa	function(s re perforn im manager	nat apply.) Odoes this n?	Will	From softw	ble to answer a where did you obt ware? acapted from existing a databases, etc If you checked the above	s the production this presidences, please	ducts	If your sitem maits capal	software handles magement, indicate bilities below: stores items full-screen editing can add/delete/chang items
chec	What softwa	function(s re perform am manager act developm	nat apply.) Odoes this n? ment	Will	From softw	ble to answer a where did you obt ware? acapted from existing a databases, etc If you checked the above	s the production this presidences, please	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items
chec	What softwa	function (s re perform am manager act developm sering sporting	nat apply.) Odoes this n? ment	will b	From softw	where did you obtware? adapted from existing ? databases, etc If you checked the abort list the programs you a	s the production this preadships, please re using	ducts	If your sitem maits capal	software handles magement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications
chec	What softwa	function (s re perform am manager est developm cering sporting tudent recore	nat apply.) Odoes this n? ment ment	will b	From softw	ble to answer a where did you obt ware? acapted from existing a databases, etc If you checked the above	s the production this preadships, please re using	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histe
chec	What softwa	function (s re perform em manager est developm coring porting tudent recore ross—referen	hat apply.) i) does this n? ment ment dkeeping ce te materiale	will b	From softw	where did you obtware? acapted from existing adatabases, etc. If you checked the abortist the programs you appears you appears you appears to the programs you appear to the programs	s the production this preadshipte, re box, please re using	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user hister will handle test analysis
chec	What softwa	function (s re perform em manager est developm coring porting tudent recore ross—referen	disapply.) does this ment disaping ca to materials administration	will b	From softw	where did you obtware? adapted from existing ? databases, etc If you checked the abort list the programs you a	s the production this preadshipte, re box, please re using	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histe will handle test analysis
chec	What softwa	function (s re perform em manager est developm coring porting tudent recore ross—referen	disapply.) does this ment disaping ca to materials administration	will b	From softw	where did you obtware? acapted from existing adstabases, etc. If you checked the about itst the programs you approximately designed for experience and the second specially designed for experience and the second special sp	s the production this preadshipte, re box, please re using	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang items will handle user hister will handle test
chec	What softwa	function (s re perform em manager est developm coring porting tudent recore ross—referen	disapply.) does this ment disaping ca to materials administration	will b	From softw	where did you obtware? acapted from existing adstabases, etc. If you checked the about itst the programs you approximately designed for experience and the second specially designed for experience and the second special sp	s the production this preadshipte, re box, please re using	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histe will handle test analysis
chec	What softwa	function (s re perform em manager est developm coring porting tudent recore ross—referen	disapply.) does this ment disaping ca to materials administration	will b	From softw	where did you obtware? acapted from existing adstabases, etc. If you checked the about itst the programs you approximately designed for experience and the second specially designed for experience and the second special sp	s the production this preadshipte, re box, please re using	ducts	If your sitem maits capal	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histe will handle test analysis

1	N your software handles test development, indicate its capatilities below.	•	If your software handles scoring, please indicate its capabilities below	f.	If your software handles reporting, please indicate its capabilities below
	O tests		mark sense reader		D Student profiles
	can use various criteria for selecting items		subtest and total scores		subtest profiles clas
	can add/delete/change		objective mestery		summary reports
	items that are computer selected		item etatistics		cross reference to materials/methods
	outomatically stores answer keys		test statistics		other
	prints tests				
	has special print features				
	will print multiple forms				
		•			
		-			
	If your software handles student recordkeeping, please indicate its capabilities below:	h	graphics capabilities, please indicate these below:	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
	by objective mastered		can generate most graphics		
	tetal scores ever time		can attach external graphics to item text		
	gradebook or series of scores		can generate graphics and merge them in with item text		
	ether	-	can produce the entire	l.	What is the approximate cost of your testing software?
	What is the name of your iten	, k	i Is you, software.?		
	banking/test scoring software package?		available on exchange agreement		
		-	available for purchase from vander	m.	Technical assistance in running the software is
		-	available for purchase from you		available from us
•		<u>-</u>	not available for other		evallable through vender
					not available

thinking skills, and in computerized system



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS ITEM RELEASE POLICY

Since 1969, the National Assessment of Educational Progress (NAEP) has surveyed and reported the knowledge, skills, understanding, and attitudes of young Americans throughout the country. National Assessment is an education project mandated by Congress that gathers information to help educators at all levels improve the learner's educational experience. NAEP is a major ongoing effort to obtain comprehensive and dependable achievement data on a national basis. National Assessment results and related assessment materials have been used by the education community for general information, training and instruction, curriculum and program development, assessment and testing, evaluation, policy implications, and research.

The history of National Assessment and its methodology, findings, and implications for "educational progress" are discussed by NAEP and non-NAEP authors in literally hundreds of publications. These reports and journal articles can be accessed fairly easily by interested readers and can be obtained from National Assessment, the Superintendent of Documents or the Educational Resources Information Center (ERIC).

During the 14-year period from 1969 to 1983, NAEP assessed nearly 1.1 million young Americans. All regular assessments included national samples of students at age 9, 13, and 17. Most assessments also included samples of 17-year-olds no longer enrolled in school. Some of the earlier assessments included a young adult household sample (26-35 years of age). A few of the assessments were "special interest" assessments, sometimes referred to as probes, and these special assessments typically included only one or two age groups.

The original assessment plan called for 10 major learning areas to be assessed periodically: ARt, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. However, on the recommendation of consultants and subject-matter specialists, Citizenship and Social Studies were combined beginning with the 1975-1976 assessment, and Reading and Literature were integrated during the 1979-1980 assessment.

Special probe assessments have been conducted in Fundamental or Basic Mathematics (Age 13 and 17), Basic Life Skills (Age 17), Health-Energy-Reading-Science (Adults), Consumer Skills (Age 17) and Science (Ages 9, 13, and 17).

In 1983, NAEP began sampling students by grade as well as by age. The subject areas recently assessed have included reading, writing, mathematics, science, computer understanding and literacy.

Separately funded special assessments since 1983 have included a literature and U.S. history knowledge survey and a higher order thinking skills assessment. In the 1987-1988 school year, NAEP will assess reading, writing, civics, U.S. history and geography.

Public Use Data Tapes, layouts and codebooks area available to researchers. These tapes represent a significant advance in public-use data tape technology. Data files are rectangular with one record per respondent, while data fields are all numeric with consistent missing data and nonresponse codes. All original item response and background variable data fields are included. Derived (transformed) item variables and



subregional identifiers (school, district, county, state, etc.) that violate Privacy Act provisions and/or confidentiality agreements are not included.

Documentation has been rewritten and reformated for maximum usability and included on the tapes. In addition, program-readable documentation is included for SAS, SPSS and OSIRIS IV.

For the National Assessment of Educational Progress to measure change over tie, it is necessary to maintain the security of certain assessment items. Yet, to allow for states and school districts to conduct assessments and to make certain comparisons to National Assessment data, they need to administer some of the items used by NAFP to measure change. NAEP is working with an increasing number of states in the design and analysis of state assessments.

c:release



• ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Isam Bank Tisla (if any)			pred.			
Item Bank Title (if any)						
For information about the		William T D	×o			
bank contact	Name _	William J. B				
	Title _	Assistant Su				
	Organiz	ation N.C. Sta	te Dept.	Public In	<u>struct</u>	10n
	-	Salisbury St	reet	<u>N</u>	i.C.	27(11
	City			_ State		Zip <u>27611</u>
	Phone:	Area code91	9_ Number	<u> </u>		
ease indicate the characteristics	of this item	bank by placing a	an "X" in t	he appropria	te boxes	
Which of the following are availa bank? (check all that apply)	ble through	this	•	ich of these nk?	stateme	nts are correct for this
test itams Classification of items by conten	t		YES	CAN BE ARRANGED	NO	
general objectives or topic states	nents			X		all or most of the bank is available for sale
item specifications, detailed con etc. suggested instructional activities		ons.				all or most of the bank is available free (or
cross references between object: appropriate instructional materi	ves and als					pre-developed tests are constructed from the
Content review or other validity is	nformation		П			item bank
Treliability estimates provalues			٥	U		tests are constructed based on Objectives i the item bank selecte
☐ IRT (latent trait) calibrations ☐ other item analysis data						by the user
technical reports	ah a a ki sa a	4				struct tests based on objectives developed
What is the source of the bank's	objectives	ano				by the user
items? (check all that apply)			• • • • • • • • • • • • • • • • • • • •			s related to the bank
developed by teachers developed by state or local central	al office staff		ca	n be provided	d? (chec	k all that apply)
developed by test development pe				CAN BE		
your organization			YES	ARRANGED	NO	
developed by an outside organiza	tion					printing of test materia
Collected from other sources						test scoring services
What reviews or studies (if any)	were perfor	ned				development of individ
for the items in the bank? (check	all that ap	DIA)		П		student profiles development of class a
review to verify appropriate conte						school profiles
content review to match items to d		10				training on test admini
content review to establish approporage levels A politing for clarity	oriate grade i	E V E I S				tion procedures training on writing or selecting objectives
aditing based on reviews by techn	ical personni	!	П			item specifications
editing based on technical data			u		_	training on Writing test
review for sex bias review for cultural and ethnic bias						assistanc. n interpret
K laalam ini crittaal sun attille pist	-					test data
informal pulot testing (informal se small numbers of subjects, non-r results)	lection of Sul	ojects. /sis of				other Item data



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to "dicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

	CONTENT AREA	APPROXIMAT		Pre			LEVEL			
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	Coilege	Adul
	Phonetic Analysis									
	Structural Analysis			ļ						
	Vocabulary		_			<u> </u>				
2	Comprehension			<u> </u>						<u> </u>
EADING	Reading Readiness									
E	Reference (Study) Skills									<u> </u>
	Higher Order Thinking Skills									
				<u> </u>				_		
		1		<u> </u>						
	Computational skills			<u> </u>	_	_		_		
	Concepts		<u> </u>	<u> </u>						
<u>S</u>	Problem Solving (Application)									
THEMATICS	Geometry			<u> </u>						
Ĭ	Calculator Math			 						
Ĭ	Higher Order Thinking Skills					} 				
	Algebra I & II		<u> </u>					Х		
		<u> </u>		ļ						
	Grammar		· · · · · · · · · · · · · · · ·	<u> </u>						
	Usage									
AMS	Mechanics									
ш	Foreign Language (specify:)									
ANGUAG	Composition	1 1								
2	Higher Order Thinking Skills									
2										
ш	Biology							х		
	Higher Order Thinking Skills									
										
	U.S. History							х		
THER										_
- 63	gher Order Thinking Skills									
ĮĬ	C. C	75								

7 Which of the followin can be used retrieve items? (Check all that apply ebjective to be tested	cognitive level, pleas where your cognitive derived (if you wo listing of the taxono would very much ap Bloom's Tax other well-k taxonomy, pl	e indicate from c categories were suld like to attach a suny you use, we oppreciate it) enemy newn cognitive ease bst
9. In what form are the following availa	ble? (Check all that apply)	
	IFRAME NOT OR TAPE AVAILABLE	
software perform?	From where did you obtain this software?	
test development Sconng	If you checked the above box, please list the programs you are using	full—screen editing
reporting		items
student recordkeeping		can add/delete/change item classifications
cross-reference to materials	apocially designed for our system by	will handle user history
on—line test administration		will handle test analysis
	purchased from test or research organization	



test development, indicate Its capabilities below:	scoring, please indicate its capabilities below	reporting, please capabilities below	
on-iline generation of tests	☑ mark sense reader	Subtest student	profiles — —
can use various criteria for selecting koms	sublest and total scores	whtest	profiles — — clas
can add/delete/change items that are	objective mastery item statistics		reports
computer selected	test statistics	☐ materials	methods
answer keys			
has special print features			
will print multiple forms			
•ther			
If your software handles student recordkeeping, please indicate its capabilities below.	h If your software has graphics capabilities, please indicate these below .	 What type of co you use? (If mi indicate XT, AT McIntosh/Item 	icro, please , 286, etc.)
by objective mastered	☐ graphics	XT, AT for so	oring_
tetal scores ever time	can attach external graphics to item text		
gradebook or senes of scores	can generate graphics and merge them in with item text		
	can produce the entire test	I. What is the ap cost of your te software?	sting
What is the name of your item banking/test scoring software	k Is your software?		
package? NCDPI Test Screen	available en exchange agreement		
	evailable for purchase from wonder	m Technical assist running the soft	
	available for purchase from you	[7] availab	ie from us
	not available for others	available vender	ie through
		☐ Rot ave	ailable

e If your software handles

f If your software handles

in this space or on a separate shert of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



If your software handles

• ITEM BANK DATA SHEET

Northwest Eval. Assoc.

Northwest Regional Educational Laboratory

Item Bank Title (if any)NWEA_	BASIC SKILLS AND SC	IENCE TEST	TTEM BANK		
For information about the					
bank contact	Name Ray Miller		_		
Delik Cuitact	Title Executive		Director De	velor	ment
	Organization North				
	30633 11t				
	City_Federal Way		State WA	•	ZID98003
	Phone: Area code	206 Number	839-3932	2	
ase indicate the characteristics o					
Which of the following are availab bank? (check all that apply)	le through this	•	nk?	stateme	ints are correct for this
3 test items		YES	CAN BE ARRANGED	NO	
classification of items by content general objectives or topic statem	ents	£			ell or most of the bank
m general objectives of topic statem is item specifications; detailed conte		_	_		is available for sale
etc.	•			E	all or most of the bank is available free (or
suggested instructional activities	as and			_	for cost of reproduct:
cross references between objective appropriate instructional materia. Content review or other validity in	is				pre-developed tests are constructed from the
X content review or other validity in X raisability estimates	rormation	[V			item bank
p-values		w	U		tests are constructed based on objectives
X IRT (latent trait) calibrations					the item bank selecte
other item analysis data		Ø			by the user stems are used to con-
technical reports		W			struct tests based on
What is the source of the bank's o	objectives and				ebjectives developed by the user
items? (check all that apply)	•	E WL	an radditional		es related to the bank
X developed by teachers		• • • • • • • • • • • • • • • • • • • •			k all that apply;
developed by state or local central	office staff	Ca	•		an mar appiti
developed by test development per		VEC	CAN BE ARRANGED	NO	
your organization		169	ANIMA NO LU	140	
developed by an outside organizati collected from other sources	on		©		printing of tast materia
_					test scoring services
What reviews or studies (if any)			E		development of individ
for the items in the bank? (check			1		student profiles development of class a
review to verify appropriate content	1	U	•	_	school profiles
Content review to match items to ob			Ð		training on test admini
content review to establish appropr or age levels	iate grade levels	П	Ð		tion procedures training on writing or
editing for clarity		٠	_	_	selecting objectives
diting based on reviews by technic	cal personnel	-	1 D		item specifications
M editing based on technical data			لية	L	training on writing tes
X review for sex bias			XI .		assistance in interpret
review for cultural and ethnic bias informal pilot testing (informal sele	ction of subjects.				test data
amail numbers of subjects, non-rig results)	gorous analysis of				other
of formal pilot testing (rigorous sample	ing and anlysis of				
results, large numbers of subjects	, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns. B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

		APPROXIMATI	NUMBER	Pro			LEVEL		,	
	CONTENT AKEA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis									
	Structural Analysis		_	<u> </u>		Х	Х	Х		
	Vocabulary			<u> </u>		х	х	х		
ADING	Comprehension	22	2000	├	_	х	Х	<u> </u>		
ğ	Reeding Readiness			 	_					
2	Reference (Study) Skills			_		Х	Х	Х		-
	Higher Order Thinking Skills									
_	Computational skills					х	х	х		
	Concepts					х	х	х		
છ						х	Х_	х		
Ĭ	Geometry	289	3800			х	х	х		
THEMATICS	Calculator Math									
3										
			-				, , , , , , , , , , , , , , , , , , ,			
	Grammer			-	-	X	X	X		
	Usage			 	-	<u> </u>	<u> </u>	<u> </u>		\vdash
	Mechanics			+	-	X	<u> </u>	X.	 	-
_	Consider Assessment Assessifica	354	3600	 	┼─				-	
ANGUAGE	Composition:			 	╁	L X	X	X.	 	
7	Higher Order Thinking Skills									
_	Concepts/Processes					х	х	х		
SCIENCE	5 Subject Matter Content Areas	400	8000	<u> </u>	<u> </u>	х	х	х	 	<u> </u>
SCE	Life, Earth, Physical Higher Order Thinking Skills			-						
_	*See Below									
HER				<u> </u>	_	 	ļ			
0	igher Order Thinking Skills		70		<u> </u>		-	*		<u> </u>
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test deve	oftware handles Hopment, indicate Pilities below	scoring,	software handles please indicate its ties below	f	If your software handles reporting, please indicate its capabilities below
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~	can add/delete/change	•	objective mastery		summary reports
Ľ	items that are computer selected	6	item statistics		cross reference to materials/methods
Ø	automatically atores answer keys	\$	Ist statistica		
<u> </u>		C	other		
Q	has special print features Plotter				
(3	will print multiple forms				
0	ether				
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0	gradebook or series of scores	8	can generate graphics and snerge them in with item text		
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					Price components by
	the name of your itemest scoring software	k Is you	r software?		Inquiry
package? Micro-C	C.A.T. (modified)	1	evailable on exchange agreement		
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Super-C	C.A.T.		available for purchase		
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Language Usage Item Bank covers 354 goals with over 3600 items; Mathematics Item Bank covers 289 Goals with over 3800 items; Reading Item Bank covers 22 major subject matter headings with over 2000 items. Test items are filed by goal and difficulty level in a hard copy card file. The Science Item Bank has over 8000 items covering wide range of grade levels and objectives up through high school. Excellent nuals are provided and locator index cards make retrieval and refiling of items onvenient.

*ITEM BANK DATA SHEET

Northwest Eval. Assoc.

Northwest Regional Educational Laboratory

Please type or write legibly. The					
Item Bank Title (if any) NWEA	Science Tast Item Co	llection			
For information about the					
bank contact	Name <u>Susan Smoye</u>				
Dank Compon	Title Project Man	ager .	-		
	Organization NWEA S		iculum & A	ssessi	ment Project
	Street 700 Pringl	e Parkway S	E		
	City_Salem		State_OR		Z _{IP} 97310
	Phone: Area code	503 Number		2	
lease indicate the characteristic	s of this item bank by placi	ng an "X" in t	he appropriat	e boxes	
. Which of the following are ava bank? (check all that apply)	ilable through this	•	ich of these nk?	stateme	nts are correct for this
🔀 test items		YES	CAN BE ARRANGED	NO	
classification of items by cont	tent	VES 🛭	ANNANGED		all or most of the bank
general objectives or topic sta	itements	160		ت	is available for sale
item specifications, detailed of etc. suggested instructional activit				X	all or most of the bank is available free (or for cost of reproduction)
cross references between obje	ctives and erials			区	pre-developed tests are constructed from the
Content review or other validit	y information				item bank
□ reliability estimates □ p-values □ IRT (latent trait) calibrations				₩	tests are constructed based on objectives in the item bank selected by the user
other item analysis data technical reports	Under development				struct tests based on objectives developed
. What is the source of the bank	k's objectives and				by the user
items? (check all that apply)		E WI	e additional	service	es related to the bank
developed by teachers					k all that apply)
developed by state or local ce	ntral office staff	Cu	•	(., ,,
developed by test development your organization	personnel within	YES	CAN BE ARRANGED	NO	
developed by an outside organ	ization			\mathbf{x}	printing of test materials
Collected from other sources		<u> </u>			test scoring services
3. What reviews or studies (if ar	ny) were performed			abla	development of individual
for the items in the bank? (ch	eck all that apply)		П		student profiles development of class and
[2] review to verify appropriate Co	ntent			ت	school profiles
(X) content review to match items	to objectives topics	X			training on test administra
content review to establish apportunity or age levels	propriate grade levels				training on writing or selecting objectives and
X editing based on reviews by te	chnical personnel				item specifications
editing based on technical dat	•	X			training on writing test items
review for sex bias		X			assistance in interpreting
Review for cultural and "thoic	bias		_		test data
informal prior testing (informal small numbers of subjects, negatits)	selection of subjects. On-rigorous analysis of				other
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A When specifying grade levels, place an "X" in any range v/here at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "As" in both the K-2 and 3-5 columns

B. We do not want to lim, the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT		Pro		RADE				
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis		_							
	Structural Analysis		_							
	Vocabulary									
	Comprehension									
3	Reading Readiness									
Ĕ	Reference (Study) Sk:									
	Higher Order Thinking Skills									
	Computational skills	—								
_	Concepts		<u> </u>	-						
<u>S</u>	Problem Solving (Application)									
THEMUTICS	Geometry	1	_							
Ĕ	Calculator Math									-
È	Higher Order Thinking Skills						ļ			_
	·		_	_						
	Grammar									
	Use		_							
2	Aechanics									
Ä	Foreign Language (specify:)				ĺ					
7	Composition									
	Higher Order Thinking Skills									
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in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



NWEA SCIENCE TEST ITEM COLLECTION GOAL INVENTORY (1986-87)

GOAL CATEGORY		Number of Items			
	K-3	4-6	7-9	10-12	
LIFE SCIENCES				1	
The Cell		15	50	98	
Zoology	46	138	209	166	
Botany ,	51	58		97	
Simple Life Forms	1	1	117	42	
Ec iogy	2	52	102	63	
		32	102	03	
EARTH/SPACE SCIENCES					
Geology	13	108	275	20	
Oceanography		21	188	72	
Meteorology	20	66	104	3	
Space and Astronomy	15	65	135	14	
	,,,	"			
PHYSICAL SCIENCES					
Meas 'rement	-	6	36	52	
Matier: Properties	Ł	16	41	25	
Matter: States of	15	17	17	28	
Matter: Changes	1 7	29	71	74	
Matter: Structure	-	22	105	218	
Periodic Law/Table	-	-	21	20	
Acids, Bases, and Salts	-	_	17	25	
Chemical Kinetics	-	_	4	42	
Chemical Equilibrium	¦ -	_	_	14	
Oxidation	_	-	1	12	
Electrochemistry	-	_	2	21	
Organic Cnemistry	-	_	_	20	
Nuclear Chemistry	-	-	23	65	
Photochemistry] -	} -	-	1	
Spectroscopy	_	_	-	1	
Chemistry and Society	_	-	1	-	
Biochemistry	_	-	3	15	
Motion	7	20	62	353	
Gravity	1	5	14	13	
Electricity and Magnetism	4	29	113	164	
Energy	31	67	135	113	
Energy Resources	2	37	44	7	
Light	5	17	63	111	
Modern Physics	-	-	-	1	
HISTORY OF SCIENCE	-	1	4	3	
LABORATORY	1	2	11	7	



GOAL CATEGORY		Number of Items			
	K-3	4-6	7-9	10-12	
VOCABULARY	-	2	8	2	
CONCEPTS					
Cause-Effect	_	4	7	11	
Change	_	3	11	3	
Cycle	-	4	13	5	
Energy-Matter	3	23	15	11	
Entropy	-	-	-	_	
Equilibrium	-	1 1	13	-	
Evolution	2	4	7	7	
Field	1	1	9	4	
Force	-	10	7	4	
Fundamental Entitles	8	8	12	6	
Gradient	19	3	25	6	
Interaction	-	6	9	3	
Invariance	<u>-</u>	-	-	-	
Model	-	2	13	14	
Order	8	15	17	3	
Organism Researtion	•]	-	ī	
Perception Probability]]	1		
Population	1 3	3 13	20 19	17 12	
Quantification	1	13		12	
Replication	-	-	-	-	
Resonance	_	_	-	_	
Scale	1	8	21	14	
Significance	_	0		17	
Symmetry	j _ i	_	_	_	
System	2	13	20	11	
Theory		i	-	6	
Time-Space	_ !	_	_	i	
Validation	-	-	-	-	
PROCESSES					
Classifying	5	12	7	1	
Communicating		i	3	-	
Controlling Variables	_	6	22	2	
Defining Operationally	_	i	6	-	
Designing Experiments	- 1	7	14	7	
Formulating Models	-	2	2	5	
Hypothesizing	-	- 1	11	4	
Inferring	i - l	9	30	13	
Interpreting Data	1 1	45	58	89	
Feasuring	2	29	15	1	
Observing	1 1	23	4	3	
Predicting	-	6	11	2	
Questioning	-	1	-	-	
Using Numbers	-	7	9	7	
Relating Time-Space	[-]	4	3	-	

GOAL CATEGORY		Number of Items			
		4-6	7-9	10-12	
SKILLS	-	1	3	1	
INTERESTS	-	-	1	-	
VALUES	-	1	4	1	
INTERACTIONS	-	-	-	-	
CHARACTERISTICS -	-	1	1	3	

4491P32 2/27/87



INVENTORY OF ITEMS BY GRADE LEVEL AND GOAL (1986-87)

- SUMMARY -

	<u>K-3</u>	4-6	7-9	10-12		
Life Science	100	269	506	466	=	1,341
Earth Science	54	260	702	109	=	1,125
Physical Science	78	265	773	1,395	=	2,511
Concepts	48	124	238	139	=	549
Processes	9	156	195	132	=	492
Miscellaneous	1	8	32	17	=	58
Miscellaneous (not on list)		5	6	1	=	12
	290	1,087	2,452	2,259	=	6,088

5122Psa 3/4/87

NNEA SCIENCE TEST ITEM COLLECTION INDEX

GOAL CATEGORY	GOAL CODE
LIFE SCIENCES	A
<u>The Cell</u>	A.A
Types of Cells	A.A.A
Cell Structure	A.A.B
Cell Metabolism/Function	A.A.C
Reproduction—Mitosis - Meiosis	A.A.D
Genetics/Cells	A.A.E
Evolution/Cells	A.A.F
<u>Zoology</u>	A.B
Classification/Animals	A.B.A
Harma i s	A.B.A.A
Birds	A.B.A.B
Reptiles/Dinosaurs	A.B.A.C
Amphibians	A.B.A.D
Fish	A.B.A.E
Insects/Spiders/Shell Fish	A.B.A.F
Other Invertebrates	A.B.A.G
Structure/Animals	A.B.B
Functions/Animals	A.B.C
Metabolic Processes/Animals	A.B.D
Reproduction/Animals	A.B.E
Adaptationr, Behavior, Habitat	A.B.F
Human Structure	A.B.G
Human Function/Development	A.B.H
Evolution/Animals	A.B.I
Genetics/Animals	A.B.J
<u>Botany</u>	A.C
Classification/Plants	A.C.A
Seed Plants/Flowers/Cones	A.C.A.A
Lower Plants	A.C.A.B
Structures/Plants	A.C.B
Functions/Plants	A.C.C
Metabolic Processes/Plants	A.C.C.A
Photosynthesis/Respiration	A.C.C.B
Reproduction/Life Cycles	A.C.C.C
Adaptations/Responses/Habitat	A.C.D
Evolution/Plants	A.C.E
Constinc (Plants	A.C.F



GOAL CATEGORY	CODE
Simple Life Forms/Diseases/Functions	A.D
Viruses	A.D.A
Bacteria	A.D.B
Monerans	A.D.C
Fungi	A.D.D
Protists	A.D.E
Ecology	A.E
Populations/Communities	A.E.A
Ecosystem/Food Chains/Nebs	A.E.B
Biames/Biosphere	A.E.C
Aquatic	A.E.C.A
Land	A.E.C.B
Urban Environments	A.E.D
Succession/Natural Changes	A.E.E
Pollution/Man—Made Changes	A.E.F
Conservation/Matural Resources	A.E.G
Limiting Factors	A.E.H
EARTH/SPACE SCIENCES	В
Geology	B.A
Earth Structures	B.A.A B.A.A.A
Earth Structures Surface Features	B.A.A
Earth Structures Surface Features Soil Composition	B.A.A B.A.A.A
Earth Structures Surface Features Soil Composition Subsurface Features	B.A.A B.A.A.A B.A.A.B B.A.A.C
Earth Structures Surface Features Soil Composition Subsurface Features Mapping	B.A.A B.A.A.A B.A.A.B
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals	B.A.A B.A.A.B B.A.A.C B.A.A.C
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.A.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Compusition Formation of Rocks/Processes Relationship of Rocks to Minerals	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A B.A.B.B
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Compusition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism	B.A.A B.A.A.B B.A.A.D B.A.A.D B.A.B.B B.A.B.A B.A.B.B B.A.B.C B.A.B.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A B.A.B.B B.A.B.C B.A.B.C
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Compusition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A B.A.B.C B.A.B.C B.A.C.B.A.C.A
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A B.A.B.C B.A.B.C B.A.C.A B.A.C.A B.A.C.A
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A B.A.B.C B.A.B.C B.A.C.C B.A.C.A
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Compusition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes	B.A.A B.A.A.B B.A.A.D B.A.A.D B.A.B.B B.A.B.B B.A.B.C B.A.B.C B.A.C.B B.A.C.C B.A.C.C B.A.C.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Compusition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes Evolution and Variation	B.A.A B.A.A.B B.A.A.D B.A.A.D B.A.B.B B.A.B.B B.A.B.C B.A.B.D B.A.C.B B.A.C.A B.A.C.D B.A.C.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes Evolution and Variation Formation of Organic Fuels	B.A.A B.A.A.B B.A.A.D B.A.A.D B.A.B.B B.A.B.C B.A.B.C B.A.C.C B.A.C.A B.A.C.B B.A.C.C B.A.C.D B.A.C.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes Evolution and Variation Formation of Organic Fuels Fossils as Evidence of Change	B.A.A B.A.A.B B.A.A.D B.A.A.D B.A.B.B B.A.B.A B.A.B.C B.A.C.C B.A.C.A B.A.C.A B.A.C.B B.A.C.C B.A.C.D B.A.C.D B.A.C.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes Evolution and Variation Formation of Organic Fuels Fossils as Evidence of Change Geologic Time Scale	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.A B.A.B.C B.A.B.D B.A.C.A B.A.C.A B.A.C.C B.A.C.D B.A.C.C B.A.C.D B.A.C.D B.A.C.D B.A.C.D
Earth Structures Surface Features Soil Composition Subsurface Features Happing Rocks and Minerals Types of Rocks/Composition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes Evolution and Variation Formation of Organic Fuels Fossils as Evidence of Change Geologic Time Scale Forces Changing Surfaces	B.A.A B.A.A.B B.A.A.C B.A.A.D B.A.B.B B.A.B.C B.A.B.D B.A.C.A B.A.C.A B.A.C.C B.A.C.D B.A.C.C B.A.C.D B.A.C.D B.A.C.D B.A.C.D B.A.D.D B.A.D.D B.A.D.D
Earth Structures Surface Features Soil Composition Subsurface Features Mapping Rocks and Minerals Types of Rocks/Compusition Formation of Rocks/Processes Relationship of Rocks to Minerals Types, Properties of Minerals Geologic Processes Vulcanism Crustal Movement/Earthquake Weathering—Erosion—Deposition Glaciation Natural Changes Evolution and Variation Formation of Organic Fuels Fossils as Evidence of Change Geologic Time Scale Forces Changing Surfaces Forces Changing Subsurfaces	B.A.A B.A.A.B B.A.A.D B.A.B.B B.A.B.A B.A.B.C B.A.B.D B.A.C.B B.A.C.B B.A.C.C B.A.C.D B.A.C.D B.A.C.D B.A.D.D B.A.D.A B.A.D.B B.A.D.C



	GOAL
GOAL CATEGORY	COOE
<u> </u>	
Earth Environments	B.A.F
Soil	B.A.F.A
Water	B.A.F.B
Air/layers	B.A.F.C
Historical Geology	B.A.G
Methods of Dating	B.A.H
Geologic Instruments	B.A.I
Application of Geologic Science	B.A.J
Related Sciences	B.A.J.A
Economic Uses	B.A.J.B
Oceanography	B.B
Occas Tanananhu	B.B.A
Ocean Topography	B.B.B
Ocean Waters	9.B.B.A
Composition/Properties of Sea Water	0.2.2
Ocean Layers and Zones	B.B.B.B
Ocean Hovements	B.B.C
Ocean Circulation/Currents	B.B.C.A
Tides	B.B.C.B
Ocean Waves	B.B.C.C
Shorelines	B.B.D
Shoreline Types	B.B.D.A
Shoreline Processes	B.B.D.B
Estuaries and Bays	B.B.D.C
Life in the Oceans	B.B.E
Distribution of Ocean Life	B.B.E.A
Marine Organisms	B.B.E.B
Marine Ecosystems and Processes	B.B.E.C
Ocean/Human Interactions	B.B.E.D
Tools of Oceanography	B.B.F
Applications of Oceanography	B.B.G
Oceanography—Related Sciences	B.B.G.A
Economic Uses of Oceanography	B.B.G.B
History of Oceanography	B.B.H
•	
Meteorology	B.C
	B.C.A
Origin/Structure of Atmosphere	B.C.A
Weather Conditions and Causes	-
Causes of Temperature Differences	B.C.B.A
Role of Sun in Weather	B.C.B.B B.C.B.C
Effect of Temperature on Climate	
Humidity and Clouds	B.C.C
Cloud Formation Factors	B.C.C.A
Types of Clouds	B.C.C.B
Humidity Factors	B.C.C.C
Fog	B.C.C.D



	GOAL
GOAL CATEGORY	<u>CODE</u>
⊌ind and Storms	B.C.D
Temperature and Air Currents	B.C.D.A
Atmospheric Pressure	B.C.D.B
Earth's Rotation/Storms	B.C.D.C
Causes of Storms	B.C.D.D
Wind as an Energy Source	B.C.D.E
Weather Forecasting	B.C.E
Factors Used in Forecasting	B.C.E.A
Weather Measuring Instruments	B.C.E.B
Weather Control	B.C.F
Weether Cycle	B.C.G
Components of Water Cycle	B.C.G.A
Relationship to Moving Air Masses	B.C.G.B
Effects of Water Cycle on Plants	B.C.G.C
Forms of Precipitation	B.C.G.D
Air Masses and Fronts	B.C.H
Types/Properties/Layers of Air	B.C.H.A
Classification of Air Masses	B.C.H.B
Relationship of Air Masses	B.C.H.C
Relationship of Air Pressure	B.C.H.D
Climate	B.C.I
Factors Determining Climate	B.C.I.A
Effect of Climate on Water/Soil	B.C.I.B
Effect of Human Activity on Climate	B.C.I.C
Effect of Climate on Organisms	B.C.I.D
History of Meteorology	B.C.J
Space and Astronomy	8.0
Earth and Moon	B.D.A
Theories of Origin	B.D.A.A
Effects of Earth's Rotation	B.D.A.B
Relationship of Earth's Rotation/Seasons	B.D.A.C
Forces Causing Earth's Movement	B.D.A.D
Characteristics of Moon	B.D.A.E
Earth, Moon and Sun	B.D.A.F
Sun and Stars	B.D.B
Theories of Origin	E D.B.A
Solar System	B.D.B.B
Planets	B.D.B.C
Conditions/Life on Planets	B.D.B.D
Effects of Gravity	B.D.B.E
Constellations	B.D.B.F
Place of Sun/Solar System	B.D.B.G
Features of the Sun	B.D.B.H
Nebu lae	B.D.B.I
Other Space Phenomena	B.D.C
Dynamics (Space/Astronomy)	B.D.C.A
Types of Space Phenomena	B.D.C.B
Comets	B.D C.C
Meteoroids and Asteroids	B.D.C.D B.D.C.E



GOAL CATEGORY	GOAL CODE
Astronomical Studies	B .D.D
Astronomical Instruments	B.D.D.A
Astronomical Measurements	B.D.D.B
Space Travel	B.D.E
Artificial Satellites	B.D.F
PHYSICAL SCIENCES	С
Measurement	C.A
Metric System/SI	C.A.A
Factor Labeling	C.A.B
Scientific Motation	C.A.C
Significant Figures	C.A.D
Uncertainty in Measurement	C.A.E
Graphing	C.A.F.A
Constructing Graphs	C.A.F.B
Reading Graphs Analyzing Graphs	C.A.F.C
Matter: Properties	C.B
	C.B.A
Mass	C.B.R
Length Area	C.B.R.A
Volume	C.B.B.B
Densi ty/Pressure	C.B.C
Matter: States of	c.c
Gases	C.C.A
Liquids	C.C.B
Solids	C.C.C
Plasmas	C.C.D
Matter: Changes	C.D
Physical	C.D.A
Chemical	C.D.B
Chemical Equations	C.D.C
Quantitative Relationships	C.D.D
Rates of Change	C.D.E
Atomic and Nuclear	C.D.F
Nuclear Equations	C.D G
Matter: Structure	C.E
Elements and Symbols	C.E.A
Compounds and Formulas	C.E.B
Mixtures	C.E.C



GOAL CATEGORY	CODE
Atoms	C.E.D
Molecules	C.E.E
Subatomic Particles	C.E.F
Ions	C.E.G
Bonding	C.E.H
Solutions	C.E.I
Polar Molecules	C.E.J
Models	C.E.K
Huclear Models	C.E.K.
Atomic Models	C.E.K.
Molecular Models	C.E.K.
Kinetic Molecular Theory	C.E.K.
Gas Laws	C.E.L
Periodic Law/Table	C.F
Metals	C.F.A
Normetals	C.F.B
Transition Elements	C.F.C
Acids, Bases and Salts	C.G
Properties of Acids—pH	C.G.A
Properties of Bases—pOH	C.G.B
Properties of Salts	C.G.C
Titration	C.G.D
Hydrolysis	C.G.E
Normality	C.G.F
Chemical Kinetics	С.н
Nature of Reactants	C.H.A
Catalysts	C.H.B
Rates of Reaction	C.H.C
Enthalpy	C.H.D
Entropy	C.H.E
Chemical Equilibrium	C.I
Characteristics of Equilibrium	C.I.A
Factors Affecting Equilibrium	C.I.B
Oxidation - Reduction	C.J
Oxidation Numbers	C.J.A
Rules of Oxidation Numbers	C.J.B
<u>Electrochemistry</u>	C.K
Electrolysis	C.K.A
Galvanic Cells	C.K.B



GOAL_CATEGORY	GOAL CODE
Organic Chemistry	c.l
Nomenclature of Organic Compounds	C.L.A
Properties of Organic Compounds	C.L.B
Bonding of Organic Compounds	C.L.C
Hydrocarbons	C.L.D
Organic Reactions	C.L.E
Nuclear Chemistry	C. 4
Radioactivity	C.M.A
Induced Radioactivity	C.M.B
Fission	C.M.C
Fusion	C.M.D
Photochemistry	C.N
Spectroscopy	C.P
Chemistry and Society	C.Q
Hazardous Wastes	C.Q.A
Environmental Chemistry	C.Q.B
Industrial Chemistry	c.q.c
Biochemistry	C.R
<u>Mction</u>	c.s
Kinematics	C.S.A
Distance/Displacement	C.S.A.A
Vectors and Scalars	C.S.A.B
Speed and Velocity	C.S.A.C
Acceleration	C.S.A.D
Forces/Dynamics	C.S.B
Types of Forces	C.S.B.A
Measurement of Force	C.S.B.B
Net Force ·	C.S.B.C
Friction	C.S.B.D
Laws of Motion	C.S.C
Inertia	C.S.C.A
Newton's Laws of Motion	C.S.C.B
Impulse/Conservation of Momentum	C.S.C.C
Frames of Reference	C.S.C.D
Harmonic/Circular Motion	C.S.C.E
Center of Mass	C.S.C.F



GOAL CATEGORY	GOAL CODE
<u>Gravity</u>	C.T
Gravitational Force	C.T.A
Gravitational Field Strength	C.T.B
Weight	C.T.C
Newton's Laws of Universal Gravitation	C.T.D
Kepler's Laws of Planetary Motion	C.T.E
Electricity and Magnetism	C.U
Static Electricity/Industion	C.U.A
Electric Force	C.U.B
Electric Field	C.U.C
Electric Circuits	C.U.D
Magnetic Objects	C.U.E
Magnetic Force	C.U.F
Magnetic Field	C.U.G
Electromagnetism/Induced Current	C.U.H
Electronics	C.U.I
Energy/Transformations	C.V
Kinetic Energy	C.V.A
Potential Energy	C.V.B
Work/Simple Machines	C.V.C
Power	C.V.D
Heat/Thermodynamics	C.V.E
Conservation of Mass/Energy	C.V.F
Sound	C.V.G
Waves	C.V.H
Energy Resources	C.W
Sources	C.W.A
Uses	C.W.B
Distribution/Availability	C.W.C
Renewable	C.W.D
Conservation	C.W.E
Environment Impact	C.W.F
Energy Economics	C.W.G
New Technologies	C.W.H
<u>Light</u>	C.X
Reflection/Mirrors	C.X.A
Refraction/Lenses	C.X.B
Diffraction	C.X.C
Electromagnetic Spectrum	C.X.D
Particle/Wave Theory	C.X.E
Interference	C.X.F
Polarization	C.X.G
Optical Instruments	C.X.H
Lasers	C.X.I



GOAL CATEGORY											GOAL CODE
Modern Physics					•	•					C.Y
Quantum Theory Relativity/E = mc ² Uncertainty Principle Space—Time Continuum Subatomic Particles and	j Force	es									C.Y.A C.Y.B C.Y.C C.Y.D C.Y.E
HISTORY OF SCIENCE			٠.	•	•		•	•	•	•	D
CAREERS IN SCIENCE				•			•				Ε
LABORATORY					•		•				F
Safety Techniques											F.A F.B
VOCABUITRY			٠.	•	•		•	•		•	G
Life Science Vocabulary	,										G.A
Earth/Space Vocabulary											G.B
Physical Science Vocabu	ılary										G.C
CONCEPTS				•	•		•	•	•	•	Н
Cause-Effect											H.A
Change											H.B
Cycle											H.C
Energy-Matter											H.D
Entropy											H.E H.F
Equilibrium Evolution											H.G
Field											H.H
Force											H.I
Fundamental Entities											H.J
Gradient											H.K
Interaction											H.L
Invariance											H.M H.N
Model Order											H.O
Organism											H.P
Perception											H.Q
Probability											H.R
Population											H.S
Quantification											H.T H.U
Replication Resonance											H.V
Scale											H.W
Significance											H.X
Symmatry											H.Y
System											H.Z
Theory											H.AA
Time-Space											H.BA
Validation	07	,					n	()		H.CA



GOAL CATEGORY	CODE
PROCESSES	I
Classifying	I.A
Communicating	I.B
Controlling Variables	I.C
Defining Operationally	I.D
Designing Experiments	I.E
Formulating Models	I.F
Hypothesizing	I.G
Inferring	I.I
Interpreting Data Measuring	1.1 1.J
Observing	I.K
Predicting	I.L
Questioning	I.M
Using Numbers	I.N
Relating Time-Space	1.0
SKILLS	J
Measuring	J.A
Constructing	J.B
Handling Materials	J.C
Maintaining Materials	J.D
Using Career Materials	J.E
Equipping for Avocations	J.F
INTERESTS	K
Getting Confidence	K.A
Learning From Many Sources	X.B
Wanting and Giving Scientific Explanations	K.C
Finding Avocations	K.D
Exploring Vocations	K.E
Perceiving Heroines and Heroes	K.F
VALUES	L
Knowing and Understanding	L.A
Questioning All Things	L.B
Searching for Data and Meaning	L.C
Demanding Verification	L.D
Respecting Logic	L.E
Considering Consequences	L.F
INTERACTIONS	Ħ
Society's Influence	M.A
Science's Influence	M.B
Mutual Understanding	M.C
Limitations of Science	M.D



GOAL CATEGORY	GOAL CODE
CHARACTERISTICS	N
Tentative	N.A
Public	N.B
Replicable	N.C
Probabilistic	N.D
Humanistic	N.E
Historic	N.F
Empirical	N.G
Holistic	N.H

dc 0142p 12/16/85



• ITEM BANK DATA SHEET Northwest Regional Educational Laboratory

NW Reg Educ. Lab

Please type or write legibly. This		ppied.			
Item Sank Title (if any) NWREL	Item Bank		_		
For information about the bank contact:	Name Richard W. Na				
	Title <u>Item Bank Mar</u> Organization Northwest			1 Labo	ratory
		n St. Sui	te 500	I Dabe	oracory
	2nest				Zip 97204
	City Portland 50)3 Number	275-957		21b <u>31204</u>
	Phone: Area code				·
Please indicate the characteristics					
 Which of the following are availabank? (check all that apply) 	able through this		ich of these : nk?	sta teme	ents are correct for this
test items clessification of items by conte	ા	YES	CAN SE ARRANGED	NO	
Reneral objectives or topic state	ments	X			all or most of the bank
item specifications, detailed coretc.				Ø	all or most of the bank is available free (or for cost of reproduction)
cross references between object appropriete instructional mater	ives and iels	0			pre-developed tests are constructed from the
content review or other velidity reliability estimates p-values	inform e tion		0	Ø	item bank tests are constructed based on objectives in the item bank selected
☐ IRT (latent trait) calibrations ☐ other item enalysis dete ☐ technical reports	akioasiwas and	0		Ø	by the user items are used to con- struct tests based on objectives developed
2. What is the source of the bank's items? (check all that apply)	objectives and				by the user
•		•			es related to the bank
developed by teachers developed by state or local centi	rai office staff	Ç8	n be provided	r (cnec	k all that apply)
developed by test development p your ergenization	ersonnel within	YES	CAN BE ARRANGED	NO	
☑ developed by an outside organiz	etion			X	printing of test materials
Collected from other sources				X	test scoring services
3. What reviews or studies (if any) were performed			\square	development of individual
for the items in the bank? (chec	ent			X	student profiles development of class and school profiles
content review to metch items to		X			training on test administra
content review to establish appro er age levels editing for clarity	priete grade levels	2	0		tion procedures treining on writing or selecting objectives and
editing based on reviews by tech editing based on technical data	nicel personnel	E	0		item specifications training on writing test
review for sex bies review for cultural and athnic bid	os	Ø			items assistance in interpreting test data
informel pilot testing (informel s smell numbers of subjects, non results)	-rigorous enalysis of				other
formal pilot testing (rigorous ser results, large numbers of subjection)	npling and enlysis of cts, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals

with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" Items may everlap other content areas within each subject.

		APPROXIMAT	APPROXIMATE NUMBER			GRADE LEVEL (AGE)					
	CONTENT AREA	OBJECTIVES	F	School (0-4)	K-2 (S-7)	3-6	0-8 (11-13)	9-12 14-17	College	Adult	
	Phonetic Analysis	25	1923								
	Structural Analysis	14	576								
	Vocabulary	11	895								
3	•	38	1559								
}		9	135								
Ì	Reading Readiness Reference (Study) Skills	19	400								
	Higher Order Thinking Skills										
	Oral Reading	4	14								
	Total	120	5,502								
	Computational skills	12	859								
	Concepts	16	325								
3	•	9	234								
MATHEMATICS	Problem Solving (Application)	5	212								
	Geometry	6	42								
	Calculator Math			1							
	Higher Order Thinking Skills	29	598								
				 							
	Total	77	2270	\vdash							
	Grammar			 				-		_	
0	Usage	30	1290	1							
Ë	Mechanics	53	1148						 	\vdash	
5	Foreign Language (specify: Listening)	1	202	 	-				 	\vdash	
	Composition	10	305	-		_			 		
3	Higher Order Thinking Skills Spelling	4	258	1					 	\vdash	
_				 	\vdash				 	-	
_	Total	160	3,203	 	-				-	_	
ų				 	-		-		 	-	
STEELS OF					\vdash				 -	-	
3	Higher Order Thinking Skills		_						\vdash	-	
_				-						—	
_		-					-		 		
Ę									 	-	
n	Ther Order Thinking Skills	102									

7. Y	Vhich of the following can be used to strieve items? (Check all that apply objective to be tested item difficulty	lo 8	. If your items are reto cognitive level, please where your cognitive derived. (If you were listing of the taxonor would very much app	indicate from categories were uld like to attach a my you use, we
)	Tem type (s.g., multiple-chaice)		Bloom's Taze	nomy
	cognitive level (s.g., rocal, inferen	ce)	tazonomy, plo	
	tey words		modified on a	sisting taxono-my,
	(in some cases)		developed our	eun cognitive
			ether	
9. In		FRAME (NOT	
	COPY DISK DISK	_	ULABLE	
	m graphics 🔯 🕱	x] 		
10. If a che	computer software is used to support ck all responses that apply.) What function(s) does this b. software perform?			
	item management	adapted detabase	from existing aprendsheets, s, etc.	oteres items
	test development	D #you d	hocked the above box, please programs you are using	☐ full-screen editing
	reporting			can odd/delete/change
	student recorditorping			can add/delete/change kom classifications
	cross-reference to materials		designed for our system by	ut hande user history
	on-line test administration		,	will handle test analysis
		D purchases	f from test or research	
		<u></u>		



test development, indicate its capabilities below:	scoring, please indicate its capabilities below:	reporting, please indicate its capabilities below
on-time generation of tests	must seem reder	D Statest profiles
can use various criterie for selecting items	subtest and total	motest profilesde
can add/delete/change Items that are	objective mestary	numbery reports
computer adocted	☐ Item statistics ☐ test statistics	Cross reference to motorials/mothods
automatically stores answer keys	the mounts	O other
prints tests		
has special print features		
will print multiple forms		
ther	_	
* In development	-	
If your software handles student recordkeeping, please indicate its capabilities below:	h. If your software has graphics capabilities, please indicate these below:	i. What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
by objective mastered	can generate most graphics	Wang Mini
total scores ever time	can attach external graphics to item text	
gradebook or series of scores	ean generate graphics and marge them in with item test	
O other		1 SM/hat is the assessimate
	_ lest present an unit	I. What is the approximate cost of your testing software?
		appr. \$2.500 - \$4.500
What is the name of your ite banking/test scoring software	•	
package?	agreement	
	available for purchase from vendor	m. Technical assistance in running the softwarz is
	available for purchase from you	available from us
	not available for others	available through vander
		not available

in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.





101 S W Main Street. Suite 500 • Portland, Oregon 97204 • (503) 275-9500 TELEX: 701716 CABLE NWREL SOURCE STLC58

Writer's Direct Dial Number

Thank you for your request regarding available test items.

We have approximately 7300 test items in reading and language arts available either in hard copy or on tape. We have another 4000 items in math available only in nard copy. The classification scheme for these items and samples are attached. Our current pricing structure is:

Complete (7,300) haro copy on card stock	\$6, 200
Complete (7,300) on tape	4,500
1,000 selected items on card stock	2,700
1,000 selected items on tape	2,300

We would, of course, be happy to negotiate other arrangements to meet your individual needs. In addition to these items, we have others that have been developed for individual school districts. These may be available to trade or for fee. Here are some more sources of items, if you have not already tried them:

Mr. Ray Miller Northwest Evaluation Association 30633 11th Ave. South Federal Way, WA (206) 839-3932

(NWEA has reading, math, language arts, and science items)

Dr. John S. Martois Los Angeles County Schools 9300 Imperial Highway Downey, CA 90242 (213) 922-6304

(L.A. County has reading, language arts, math and life skills items)

I have included a copy of the report "Item Banking for Local Test Development: Practitioner's Handbook" by Arter and Estes (1985). Rich Naccarato is currently assembling a list of item banks which classify test items according to cognitive level (i.e. Bloom's taxonomy). You may reach him by calling (503) 275-9571.

Sincerely,

Encl.

NWREL Item Bank Hard Copy Format

and the same of th

Each item is printed on a separate $8-1/2^n \times 11^n$ card stock page. At the top of the page is the filing guide (e.g. RE.A.1) which is made up of codes for Area (Reading or Language Arts); Cluster (e.g. A = Comprehension); and Descriptor (e.g. 1 = Main Idea). Items are then filed by Item Number. The next lines list the actual descriptor in words, response format and answer as well as a code for the source of the item.

Directions, passages, visuals and item text are printed for each item at the bottom of the card. All information is included with each item to minimize the need to merge instructions, etc. from other files. If all the information is not needed (e.g. several items in a row use the same instructions or reading passage), the test constructor may cover the unused portion of one item with the text of the item which precedes it. The constructed page is then photocopied. All that needs to be added are question numbers and group directions, such as "Use the following passage to answer questions 5 to 8."

Graphics are not included on the computer tape of the database but are provided in hard copy. They must be manually inserted into spaces left for them.

ITEM BANK ASSIGNMENT CARD--Computer Version

Description of Fields

Item Number

All items are assigned a number as they are reviewed and placed into the item bank. These numbers are sequential. Thus, items testing the same skill may be located in many different areas of the bank depending on when they were processed into the system.

Function

Is an indication of the request command used.

Area

The major subject area of the item:

R -- Reading M -- Mathematics LA -- Language Arts FT -- Functional Transfer

Cluster

The skill measured by the item. These are lettered corresponding to the attached classification scheme. For example, in the area of reading the skill areas are:

- A. Comprehension and Analysis
- B. Oral Reading
- C. Phonics
- D. Readiness
- E. Study and Research Skills
- F. Vocabulary
- G. Word Structure

Descriptor

The subskill measured by the item. These are numbered as shown on the attached classification scheme. For example, in the area of readiness the subskills are:

- 01 Identify PICTULES, WORDS OR LETTERS BY VISUAL DISCRIMINATION
- O2 Identify the WORD THAT SOUNDS THE SAME OR DIFFERENT in a group of dictated words
- 03 Identify the LOWERCASE LETTERS
- 04 Identify the UPPERCASE LETTERS
- 05 CLASSIFY related/unrelated OBJECTS
- 06 Demonstrate ability in LEFT TO RIGHT PROGRESSION
- 07 DISTINGUISH SOUND varying in intensity, rhythm and source
- 08 ORDER pictures or oral sentences IN PROPER SEQUENCE
- 09 ORALLY DESCRIBE AN ILLUSTRATION



2186e

107

Response Format Response formats include:

MC -- Multiple-choice

TF -- True/false

M -- Matching

OB -- Observation

FR -- Free response

E -- Essay

P -- Performance

O -- Other

Source This describes where the item came from.

Grade The grade level of the item.

Correct
If multiple choice, this indicates the letter of the correct answer, etc. If the item is of the free response type, this would indicate where to go for samples of acceptable responses.

Passage No. If the item is associated with a reading passage, this gives you its access code. Passages are not stored with individual items since more than one item can be written on a single passage.

Directions

No.

Items are often associated with special types of instructions. This number is the access code for the appropriate instructions.

Graphics No. If the item is associated with a visual display of some sort (e.g., a graph, form, or picture), this number is the access code. Graphics are stored separately from items in hard-copy form.

Limiter A brief English description of the item to assist the test developer in limiting the search for the items desired.

Item These are one or two word English descriptor of the major emphasis in the item.

RE.A.1 Item 45437 Passage 04511

Descriptor: Main Idea Response format: Multiple Choice

Source: E Answer: C

Read the story below, then answer the question.

If you cook, you know how much herbs can add to the flavor of food. Dill, parsley, rosemary, basil and thyme are just a few of the most popular herbs used by cooks all over the world. Besides adding flavor, herbs add color and nutrition to food. Parsley, for instance, is a rich source of Vitamin A. Did you know you could grow your own herbs? If you have a vegetable garden already, that's an ideal spot, but if not, a sunny kitchen window will do. Herbs are fun and easy to grow and of course, fresh herbs taste best. Whether growing or simmering atop the stove, they can fill the house with a delightful aroma. So, next time you're cooking up your favorite dish add some herbs!

What is the main idea in this passage?

- A. It's cheaper to grow your own food.
- B. Spicy cooking is the best.
- C. Herbs add a lot to food.
- D. Plants need sun to grow well.



ITEM BANK DATA SHEET

lease type or write legibly. This q	uestionnare will be photoc	opied.			•
Item Sank Title (if any) Academ	ic Instructional Mea	surement S	ystem (AIM	IS)	
For information about the					
• • • • • • • • • • • • • • • • • • • •	Name				
bank contact:		_			
	OrganizationThe Ps	vchologica	1 Corporat		
	Organization	Court	T COLPOIAL	.1011	
	Street 555 Academic	Court	Tox		78204-249
	City San Antonio		StateTex		ZIP
	Phone: Area code _51	2 Number	270-0453		
ease indicate the characteristics of	this item bank by placing				
Which of the following are availab bank? (check all that apply)	le through this	• • • •	ich of these : nk?	stateme	nts are correct for this
test items		YES	CAN BE ARRANGED	NO	
classification of items by content		<u>Z</u>			ell or most of the bank
general objectives or topic statem	INTS		_	_	is available for sale
item specifications, detailed contract. suggested instructional activities	nt gescriptions,				all or most of the bank is available free (or for cost of reproduction
cross references between objective appropriate instructional materia	s and s	K		C	pre-developed tests are constructed from the
Content review or other validity in	ormation		_	_	item bank
reliability estimates p-values		€ .			tests are constructed based on objectives in the item bank selecte
RT (latent trait) calibrations					by the user
other item analysis data technical reports		乜			items are used to con- struct tests besed on
What is the source of the bank's	bjectives and				objectives developed by the user
items? (check all that apply)	•	- 1411			
•		• • • • • • • • • • • • • • • • • • • •			es related to the bank
developed by teachers developed by state or local central	office staff	C.S.	n be provided	r (chec	k all that apply)
developed by state or local cantral developed by test development per your organization	connel within	YES	CAN BE ARRANGED	NO	
K developed by an outside organization	on .	_	_	_	
Collected from other sources		<u> </u>			printing of test materia
	.a.s padamad				test scoring services
What reviews or studies (if any)	rere perrumeu	Ø		u	development of individed student profiles
for the items in the bank? (check				\Box	development of Class a
review to verify appropriate conten	1	8		_	achool profiles
content review to match items to of	oj e ctiv es				training on test admini
content review to establish appropriate age levels	iate grade levels				tion procedures training on writing or
⊠ editing for Clarity	!				selecting objectives item specifications
aditing based on reviews by technic	cai personnei				training on writing test
editing based on technical data		_	_	_	tems
review for sex bias review for cultural and ethnic bias					assistance in interpret
informal pilot testing (informal sele	ection of subjects.				test deta
email numbers of subjects, non-re- results)	gorous analysis of				other
IX formal pilot testing (rigorous sample results, large numbers of subjects	ing and anlysis of				



Please place "Xa" in the appropriete spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not fisted, please write it in the space

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

B. We do not want to limit the content of the catalog to basic skills from banks. If your item bank deals with other content areas, please be sure to include them.

		APPROXIMAT	Pro							
	CONTENT AREA	OBJECTIVES	•	School	K-2 (6-7)	3-5 (8-10)	6-8 (11-13)	9-12 14-17	College	Adult
	Phonetic Analysis									 -
	Structural Analysis					<u> </u>	<u> </u>			
	Vocebulary						<u> </u>			
3	Comprehension (See attached)	1 1			х	х	_ ×	_×_		-
į	Reading Readiness			ļ				<u> </u>		
Ę	Reference (Study) Skills	l i		<u> </u>	<u> </u>		 	 		
	Higher Order Thinking Skills	f			_					
	Computational skills	_	-	+-		 	-			
	Concepts (See Attached)	_		 	X	×	×	×		
3	Problem Solving (Application)			+	-	-	-	ļ	-	
	Geometry	_		-		-	<u> </u>	 	-	-
	Calculator Math			 		-	-		-	
3	Higher Order Thinking Skills	_			_	 		-		
		_								
	Grammar									_
	Usage (See Attached)				×	×	L ×	_×_	Ļ	
	•	[<u> </u>		<u> </u>			L.
ť	Foreign Language (specify:	1					<u> </u>			
357325	Composition	1		<u> </u>						
į	Higher Order Thinking Skills	1					<u> </u>			
5										
	Higher Order Thinking Skills									
<i>n</i>	righer Order Finishing States									
K		-		 	-	-	-	<u> </u>	-	<u> </u>
E E		- 111		1	\vdash	1	1			
К	Cher Order Thinking Skills	_		 	↓	₩-	↓	├ ──		

7.	Which of the following can be used to retrieve items? (Chack all that apply)	■.	If your items are reticognitive level, please where your cognitive	indicate from	,
	objective to be tested		derived (if you were listing of the taxoner	uld like to attac	:h a
	item difficulty		would very much ap		
	item type (e.g., multiple-chesce)		Bloom's Taze	nomy	
	cognitive level (e.g., recall, inference)	ì	ether well-im	own cognitive	
	toy words		☐ modified an a	zisting taxenemy,	
	other				
	nene		developed our textsoomy	OWN COGNITIVE	
			(ether		
9.	In what form are the following available	? (Check all	that apply)		
	HARD MICRO MAINFR COPY DISK DISK OR				
	item texts 🗵 🗵				
	Nom graphics]		
	a What function(s) does this b.	From where d	lid you obtain this	c If your :	software handles magement, indicate
	item management		om existing spreadsheets,	its capa	bilities below:
		detabases,			stores items
	S scoring	☐ If you chec	the above box, please grams you are using		full-screen editing
	reporting				can add/delete/change items
	student recordkooping				can add/delete/change Item classifications
	cross-reference to materials			. –	
	on-line test administration		esigned for our system by	_	will handle test
	ether	In 1	house		
		purchased for erganization	from test or research		ether
			110		



test development, indicate Its capabilities below:	scoring, please indicate its capabilities below:		reporting, please indicate its capabilities below
on-line generation of tests	El mort sense reader		Student profiles
can use various critoria for selecting items	subtest and total		subtest profilesdans
can add/deleta/change items that are computer selected	objective mastery item statistics		cross reference to
automatically storas answer keys	⊘ test statistics		materials/method:
prints tests			
has special print features			
will print stultiple forms			
If your software handles student recordkeeping, please indicate its capabilities below:	h If your software has graphics capabilities, please indicate these below: .	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
by objective mestered	can generate most graphics		XT, AT
tetal scorus ever time	can attach external graphics to item tex.		
gradebook or senes of scores	can generate graphics and morge them in with item text		
			What is the approximate
	test	1.	What is the approximate cost of your testing software?
What is the name of your item banking/test scoring software	k. Is your software:?		
package?	available on exchange agreement		
AIMS	available for purchase from vender	m.	Technical assistance in running the software is.
	available for purchase from you		svallable from us
	not available for others		available through vander
			not evailable

11. Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



AIMS Scope and Sequence

The 989 AIMS objectives and over 7,000 items and sample items are divided into two domains: Reading/Language Arts and Mathematics. Each domain is subdivided into Content Categories, shown below, which are divided into Content Subcategories, or objectives. Some Content Categories are tested at every grade level; others are tested only at the grades where they are appropriate. The Scope and Sequence Chart below shows the grade level where each Content Category is tested, the number of objectives tested at each grade level, and the number of items used to test those objectives.

	Gra	de 1	Qre	do 2	O n	ido 3	Gre	do 4	Gre	do 8	O re	40 1	Ore	do 7	Gre	40 8	Qrade	№ 8-12	Tel	اد
Reading/Language Arts	OH.	Rema	; Obj.	Rome	04	limine	ON.	line.	(44)		6 4	Dome	ON	Bomo	jou	Bartes	COL	linere .	8 ‡	limino.
Phonic Analysis	7	51	10	72	3	21													20	144
Structural Analysis	2	14	3	21	9	71	9	67	7	51	7	51	3	21	3	21	3	21	46	338
Vocabulary	8	60	10	74	112	86	9	6 5	6	42	6	42	4	28	3	21	4	28	62	446
Life/Study and Reference	3	23	3	21	8	58	11	79	12	86	12	86	9	6 5	12	86	7	51	77	555
Literal Comprehension	6	42	5	35	4	28	3	21	3	21	3	21	3	21	3	21	2	14	32	224
Inferential Comprehension	5	35_	6	42	6	42	9	63	10	70	8	56	9	63	8	56	13	91	74	518
Critical Comprehension	1	9	1	7	3	25	5	51	4	32_	4	32	6	44	6	44	4	28	34	272
Understanding Literature			4	28	3	21	5	35	5	35	•	58	8	58	7	49			40	284
Listening	4	30	5	37	6	44	6	44	4	25			5	35	L				30	218
Spelling	1	9	2	18	4	28	•	65	5	35	4	28	4	28	2	14	5	35	8 6	260
Mechanics	2	16	3	23	3	23	4	28	3	21	3	21	2	14	2	14	4	28	26	188
Usage	2	18	2	16	2	16	2	18	2	18	1	9	5	45	4	34	9	81	29	255
Grammar/Syntax	1	9	4	32	2	18	2	14	2	14	2	14	4	28	5	37	21	144	43	310
Proofreading					1	7	1	7	1	7	1	7_	1	7	1	7	1	7	7	49
Composition			1		}										<u>L</u>		3	21	3	21
Total Reading/LA by grade	42	316	58	426	66	488	75	557	64	460	69	425	63	457	56	404	76	549	550	4082
44-14																	İ		1	
Mathematics	-		 		 		-		 _		┡	14	1	7	+		1	7	23	167
Numeration	5	37	14	30	3	23	1	28	3	21	2	14	╀	<u> </u>	╁	_	1 2	14	13	91
Whole Numbers +	4	28	3	21	2	14	1		11	7	H		⊢		├—	_	1	- -	11	77
Whole Numbers -	3	21	3	21	2	14	1	7	1		Ļ		Ļ		╀		÷	·	-	_
Whole Numbers ×	▙		11	7	2	14	3	21	14	28	3	21	2	14	╀	_	3	14	17 112	119
Whole Numbers -	ļ.,		<u> </u>		2	14	3	21	2	14	2	14	-		 		┷	21		283
Decimals	ļ.,		ļ_		 		3	21	7	49	5	35	5	35	5	35	16	108	41	
Fractions	1		1		3	23	5	37	9	63	113	91	11	77	10	70	17	119	70	494
Ratio/Proportion/Percent	Ļ		1_		1		 		-		5	35	6	42	17	49	5	35	23	161
Measurement	3	21_	3	21	6	42	5	35	6	42	5	35	5	35	5	35	11 7		20	343
Geometry	1	7	11		2	14	3	21_	8	56_	5	35	5	35	18	56	- -	49	-	280
Problem Solving	4	28	3	21	6	46	14	32	7	53_	17	53	4	28	5	35	21	149	<u>81</u>	445
Graphing/Statistics/Probability	↓ _		11	<u> </u>	2	14	2	14	5	35	5	35	18	42	16	42	17	40		238
Pre-Algebra	╄		ļ —		╄		┡		┡		1	7	14	30	10	71	11	81	25	180
Essential Life Skills	╙		<u> </u>		-		_		<u> </u>		_		_	2.5	 		11	77	11	77
Total Mathematics by grade	21	149	20	142	30	218	134	244	53	375	23	375	40	345	55	393	115	807	130	3048
Total Mathematics, Reading/LA by grade	63	465	78	568	96	706	100	801	117	835	112	800	112	602	111	797	191	1366	200	7130



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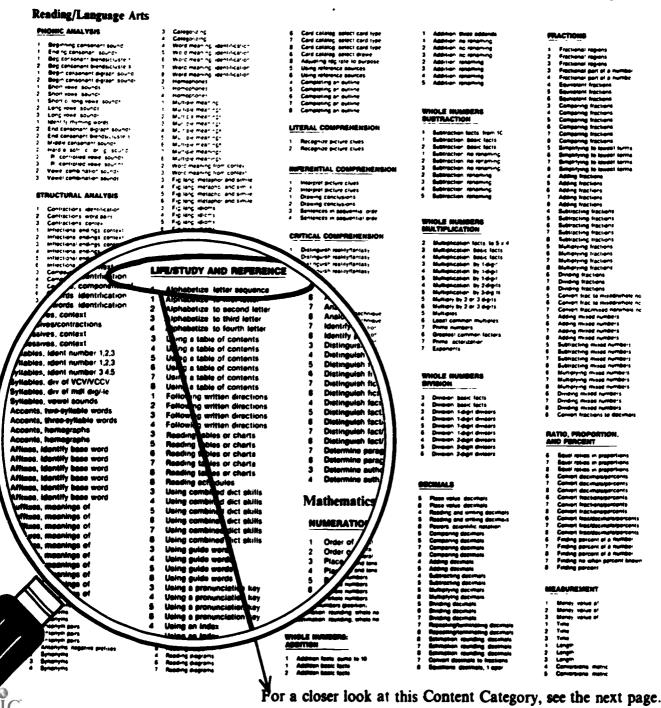
Boodsoff annual Ari		ode 1	Gr	odo 2	4	rado 3	•	ndo 4		rede i	4	ede i	_	rada 7		nde S	-	be 6-1		
Reading/Language Arts	-	Name	-	_	01		- Cas	3	T E	-	- 04	1	_		<u> </u>	T-		1		ਜ=
Phonic Analysis	7	51	10	72	3	21		1		₹	•			1					20	144
Structural Analysis	2	14	3	21	9	71		67	7	51	<u> </u>	5 1	3	21	. 3	21	3	21	=	-
Vocabulary	8	į 60	10	74	12	86	•	65	6	42	•	42	4	28	3	21	4	 -	-	_
Life/Study and Reference	3	23	3	21	•	58	11	79	· 12	96	12	86	•	+	12	86	7	₩	77	
Literal Comprehension	6	42	5	35	4	28	3	21	3	21	3	21	3		<u> </u>	21	2	¥	22	_
Inferential Comprehension	5	1 35	84	42	•	42	9	63	10	70	• 6	56	Ť	63	Ť	56	13		74	
Critical Comprehension	1	1 9	1	7	3	25	5	51	4	32	4	32	Ť	4	÷	144	4		34	
Understanding Literature			4	28	3	21	6	35	5	-	i	56	ij	-	-	49		-		1
Listening	4 :	30	5	37	•	44	61	44	4	28		 	-	35	_	 "	_	-	=	
Spelling	1	9	2	18	4	28		65	- 5	35	4	26	-	<u> </u>	2	14	5.	35	=======================================	
Mechanics	2	16	3	23	3	23	4	28	3	-	3	21	2		2	14	4	28	=======================================	
Usage	2	18	2	16	2	16	2	18	_ <u></u>		1:	-		-	4	34		A1		
Grammar/Syntax	1 (9	4	32	2	18	2	14	2	14	2	14	_	28	5	37	21	144	45	
Proofreading	- 1				1	7	1	7	<u> </u>	1 7	1	7	1	7	1/	7	1	 		
Composition			\neg					Ė	_	H		 		'		Ľ	3	21	7	40
Total Reading/LA by grade	42 (316	58	426	-	488	75	557	64	460	80	425	63	457	56	404	78	549	_3	
Mathematics			\exists		-				•	T T		7.0		~	-	-	~	349		4082
Numeration	5	37	4	30	3	23	4	28	3	21	2	14	1	7	_		1	7	-	-
Whole Numbers +	4	28	3	21	2	14	1	7	1	7				'	-1		2	14	12	167
Whole Numbers -	3 [21	31	21	21	14	77	7	1	7	-	_		_	\dashv		. 1	7	11	91
Whole Numbers ×	\neg		11	7	2	14	3	21	- 41	28	3	21	-	14	긕		7	14		77
Whole Numbers -	7		┪	_	2	14	3	21	3	14	급	14	-	-	⊣		ᆌ		17	119
Decimals	7		7	_	Ħ		-	21	7	49	-	36	-5	36	5	35	늶	21	12	84
Fractions	11	7	71	7	31	23	Ħ	37		2	13	91	前	77	; ;}	70	_	108	41	283
Ratio/Proportion/Percent	7		7	_	Ť		-		-			35	ä	42	7		꼌	110	7	484
Measurement	3 1	21	3	21	7	42	7	36	7	42	늮	35	긁	35	ä	40	绵	<u>×</u>	픸	161
Geometry	11	7	Ħ	7	귉	14	7	21	H	55	H	36	-	36		36	벀	77	믴	343
Problem Solving	41	26	; 	21	Ħ	46	걺	32	끍	53	7	53	\rightarrow	<u> </u>	븨	56	7	40	믜	200
Graphing/Statistics/Probability	1	 -	Ħ		7	14	긝	14	+	36	_	36	绀	28	븨		켁	140	91	445
Pre-Algebra	7		7	<u> </u>	긕		- 		-	30	믞	7	#	42	븨	42	4	40	判	230
Essential Life Skills	7		7		-}		-}					<u> </u>	-4	30	븨		11	<u>81</u>	뭐	100
Total Mathematics by grade	21	149	20	142	ᆲ	218	긃	244	=	975		972	_	045	_1		111	77	11	77
Total Mathematics.	}	- 70	쒸		=	210	7		-	375	_멕	375	-	345	띅	303	15	807	9	3046
Reading/LA by grade	8	465	78	560_	널	706	100	801	111	835	112	800	112	802	111	797	<u></u>	1366	<u> </u>	7130





AIMS Coverage

One of the strengt's of AIMS is the extent of coverage of the objectives. Below is a partial listing of the Content Categories in the two domains which AIMS assesses. Beneath each Category are abbreviated descriptions of the AIMS subcategories, or objectives, with the grades listed to the left. When an objective appears across several grades, the items used to assess it become increasingly more difficult in each succeeding grade (See the chart on Page 10).



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Content Categories

Phonic Analysis Structural Analysis

Vocabulary

Literal Comprehension Inferential Comprehension Critical Comprehension

Understanding Literature Listening

Spelling Mechanics Usage

Grammar and Syntax

Proofreading

AB Numeration

Whole Numbers Addition Whole Numbers Subtraction Whole Numbers Multiplication C Whole Numbers Division

F Decimals

Fractions

Ratio/Proportion/Percent

Measurement Geometry

Problem Solving

Graphing/Statistics/Probability

Pre-Algebra

Essential Life Skills

Life/Study and Reference

	ne/Study and neterence	
gra		CLASS. CODE
¦ 1	Alphabetize: letter sequence _	B11DA
1	Alphabetize: to first letter	811DB
12	Alphabetize: to second letter _	B 21DB
13	Alphabetize: to third letter	B31DB \
4	Alphabetize: to third letter Alphabetize: to fourth letter	B41DB \
13	" I leina a tehla of anatonia	Dagne 1
4	Using a table of contents	B46DC \
5	Using a table of contents	B56DC \
6	Using a table of contents	Beenc \
7	Using a table of contents	B76DC
8	Using a table of contents	BASIC V
11	Following written directions	B0000
12	Following written directions	B1500
13	Following written directions _	D23UU
4	Following written directions	B3000 / /
	Following written directions	B40DD \
[3	Reading tables or charts	B33DE / /
5 6	Reading tables or charts	B20DE /
•	Reading tables or charts	B00DE /
7	Reading tables or charts	B/6DE
8	Reading tables or charts	B86DE
8	Reading schedules	B86DF
[3	Using combined dict skills	B36DG
4	Using combined dict skills	846DG \
5	Using combined dict skills	B56DG \
6	Using combined dict skills	B66DG
7	Using combined dict skills	B76DG
8	Using combined dict skills	B86DG
[3	Using guide words	B31DH .
4	Using guide words	841DH 🔪
5	Using guide words	B51DH `
5	Using guide words Using a pronunciation key	B61 DH
[3	Using a pronunciation key	B330J
4	Using a pronunciation key	B43DJ 🔪
5	Using a pronunciation key	B53DJ
6	Using a pronunciation key	B63DJ
4	Using an index	B46 DK
5	Using an index	B56DK
6	Using an index	B66 DK
7	Using an index	876DK
8	Using an index	B86 DK
4	Encyclo: using volume nos	B42DM
5	Encyclo, using volume nos	B52DM
8	Encyclo: using volume nos	B65DM
6	Encyclo: using subheadings _	B66DN
. 7	Encyclo: using subheadings	B76DN
·		

AIMS Objectives Structure

A close look at this chart reveals the organization behind AIMS objectives and items. In the inset at left, the Content Category "Life/Study and Reference" falls beneath the domain of Reading/Language Arts. In the first column at left, it is classified into Content Subcategories. such as "Using an Index," which cover a specific range of skills and abilities in the general Content Category. In the second column, the subcategories, or objectives, are organized by grade, and in the third column, each objective is described in more detail. Notice that alphabetizing, for example, is tested at different levels over a range of grades—students are expected to alphabetize to the first letter in first grade, but to the third letter by third grade. Finally, the fourth column provides a pair of sample items for two of the objectives. Remember that there are six to eight items for each objective.

AIMS objectives are also classified by three Cognitive Levels in each domain, representing low, moderate, and high cognitive demands. In Reading/Language Arts, the Cognitive Levels are Recognizing, Reasoning, and Understanding; in Mathematics, they are Computation, Concepts, and Problem Solving.

Grade 1

Multiple meanings	
Life/Study and Reference	
. Alphabetize: letter sequence	B11DA `
Alphabetize: to first letter	B11DB
Following written directions	B15DD
Literal Comprehension, Non Passag	e-Dependent
Recognize picture clues	B12EA
Inferential Comprehension,	-
George December	

Grade 2

Multiple meanings	B24CC
Word meaning from context	B24CR
Life/Study and Reference	
· ·	. B 21DB [']
\ •	B2500
/Reeding maps	B22DP
Meral Comprehension, Non Passage-Dep	endent
Recognize picture clues	B22EA

Grade 3

Fig lang: metaphor and simile	-
Fig lang: Idioms	_ B34CU
Life/Study and Reference	}
Alphabetize: to third letter	_ B31DB \
Using a table of contents	_ B36DC ¹
\ Following written directions	_ B36 00
Reading tables or charts	_ 833DE
, Using combined dict skills	_ B36 DG {
Using guide words	_ B31DH
\Using a pronunciation key	_ B33 0J
Reading maps	_ B320P/
Managed Comprehension	



Reading maps

B22DP

Alphabetize: letter sequence Given three rows of the same three capital letters arranged in different order, the student will identify the row of letters arranged in alphabetical order Recognizing Level B11DA

Alphabetize: to first letter Given a word, the student will identify the word that follows it in alphabetical order Recognizing Level

Following written directions Given a written one-step direction and an example of how one student followed the direction, the student will indicate whether the direction was followed

Understanding Level

L Alphabetize: to second letter Given three rows of the same four words arranged in different order, the student will identify the row of words arranged in alphabetical order.

Recognizing Level

Following written directions Given written two-step directions and three pictures, the student will select the picture that shows the directions have been followed Understanding Level

Reading maps Given a labeled picture map, the student will identify information on the map.

Recognizing Level

B22DP

- Alphabetize: to third letter Given four rows of the same four words arranged in different order, the student will identify the row of words arranged in alphabetical order. Recognizing Level
- Using a table of contents Given a table of contents, the student will select stated and implied chapter and page information

Understanding Level

- Following written directions Given written directions describing a procedure with four major steps, the student will use the directions to select the best answer to a question. Understanding Level B36DD
- Reading tables or charts Given a pictured calendar month, the student will identify information about dates and days of the week

Recognizing Level

- Using combined dict skills Given a pronunciation key and two dictionary entries of homographs, the student will-
 - 1. Select the meaning of the word used in context
 - 2. Select the pronunciation which shows the stressed syllable of the word used in context.
 - 3. Match a vowel sound in the word with a pronunciation key word.
 - 4. Identify appropriate guide words for the word.

Understanding Level

B36DG

Using guide words Given a pair of guide words from a dictionary page, the student will identify the word that appears on the same page as the guide words.

Recognizing Level

B31DH

Using a pronunciation key Given a pronunciation key, an unfamiliar word with one sound printed in boldface type, and the word's phonetic spelling, the student will identify the pronunciation key entry that represents the sound printed in boldface type

Recognizing Level

Reading maps Given a picture map with an arrowed path and a picture symbol key, the student will identify information on the map.

Understanding Level

B32DP



Sample Items

Find the row of words in alphabetical (abc) order.

- 1) finger filling first fear
- ② fear finger filling
- 3 fear filling finger first
- filling finger first fear

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
First Week			1	2	3	4	5
Second Week	6	7	8	9	10	11	12
Third Week	13	14	15	16	17	18	19
Fourth Week	20	21	22	23	24	25	26
Fifth Week	27	28	29	30	31		

On what date is the first Sunday of the month?

- ① May 1
- ② May 5
- 3 May 6
- May 7



The AIMS Software Option

AIMS tests can be constructed by computer with the AIMS Software System. Objectives, items, item statistics, reading passages, and student and teacher directions are included on microcomputer diskettes, programmed to allow you to retrieve text from the item bank for tests, administration manuals, and scoring keys and to delete items and perform other

maintenance functions. You can also use the software to integrate locally written items and objectives into the bank.

Camera-ready copy of all graphics in the bank is included with the diskettes; when your test is ready, graphics can be inserted manually into the spaces that the computer is programmed to leave in the text.

The AIMS Software Maintenance Contract

When you subscribe to the AIMS Software Maintenance Contract, you receive special benefits which make the implementation of the AIMS Software System easy and effective:

- You receive unlimited phone consultation to answer questions that might arise as you begin to use AIMS.
- You receive a substantial discount on all upgraded editions of AIMS, including new objectives and items and the latest technological advancements in software.

A Demonstration Disk with Tutorial Booklet is available to show you how AIMS Software can make local test construction efficient and easy.

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high-auality.

Scoring

AIMS can be scored locally, using answer keys created as the test is developed. Machine-scannable answer sheets may be used, and local scoring may be done with a microcomputer, a scanner, a printer, and a test scoring program.

For more information about AIMS local scoring, please call The Psychological Corporation collect, station-to-station, at (512) 270-0540:

The AIMS Components

The Academic Instructional Measurement System includes 989 objectives and over 7,000 test items and sample items, organized by grade for Reading/Language Arts and Mathematics. All test materials are camera-ready and printed on high quality paper. All test materials are shipped in three-ring binders and are ready for quick test construction.

The AIMS Manual System Includes:

- 1 Test Development and Production Guide, designed to lead you through the steps of effective test development. It explains the structure of the bank and the coding system, and it provides suggestions for constructing tests to meet specific needs.
- 8 Reading/Language Arts Item/Directions/Art Binders Grades 1-8
- 8 Mathematics Item/Directions/Art Binders Grades 1-8
 1 Reading/Language Arts Item/Directions/Art Binder Grades 9-12
- 1 Reading/Language Arts Item/Directions/Art Binder Grades 9-12 \(\) camera-ready items and
- 1 Mathematics Item/Directions/Art Binder Grades 9-12
- An Objectives and Sample Item Catalog, which lists objectives and gives examples of representative items and also serves as an examination kit for AIMS.

The AIMS Software Option Includes:

- 9 Diskettes containing Reading/Language Arts Items, Objectives, Directions, Statistics (1 per grade for grades 1-8; 1 for grades 9-12)
- 9 Diskettes containing Mathematics Items, Objectives, Directions, Statistics (1 per grade for grades 1-8; 1 for grades 9-12)
- 2 Word Processing Diskettes, software programs which enable you to print AIMS tests.
 2 Bank Management Diskettes, software programs which let you add, delete, retrieve, and
- sort items and objectives as you build your tests.
- A Demo Disk with Tutorial, which may be purchased separately to show you how the AIMS system works.
- A Test Development and Production Guide
- An Objectives and Sample Item Catalog
- 1 Binder of Art Prints
- An AIMS Software User's Guide, which explains how to install the bank, how to retrieve items, how to print generated tests, how to change, add, and delete objectives, and how to maintain files.



• ITEM BANK DATA SHEET

Richardson Indep S.D.

Northwest Regional Educational Laboratory

Item Bank Title (if any) Rich	ardson Assessment c	f Mastery ()	MAS		
For information about the					
bank contact.	Name N. Blyth Ri	egel, PH.D.			
Dank Contact.	Title Director -	Research and	<u>l Evaluati</u>	on	
	Organization Richa				ct
	Street 400 South G				
	City Richardson				Zip <u>7508j</u>
	Phone: Area code	214 Number	2388111		
ase indicate the characteristics (of this item bank by plac	ing an "X" in t	he appropriat	e boxes.	
Which of the following are availa	ble through this		_	statemer	nts are correct for this
bank? (check all that apply)		bai	akr		
z test items		VEC	CAN BE ARRANGED	NO	
classification of items by conten		YES	Milayb		all or most of the bank
general objectives or topic stater item spacifications, detailed con-	nents	_	_		is available for sale
item spacifications, detailed con-	tem descriptions,			色	all or most of the bank is available free (or
suggested instructional activities			_	_	for cost of reproduction
cross references between objective ppropriate instructional material	als			2 0	pre-developed tests are constructed from the item bank
content review or other validity is reliability estimates. Some?	merge all			X	tests are constructed
p-values				_	based on objectives i
RT (latent trait) calibrations					the item bank selecte by the user
other item analysis data					items are used to con-
technical reports					struct tests based on objectives developed
What is the source of the bank's	objectives and	Tests" aré d	arouned by	cemic	by the user
items? (check all that apply)		5. Wh	at additional	service	s related to the bank
developed by teachers		ca	n be provided	? (check	k all that apply)
developed by state or local central			CAN BE		
developed by test development pe your organization	Some within	YES	ARRANGED	NO	
developed by an outside organiza	tion	П		X	printing of test materia
Collected from other sources			₩ *	X	test scoring services
What reviews or studies (if any)	were performed		፟ *	\mathbf{x}	development of individ
for the items in the bank? (check	all that apply)	П	E *	X	student profiles development of class &
review to verify appropriate conte	nt	_	_	_	school profiles
content review to metch items to	objectives			Ď	training on test admini
content review to establish appropriate or aga levels	oriale grave levels				training on writing or
Mediting for clarity		_	-		selecting objectives
nediting based on reviews by techr	nical personnel				item specifications training on writing test
editing besed on technical data review for sex bias		_	_		items
review for sex bias review for cultural and ethnic bia	S				assistance in interpret test data
informal pilot testing (informal se small numbers of subjects, non-	lection of subjects.				other
results) [3] formal pilot testing (rigorous sam	oling and anlysis of	* We ha	ve a datab	ase wh	ich
results, large numbers of subjec	ts, standardized	incor	porates sc	ore	
administration)					ts"
			lls data.	-	
		for in	ndividual	studen	ts and



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 "brough 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to backs skills item banks. If your item bank deals with other content areas, please be sure to include them

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT		Pre			LEVEL		• 1	l
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis	48	224		х	х			<u> </u>	
	Structural Analysis	64	448		х_	х	х	х		
	Vocabulary	69	504		х	х	х	х		
g	•	82	544		х_	Х	х	х		
	Comprehension	74	504		х					
ã		31	200		х	Х	Х	х		
	Reference (Study) Skills	72	352			х	х	х		
	Higher Order Thinking Skills									_
	Computational skills	145	1016		х	х	х	х		
	Concepts	172	1240	↓	X	х	Х	X	 	
S		228	1524	<u> </u>	Х	х	Х	Х	↓	
THEMATICS	Geometry	84	628		х	х	<u>x</u> _	х	ļ	
置	Calculator Math	2	16					x	<u> </u>	
3		48	324			х	х	х		<u> </u>
	Measurement	32	248	-	х	Х	х	Х		
	Grammar	27	192		х	х	х	х		
	Usage	142	1040	<u> </u>	X	X	X	X	 	├-
ARTS	Mechanics	119	624	ļ	х	х	X	<u> </u>	 	
ш	Foreign Language (specify:)			<u> </u>	↓	 	<u> </u>	<u> </u>	↓	┞-
JAG	Composition	173	192		<u> x</u> _	х	X	х		<u> </u>
LANGUAG	Higher Order Thinking Skills	48	336	-	-	х	Х	Х		
SCIENCE										
SCIE	Higher Order Thinking Skills									
THER	igher Order Thinking Skills	12.	D			1				
人	<u>[C</u>	12		J		<u> </u>	1			<u>!</u>

ret	Thich of the following can be used trieve items? (Check all that appl		8. If your items are ret cognitive level, pleas	e indicate	from
	(A) objective to be tested		where your cognitive derived (If you wo	uld like to	attach a
	item difficulty		listing of the taxono would very much ap		
	item type (e.g., multiple-choice)		☐ Bloom's Taxe	enemy	
	cognitive level (e.g., recall, inferen	nce)	ether well-kr taxonomy, plo		ve
	☐ key words		medified on a		nomy,
	ether		— pease ust		
	none		Li developed our taxonomy	r ewn cegnil	ive
			ether		
9. in 9	what form are the following availa	ble? (C	heck all that apply)		
		IFRAME OR TAPE	NOT AVAILABLE		
i	item texts 🔀 🗵				
	n graphics 🔀 🗀 [
	omputer software is used to suppor k all responses that apply)	rt item l	banking, please answer the follo	owing que	stions (In each case,
	k all responses that apply) What function(s) does this b	From	where did you obtain this	c if	your software handles
chec	What function(s) does this b software perform?	From softw:	where did you obtain this are?	c If	
checi	What function(s) does this b software perform?	From softw:	where did you obtain this	c If	your software handles m management, indicate
chec	What function(s) does this b software perform?	From softw:	where did you obtain this are?	c If	your software handles m management, indicate capabilities below:
checi a a atabase	What function(s) does this b software perform? item management test development	From softw:	where did you obtain this are? Idapted from existing spreadsheets, letabases, etc.	c If	your software handles m management, indicate capabilities below: stores items full—screen editing
checi a a atabase	What function(s) does this b software perform? item management test development scoring	From softw:	where did you obtain this are? Idapted from existing spreadsheets, letabases, etc.	c If	your software handles m management, indicate capabilities below: stores items full—screen editing can add/delete/change
check a a atabase	What function(s) does this b software perform? item management test development reporting	From softw:	where did you obtain this are? Idapted from existing spreadsheets, letabases, etc.	c If	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items can edd/delete/change
checi a a atabase	What function(s) does this b software perform? item management test development scoring reporting student recordkeeping	From software	where did you obtain this are? Idapted from existing spreadsheets, letabases, etc.	c If	your software handles m management, indicate capabilities below: stores items full—screen editing can add/delete/change items unit handle user history will handle test
checi a a atabase	What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials	From softw:	where did you obtain this are? Idapted from existing spreadsheets, latabases, etc. If you checked the above box, please ist the programs you are using	c If	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items can add/delete/change
checi a atabase	What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials on-line test administration	From softw:	where did you obtain this are? Idapted from existing spreadsheets, latabases, etc. If you checked the above box, please ist the programs you are using	c If	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items can edd/delete/change item classifications will handle user history
checi	What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials on-line test administration	From softw:	where did you obtain this are? Idapted from existing spreadsheets, letabases, etc. If you checked the above box, please ist the programs you are using specially designed for our system by contracted programmers archaed from test or research	c If	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items can edd/delete/change item classifications will handle user history will handle test analysis
checi a atabase	What function(s) does this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials on-line test administration	From softw:	where did you obtain this are? Idapted from existing spreadsheets, letabases, etc. If you checked the above box, please ist the programs you are using specially designed for our system by contracted programmers archaed from test or research	c If	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items an add/delete/change item classifications will handle user history will handle test analysis



test development, indicate its capabilities below:	scoring, please indicate its capabilities below:	reporting, please indicate its capabilities below
on-line generation of tests	mark sense reader *Score	
can use various c'.tona fer selecting items	total t	
can add/delete/change items that are computer selected	objective mastery Rem etatistics	summary reports
automatically stores answer keys	toet statietics	matenals/methods
prints tests		
has special print features		
will print multiple forms		
ether		
If your software handles student recordkeeping, please indicate its capabilities below.	h If your software has graphics capabilities, please indicate these below	i. What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) for database and sco
by objective mastered	can generate most graphics	ONLY T1990/12 and
total scores ever time	can attach external graphics to item text	Tl PCs
gradebook or senes of scoresby student or	can generate graphics and merge them in with item text	
ether	can produce the entire test	I What is the approximate cost of your testing software?
		? never thought of
What is the name of your item banking/test scoring software	k. Is your software ^{.7}	selling it
package? Richardson Testing	available en exchange agreement	
System	available for purchase from vendor	 m. Technical assistance in running the software is.
	available for purchase from you	available from us
	net available for ethers	available through vendor
_	<pre>Don't knowwe we never asked before</pre>	I I MAI AVAILANIA

If your software (landles

If your software handles

If your software handles

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems

Our database is probably moe interesting than the item bank -- would prefer to tell someone on phone -- too much to cover here.



Riverside Pub Co.

TEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This	pestionnare wil	l be photocop	ied.			
	TISCORE					
For information about the bank contact:	Name MU	LTISCORE E	litor			
	Title					
	Organization			blishing C	ompany	<u>' </u>
	Street	8420 Bryn	Mawr A	venue IL		60631
	City	Chicago		693-0040		Zip
	Phone: Aree	code	Number		_	
lease indicate the characteristics (of this item bank	by placing ar	ı "X" in t	he appropriate	boxes	· · · · · · · · · · · · · · · · · · ·
Which of the following are available bank? (check all that apply)	ole through this		4. Wh		stateme	ents are correct for this
⚠ test items			44==	CAN BE	N-0	
A classification of items by content			YES	ARRANGED	NO DS)	all or most of the bank
general objectives or topic statem item specifications, detailed cont			_	_	_	is available for sale
etc. suggested instructional activities				. 0	Z	all or most of the bank is available free (or for cost of reproduction)
cross references between objective appropriate instructional material content review or other velidity in	ls			X		pre-developed tests are constructed from the item bank
			፟ .			tests are constructed based on objectives in the item bank selected by the user
other item analysis deta technical reports What is the source of the bank's	objectives and		A			items are used to con- struct tests based on objectives developed
items? (check all that apply)				44'4'		by the user
Mdeveloped by teachers						es related to the bank k all that apply)
developed by state or local centre	l office staff			CAN BE	. (000	A S. C. S. S. S. S. P. T. T.
developed by test development per your erganization			YES		NO	
developed by an outside organized collected from other sources	HON		23			printing of test materials
	wara padamad		X			test scoring services
). What reviews or studies (if any) for the items in the bank? (check			X	ט	<u>ا</u>	development of individus student profiles
I review to verify appropriate content			[2]			development of class and
X content review to match items to 6			(X)			school profiles training on test administr
content review to establish approper age levels			<u> </u>			tion procedures treining on writing or
A editing for clarity	ical access					selecting objectives an item specifications
Sediting based on reviews by techn Sediting based on technical data	icai personnei		_			training on writing test
review for sex bias review for cultural and ethnic bias informal pilot testing (informal se	ection of subjects	.	S			assistance in interpretin
email numbers of subjects, non-results)	igorous analysis (1				other
Informal pilot testing (rigorous same results, large numbers of subject administration)	ling and anlysis o s, stendardized	d .				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the laik to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered for example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.

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C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

		APPROXIMAT	E NUMBER			RADE	LEVEL	(AGE)		<u> </u>	1
	CONTENT AREA	OBJECTIVES		Pro School (0-4)					Cellege	Adult	
	Phonetic Analysis	52	168		х_	Х					
	Structural Analysis	65	190		x	х	x	x			
	Vocabulary	27	97		x	Х	х	x	:		
9	Comprehension and Interpretation	114	601		х	х	X	x			
Ş	Reading Readiness	10	51		х						
¥	Reference (Study) Skills	50	140		х	х	x	х			
	Higher Order Thinking Skills Yes										
	Analysis and Classification of	49	135			X	х	X			
_	Written Materials										
	Computational skills	122	366		Х	х	х	X			
	Concepts Numbers and Number Theory	226	680 .		Х	х	х	x			
3	Problem Solving (Application)	28	86		х	х	Х	х			
3	Geometry	165	495		X	Х	Х	X			
	Catanaga quan Measurement	143	4 30		Х	X	х_	X			
1	Higher Order Thinking Skills Yes										
	Fractions, Decimals, Percent	163	489		X	Х	Х	x			
	Graphs, Probability, Exponents	59	177		Х	X	Х	x			
	Grammar	83	239		х	X	X_	X			
	Usage	62	186			X	X	Х			
E	Mechanics Cap., Punc., Spelling	73	268		x	Х	X	х			
7	Oral Communication Taxes (September 1)	22	66		X	Х	X	x			ĺ
LAMBUAGE	Composition Writing Skills	25	82			Х	X	x			
3	Higher Order Thinking Skills Yes										l
2	Sentence Patterns, Types	88	265			x	X	X			l
_	Transformational Grammar	22	66			Х	X	x			
ш		76	228		X	Х	X	x			
Ä											
	Higher Order Thinking Skills Yes										
_											
	Social Studies	86	258		Х	Х	Х	X			
A.	Life Skills ERIC Onto Thinking China Yes	21	63				Х	X		X	
E	Order Thinking Skills Yes	12	26								
: :		12	28								

retriev	e item O ob ite ite co ke	is? (Cl jective te m difficul m type (i gnitive les y words	ving can be theck all that be tested by eg, multiple-cl	apply-)	1	8 .	cognitive where derived listing would	items are returned level, please your cognitive. (If you wou of the taxonor very much applem is Taxonomy, please list	indic categ ald like my you preciat nomy own ce ase tist xisting	ate from ories were to attack u use, we e it) gnitive taxenemy,	h a
in wha	nt form	n a re th	ne following :	available	ı? ((Check all					
		HARD	MICRO	MAINFR DISK OR	LAME	NO	Ť				
item	texts	COPY 23	DISK								
item gra	phics	<u>\</u>									
a W	'hat fu		hat apply.) s) does this m?	b.	Fron	n where d ware ⁷	id you (obtain this	C.	item mai	software handles nagement, indicate
ł	iten 🔼	n manage	ment		(X)	adapted fre databases,		spreadsheets,		_	ilities below:
1	⊠ tesi	develops	ment		Lay	•		bove bez, please		<u> </u>	stores items full-screen editing
I	A ***	ring			2	list the pre	Grams yes			_	
(Х гори	orting					Dbase				Kems
l	O stu	dent rece	rdkeeping						•		can add/delete/chan item classifications
1	a.	ss — refere	nce to materials			specially de	nigned fo	our system by		\overline{\overline{\pi}}	will handle user hist
[□ •n·	-line test	administration		_		-	• •			will handle test analysis
(□ •th —	•••		-	0	purchased f		or research		0	other
	_			<u> </u>							
				_							_



test devel	oftware handles lopment, indicate ilities below:	●.	If your software handles scoring, please indicate its capabilities below	f.	If your software handles reporting, please indicate its capabilities below
	en-line generation of tests		mark sense reader		subtest profiles
Ð	can use various enteria for selecting items		subtest and total scores		subtest profiles clas
_	can add/delete/change		S objective mastery		summary reports
\tau	items that are computer selected		item statistics		cress reference to materials/methods
Ø	automatically stores answer keys		test statistics		
	prints tests				
0	has special print features				
	will print multiple forms				
0	other				
	recordkeeping, please its capabilities by objective mastered		graphics capabilities, please indicate these below: can generate most graphics		you use? (If micro, please indicate XT, AT, 286, etc AT 286 Interleaf
	total scores over time		can attach external graphics to item text		McIntosh
0	gradebook or series of scores		can generate graphics and merge them in with item text		
	•ther		can produce the entire test	I	What is the approximate cost of your testing software?
What is	the name of your item test scoring software	1	c is your software.?		
package?			available on exchange agreement		
		-	available for purchase from vander	m.	Technical assistance in running the software is
		_	available for purchase from you		available frem us
		-	not available for others		available through vender
		-			not available

f. If your software handles

MULTISCORE provides the opportunity to assemble professionally-developed tests that measure specific educational objectives of a local classroom, school, school district, or state, with the advantages of automated record-keeping. The MULTISCORE system consists of:

- 1. A list of over 1800 educational objectives in reading, language arts, mathematics, science, social studies, and life skills
- 2. A bank of over 5800 multiple-choice test questions corresponding to the objectives
- 3. A method for quickly and efficiently producing customized tests and support materials based on unique project specifications
- 4. A reporting system which provides individual and summary data

From lists of objectives, a district can select the performance objectives to be tested and specify the number of test questions to measure each objective. Riverside then prepares customized test booklets from its bank of multiple-choice test items to match the selected objectives. After the tests have been administered, they will be scored and the results reported in a variety of criterion-referenced formats.



Please type or write legibly. This ques	COMMENT WILL BE PROJUCCO	PIEU.			}
Item Bank Title (if any)ESSENT	IAL SKILLS TESTS		<u></u> -		
For information about the					
bank contact:	Name BARRY E. QU	IMPER			
- -	itle DIRECTOR, E	<u>VALUATION</u>	TESTING	A RESI	EARCH
	Organization SCHOOL	DISTRICT	OF THE CL	CY OF	SAGINAW
	Street550 MIL	LARD STRE	ET		
	CitySAGINAW		State_MICI	IIGAN_	Zip <u>48607</u>
	Phone: Area code 517	Number	776-025		
lease indicate the characteristics of the	is item bank by placing	en ''X'' in th	e appropriat	boxes.	
. Which of the following are available bank? (check all that apply)	through this	4. Whi ber		sta temer	nts are correct for this
			CAN BE	A) 5	
test items Classification of Items by content	•	YES	ARRANGED	NO -	ell or most of the bank
To general objectives or topic statement	s				is eveilable for sele
item specifications, detailed content atc.	descriptions.			X	ell or most of the bank is available free (or for cost of reproduction
suggested instructional activities cross references between objectives appropriate instructional materials			D 3		pre-developed tests are construited from the item bank
content review or other validity infor reliability estimates	mation		133		tests are constructed based on objectives in
p-velues					the item bank selected
IRT (latent trait) calibrations other item analysis data				X	by the user items are used to con- struct tests based on
technical reports					objectives developed by the user
2. What is the source of the bank's ob	ectives and				•, •.•
items? (check all that apply)		5. Wh	at additional	Servici 12 Johan	es related to the bank ik all that apply)
M developed by teachers	llica staff	Ca		3: (0::00	M dir thur opping
☑ developed by state or local central o ☑ developed by test development perso your organization	nnel within	YES	CAN BE ARRANGED	NO	
developed by an outside organization	1			\boxtimes	printing of test material
Collected from other sources				X	test scoring services
3. What reviews or studies (if any) we	re performed			X	development of individu student profiles
for the items in the bank? (check al	I that apply)			\boxtimes	development of class ar school profiles
review to verify appropriate content Sontent review to match items to obje	ctives			X	treining on test adminis
content review to establish appropriation are age levels	te grade levels		0	X	tion procedures training on writing or selecting objectives 4
editing for clarity editing based on reviews by technical	il personnel			120	item specifications training on writing test
oditing based on technical date		u	_	_	items
review for sex bies				IX	assistance in interpret
review for culturel and ethnic bias informal pilot testing (informal select amail numbers of subjects, non-rigo	ition of subjects. Yous enalysis of				test data
results)					
formal pilot testing (rigorous sampli results, large numbers of subjects, administration)	ng and aniyasa or standardized				
*Further studies are plant	ed as the project				
proceeds toward completion	on.				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

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_		APPROXIMAT	E NUMBER	Pro	. 9	RADE	LEVEL	(AGE)	. :	1
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (6-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
	Phanetic Analysis									
	Structural Analysis									
	Vocabulary					<u> </u>	<u> </u>			
?	Comprehension					 			 	_
	Reading Readiness			<u> </u>		<u> </u>	↓		<u> </u>	ļ
Ì	Reference (Study) Skills					ļ	<u> </u>		 	
	Higher Order Thinking Skills			<u> </u>			<u> </u>		 	
	Higher Order Hamaning Skins							ļ		ļ
							<u> </u>	<u> </u>		<u> </u>
	and and abilla	_				<u> </u>	х	X		
	Computational skills	64	200				X	X	<u> </u>	↓_
•	Concepts	>	7				х	х		
	Problem Solving (Application)		1				Х	х		
į	Geometry		1							
	Calculator Math	-	/			1				
E	Higher Order Thinking Skills	/		1		1				
					1	1				Π
_			-	+	1-	1	x	х		Т
	Grammar	- 	-	+	1		X	X		
	Usage		-	+	†	1	X	X		T
2	Mechanics		led for	+	+-	+-	 	†		†
, U	Consider Language /coepily:	Compl	T	+	+	+	+-	 	1	\top
	Composition	Fall,	1988	+	╁╌	+	+	+-	† –	T
-	Higher Order Thinking Skills	/	 	+	+-	+-	X	X	1	T
		<u> </u>	 	+	+-	+-	-	+-	+-	\dagger
		 	 	-	+	+-	+	+-	+	+
ı	Earth Science (7,10-12), Health Life (8th		led for		+	+-	<u> </u>	X	+	+
	Physical Science (9th), Biology (10-12),	Compl	tion	 	+-	-	X_	X	+	+
7	Chemistry and Physics (10-12). Higher Order Thinking Skills	Fall,	1988	 	+-	+-	X	X	+	+-
					+-	+		+-	+	╀
	SOCIAL STUDIES	Sched	led for	╃—	∔	+-	<u> </u>	 x	+-	╁
٩	<u> </u>		etion		+-	┼—		┼-	+-	╀
	Higher Order Thinking Skills	31 Fall	1988		\downarrow	—		┼	+-	+-
ERIC	Light Older Limital Same		134		1	<u> </u>		1		1_

7.	Which of the following can be used to retrieve items? (Check all that apply)	8.	If your items are retrie cognitive level, please is where your cognitive ca	indicate from ategories were	
	D objective to be tested		derived. (If you would listing of the taxonomy	y you use, we	1 3
	(3) item difficulty		would very much appro		
	item type (e.g., multiple-chaice)		Bloom's Taxono	My	
	cognitive level (e.g., recall, inference)		ether well-know taxonomy, pleas	en cognitive	
	tey words		modified an exis	sting taxonomy,	
	Subject, skill, a objective.	nd			
	nene		developed our e		
			X ether Subje	ect, skill,	and objective.
9.	In what form are the following available HARD MICRO DISK OR Item texts X X X Item graphics X X X X X X X X X X X X X X X X X X X	RAME NO	OT LABLE		
10.	If computer software is used to support check all responses that apply) a What function(s) does this b.			c if your	software handles
	software perform?	201f.mgle.		item ma its capa	nnagement, indicate bilities below:
	item management	adapted (from existing spreadsheets, s, etc.	0	steres items
	test development	M you ch	necked the above box, plesse	٥	tull-screen editing
		- ast the l	o Cast Computer	٥	can add/delete/change
	reporting student recordkeeping		ged Instruction	Q	_ can add/delete/change
	cross-reference to materials			[will handle user history
	n-line test administration	specially	designed for our system by	C	will handle test analysis (traditional)
		purchase organizat	d from test or research	C	•ther



if your se test devel its capabi	opment	, indicate		f your softwar coring, please capabilities bel	Indicate its	·	If your reporting capabilit	, please indicate its ies below
•		generation of		Mark (sense reader		X	subject profiles student
_	con 114	various criteria cting items		aubte score	st and total		Œ	subtest profiles class
€)		/delete/change		🔀 sbjec	tive mastery			summary reports
Ø	itoms U	hat are or selected		🔯 item	statustics		Z	cross reference to materials/methods
IO.	automat	ically stores		X test	statistics		C) other
1 0		-		- ether				
0	has spe	icial print						
0	will prin	nt multiple						
8	ether_	Supports						
	Lase	r Printing						
student	recordk	e handles eeping, please abilities	h	If your softe graphics cap indicate thes	abilities, please	i.	you us indicate	•
student indicate below	recordk its cap by obj total s gradeb scores	eeping, please abilities ective mastered scores over time	h	graphics cap indicate thes cal gra n	abilities, please	ı.	you us indicate	e? (If micro, please e XT, AT, 286, etc.) SYS B-25
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student indicate below	recordk its cap by obj total s gradeb scores	eeping, please abilities ective mastered scores over time	h	graphics cap indicate thes cal gra cal gra cal gra cal notate thes	abilities, please te below: a generate most phics a attach external phics te item text a generate graphics d morge them in th item text a produce the entire st		UNI What cost softw	e? (If micro, please XT, AT, 286, etc.) SYS B-25 is the approximate of your testing
student indicate below	recordkits cap by obj total s gradeb scores other the na	eeping, please abilities ective mastered cores over time ook or series of By skill	h	graphics cap indicate thes cal gra cal gra cal an an an tel	abilities, please te below: a generate most phics a attach external phics te item text a generate graphics d morge them in th item text a produce the entire st		What cost softw	e? (If micro, please XT, AT, 286, etc.) SYS B-25 is the approximate of your testing are? 600.00 stand along the standard the standa
student indicate below What is banking, package	recordkits cap by ebj total s gradeb scores other the na /test sc ?	eeping, please abilities octive mastered scores over time ook or series of By skill arme of your item toring software	k	graphics cap indicate thes cal gra cal gra cal an an an an an an an an an an an an an	abilities, please te below: a generate most phics a attach external phics te item text a generate graphics d morge them in th item text a produce the entire st		What cost softw \$3,6	is the approximate of your testing are? 600.00 stand alone environments
what is banking, package	recordkits cap by obj total s gradeb scores other the na /test sc	eeping, please abilities ective mastered cores over time ook or series of By skill	k	graphics cap indicate thes cai gra cai gra cai gra cai si ai si cai cai cai cai cai cai cai cai cai ca	abilities, please le below: le generate most phics le attach external liphics te item text le generate graphics d morge them in th item text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text liphics the entire litting text lit		What cost softw \$3,6	e? (If micro, please XT, AT, 286, etc.) SYS B-25 is the approximate of your testing are? 00.00 stand alon
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what is banking, package	recordkits cap by obj total s gradeb scores other the na /test sc	eeping, please abilities ective mastered cores over time cook or series of By skill erme of your item coring software	k	graphics cap indicate thes can graphics cap indicate thes can graphics cap graphics cap can an are can an are can an are can an are cap cap cap cap cap cap cap cap cap cap	abilities, please le below: I generate most phics I attach external phics te item text I generate graphics I merge them in th item text I produce the entire It ware: I wallable an exchange graphics wallable for purchase to be below: I wallable for purchase problem of purchase I wallable for purchase	i	What cost softw \$3,6	e? (If micro, please XT, AT, 286, etc.) SYS B-25 is the approximate of your testing are? 500.00 stand alone on the software is the software in the software is the software in the software is the software in the software is the software in the software is the software in the software is the software in the software is the software in the software is the software in the software in the software is the software in the software is the software in the software in the software is the software in the software in the software is the software in the software

Please provide any descriptive comments or explanatory information about your item same and the same and the same and the same assuring higher order in this space or on a separate shaet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



Santa Clara Cnty, CA

• ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Item Bank Title (if any)ACE					
For information about the					
	Name				
bank contact	Title				
	Organization Santa Cla	ra Count	v Office o	of Edu	cation
	Street 100 Skyport D	rive, #2	236		
	Street				ZID 95115
	City San Jose				Zip
	Phone: Area code 408	Number	_347-0009	_	<u>-</u>
ease indicate the characteristics	of this item bank by placing a	n "X" in t	he appropriate	boxes	3 .
Which of the following are availabank? (check all that apply)	able through this		ich <mark>of thes</mark> e s nk?	stateme	ents are correct for this
_		3-	CAN BE		
test items		YES	ARRANGED	NO	
Classification of items by conter		<u> </u>			all or most of the bank
general objectives or topic state tem specifications; detailed cor	ments itent descriptions.		_	_	is available for sole
etc. Suggested instructional activities				[2]	all or most of the bank is available free (or for cost of reproductio
cross references between object appropriate instructional mater	ives and ais	X			pre-developed tests ere constructed from the
content review or other validity	information				item bank
refiability estimates				Ŋ	tests are constructed based on objectives in
Property (constraints)					the item bank selected
IRT (latent trait) calibrations Other item enalysis data				G	by the user
technical reports				X	items are used to con- struct tests based on
	. ab.a.aiaa aad				objectives developed
What is the source of the bank's	objectives and				by the user
items? (check all that apply)		• • • • • • • • • • • • • • • • • • • •			es related to the bank
🔀 developed by teachers		ca	n be provided	? (chec	k all that apply)
developed by state or local centr			CAN BE		
developed by test development pour organization	er adville, armitil	YES	ARRANGED	NO	
developed by en outside organiza	ition		_	ſÄ	anners of the materia
X collected from other sources					printing of test materia test scoring services
What reviews or studies (if any)	were performed	7	H	2	development of individ
for the items in the bank? (chec		_	_	_	student profiles
				Ģ	development of class a
is review to verify appropriate conto	objectives			D3	school profiles
content review to match items to	priate grade levels		u	W	training on test admini- tion procedures
or age levels	•			X	treining on writing or
🔀 editing for Clarity					selecting objectives item specifications
aditing based on reviews by tech	nicat personnet			X	training on writing test
editing based on technical data		_			items
review for sex bias Treview for cultural and ethnic bia	•			X	assistance in interpret
informal pilot testing (informal se					test data
small numbers of subjects, non-	rigorous analysis of				other
results)					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the 1/2 and 3-5 columns

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C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT		Pro			LEVEL		1	1
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis		at each l	evel						
	Structural Analysis	7	70			х	х	x		
	Vocabulary	5	60			х	х	x		
9	Comprehension	7	80			х	х	х		
	Reading Readiness									<u> </u>
Æ	Reference (Study) Skills	1 12	150			х	х	х		
	Higher Order Thinking Skills	1 2	30			х	×	х		
					<u> </u>					
			at each	level						
	Computational skills	20	100			х	×	х	<u> </u>	
	Concepts	5	25							
B	Problem Solving (Application)	1 15	75							
THEMATICS	Geometry	1 3	20							
	Calculator Math	į								<u> </u>
3	_									<u> </u>
	Tigher Order Tillianing Sales									
	Grammar	8	50			х	х	х		
	Usage	6	40			x	х	х		
SE	-	6	35			х	х	х		
3		1								
AGE	Foreign Language (specify:	8	40	T		A	х	х		
NGUAG	•									
3	Writing sample	4	25			х	х	х		
Ž		_								
	Higher Order Thinking Skills									$\Gamma^{}$
Ň	righer Order Ininking Skills									
				1						
œ										
THER		135				1	1			
Į Į	ligher Order Thinking Skills ————	- 	-	 	t-	!	 			

retrieve items? (Check all	that apply)	cognitive level, plea where your cognitive derived (If you we listing of the taxon would very much a	e categ ould lik omy yo pprecia	gories were ke to attac ou use, we	ch a
Cognitive level (e.g.,		☐ Bloom's Ta	-	a emit ma	
key words	, , , , , , , , , , , , , , , , , , , ,	tarenemy,	picase hs	t	
other		modified an please list	existing	tazonomy,	
none		developed e	ur own (tognitive	
		ether	_		
In what form are the follow					
HARD MICRO COPY DISK		NOT E AVAILABLE			
item texts					
item graphics 🔯 🔲					
		banking, please answer the fo	llowing	questions	(In each case,
	ly.)	where did you obtain this	c.	If your s	software handles nagement, indicate
a What function(s) does	ly.) this b. From softw	where did you obtain this	c.	If your s	software handles nagement, indicate bilities below
a What function(s) does software perform? item management test development	ly.) this b. From softw	where did you obtain this vare? adapted from existing spreadsheets,	c.	If your s	software handles nagement, indicate bilities below
a What function(s) does software perform?	ly.) this b. From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc	c.	If your s item man its capab	software handles nagement, indicate bilities below stores items full—screen editing
a What function(s) does software perform? item management test development sconng	ly.) this b. From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc	c.	If your s item mai its capat	software handles nagement, indicate bilities below: stores items full-screen editing can add/delete/chen items
a What function(s) does software perform? item management test development scoring reporting	this b. From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc	c. - -	If your s item maits capat	software handles nagement, indicate bilities below stores items full-screen editing can add/delete/chen items c. vn. add/delete/chan item classifications
a What function(s) does software perform? item management test development scoring reporting student recordkeeping cross-reference to ma	ly.) this b. From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc If you checked the ebove box, please list the programs you are using	c. - -	If your s item mai its capat	software handles nagement, indicate bilities below stores items full-screen editing can add/delete/cheng items c. vn. add/delete/chang item classifications
a What function(s) does software perform? item management test development scoring reporting student recordkeeping cross-reference to ma	this b. From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc If you checked the ebove box, please list the programs you are using	c. - -	If your sitem mains capations	software handles nagement, indicate bilities below: steres items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user histo
a What function(s) does software perform? item management test development scoring reporting student recordkeeping cross-reference to ma	this b. From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the ebove box, pleeso list the programs you are using specially designed for our system by purchased from test or research	c. - -	If your s item maints capat	software handles nagement, indicate bilities below steres items full—screen editing can add/delete/chan items cyn add/delete/chan item classifications will handle user hist will handle test anelysis
a What function(s) does software perform? item management test development scoring reporting student recordkeeping cross-reference to ma	this b. From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the ebove box, pleeso list the programs you are using specially designed for our system by purchased from test or research	c. - -	If your s item maints capat	software handles nagement, indicate bilities below steres items full—screen editing can add/delete/chang items can add/delete/chang item classifications will handle user hist will handle test anelysis



	lopment, indicate ilities below	sconng, pi capabilities	lease indicate its i below		reporting, please indicate its capabilities below
0	en-line generation of tests		mark sense reader		subtest profiles student
0	can use various criteria for selecting items		subtest and total Scores		ubtest profiles clas
П	can add/delete/change items that are	_	objective mastery		summary reports
	computer selected	_	item statistics test statistics		cross reference to materials/methods
	automatically stores answer keys	_	other		•ther
	prints tests	_			
	has special print features	-			
	will print multiple forms	-			
0	ether				
student r	oftware handles ecordkeeping, please its capabilities	graphics	oftware has capabilities, please hese below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
	by objective mastered		can generate most graphics		
	total scores ever time	0	can attach external graphics to item text		
0	gradebook or senes of scores	П	can generate graphics and merge them in		
	•ther	J	with item text		
			can produce the entire test	1	What is the approximate cost of your testing software?
	the name of your item	k is your	software.?		
package?	est scoring software		available on exchange agreement		
			available for purchase from vendor	m.	Technical assistance in running the software is:
			available for purchase from you		available from us
		C	not available for others		available through vendor
					not available

e. If your software handles

If your software handles

ERIC Frovided by ERIC

If your software handles

thinking skills, and in computerized systems.

Science Res Assoc.

TEM BANK DATA SHEET

Northwest Regional Educational Laboratory

ease type or write legibly. This	questionnare will be photo	ocopiea.			
Item Bank Title (if any) SRA_(Objective/Item Bank				
For information about the		_			
bank contact	Name Margaret Hil	1			
	Title Manager, Edi	torial Test	<u>Developm</u>	ent	
	Organization Science	e Research	Associate	<u> </u>	
	Street 155 N. Wack	er			
	Street Chicago City		StateI	<u>. </u>	Zip60606
	Phone: Area code 31	.3 Number	984-718	2	
ase indicate the characteristics (of this item bank by placin				
Which of the following are availabank? (check all that apply)	ble through this	4. Whi ban		statemei	nts are correct for this
X test items		wee	CAN BE ARRANGED	NO	
classification of items by content	1	YES			all as made of the bank
general objectives or topic states	ments		X		ell or most of the bank is available for sale
item specifications, detailed con	tent descriptions,			[2]	all or most of the bank
etc.		_			is aveilable free (or
suggested instructional activitie.	e ves and	ED)	_		for cost of reproduction
Cross references between objecti appropriate instructional materia	413 JAN 818	X		u	pre-developed tests are constructed from the
Content review or other validity is	nformation				item bank
reliebility estimates		□.	Ð		tests are constructed
🔀 p-values					based on objectives in the item bank selected
RT (latent trait) calibrations					by the user
other item analysis data			X		items are used to con-
technical reports		_	_	_ _	struct tests based on objectives developed
What is the source of the bank's	objectives and				by the user
items? (check all that apply)	•	e w.	er eddisional	sancica	s related to the bank
					k all that apply)
developed by teachers developed by state or local centre	al office staff	Car	•	i folieti	7 W. M.
developed by state or local centre	ersonnel within		CAN BE		
your organization		YES	ARRANGED	NO	
developed by an outside organiza	etion	(C)			printing of test materia
Collected from other sources		<u> </u>		H	test scoring services
What reviews or studies (if any)	were performed	X X	×	Ħ	development of individ
for the items in the bank? (check	k all that apply)	u	_	_	student profiles
			X		development of class
review to verify appropriate conte	int chicativas				school profiles
Content review to match items to	opjectives		\mathbf{x}		training on test adminition procedures
content review to establish appro	priate grade levels	П			training on writing or
			_	_	selecting objectives
or age levels					item specifications
(X) editine for clarity	nical personnel				
図 editing for clarity 図 editing based on reviews by techi	nical personnel				
区 editing for clarity 区 editing based on reviews by techi 区 editing based on technical data	nical personnel	_	_		items
☑ editing for clarity ☑ editing based on reviews by techi ☑ editing based on technical data ☑ review for sex bias ☑ review for cultural and ethnic bia	8	0			items
☑ editing for clarity ☑ editing based on reviews by techn ☑ editing based on technical data ☑ review for sex bias ☑ review for cultural and ethnic bia ☑ informal pilot testing (informal seamall numbers of subjects, non-	s election of Subjects.	_	_		assistance in interpre
editing for clarity editing based on reviews by techi continuous based on technical data review for sex bias review for cultural and ethnic bia informal pilot testing (informal se amail numbers of subjects, non- results)	is election of subjects, rigorous analysis of	_	_		items assistance in interpre test deta
☑ editing for clarity ☑ editing based on reviews by techn ☑ editing based on technical data ☑ review for sex bias ☑ review for cultural and ethnic bia ☑ informal pilot testing (informal seamall numbers of subjects, non-	is election of subjects, rigorous analysis of opling and enlysis of	_	_		items assistance in interpre test deta



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space 6.

provided.

A. When specifying grade levels, place an "X" in any range wher, at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" Items may everlap other content areas within each project.

		APPROXIMAT		Pro			LEVEL			1
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (6-7)	3-5 (8-10)	6-8 (11-13)	9-12 [14-17]	College	Adul
	Phonetic Analysis	Informatio	1		х					
	Structural Analysis	not			х	х	х	х		
	Vocabulary	available	_		х	х	х	x		
3	Comprehension		_		х	х	х	х		
Ş	Reading Readiness	1 1	_		х			!		
Ì	Reference (Study) Skills	1 1				х	х	×		
	Higher Order Thinking Skills	1 1			х	ж	х	×		
	Tilgrei Older Hamang Okins									
	Computational skills				×	<u> </u>	v	¥		
	Concepts			 	L×.	х_	x	×		
3	Problem Solving (Application)		-	<u> </u>	x	х	х	х		
THEMATICS	Geometry	1			×	х	х	х		
Ĕ	Calculator Math	1								
\$	Higher Order Thinking Skills	; I			х	_x	х	х		_
	Grammer				х	x	x	x		
	Usage				x	х	х	x		
E	Mechanics	i i			х	х	x	x		
₹	Foreign Language (specify:									
Ş	Composition	1			х	ж	х	х		
ANGUAGE	Higher Order Thinking Skills	4			х	ж	х	х		
3	righer Order Fairliong Skills									
								_		
					Ţ,	v	J.			
Ž										
	Higher Order Thinking Skills				J					
ň	Higher Order Thinking Skills		<u> </u>	 	х	Х	х	^		
_					х		х	У		
æ		_				х	\vdash			
Ā	()						$\vdash \vdash \vdash$			_
R	Toher Order Thinking Skills	139		 	— >	<u> </u>	×	×	\vdash	

7.	retrieve items? (Check all that appl		cognitive level, pleas where your cognitive	e indicate from categories were	:
	shjective to be tested		derived. (If you we listing of the taxone		
	item difficulty		would very much ap	preciate it.)	
	ltom type (e.g., multiple-choice)		Bloom's Tax	enemy	
	cognitive level (e.g., recall, infere	nce)	other well—to taxonomy, pi	nown cognitive	
	≥ tey words		modified an o	existing taxenomy,	
			O developed out	<u> </u>	
	_		Latenomy		
			ether		
9.	In what form are the following availa	ble? (Check_al	l that apply)		
			OT LABLE		
	Nom texts	X X			
	Nom graphics	[X] [
	NAME OF THE PROPERTY OF THE PR		_		
	a. What n(s) does this b	From where software?	did you obtain this	c. If you i	software handles nagement, indicate
	☑ item manegement		rom existing spreadshoets,	its capal	oilities below:
	test development	databases	, etc.	Ø	steres items
	S scoring	☐ If you ch list the p	ocked the above box, please regrams you are using		full-screen editing
					can add/delete/change Items
	student recordkooping			2	can add/delete/change item classifications
	cress-reference to materials	Specially	designed for our system by	🛭	will handle user history
	on-line test administration		•		will handle test analysis
	•ther	<u> </u>	Personnel	_	ether
		purchased organization	from lest or research in	J	
					

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test devi	olopment, indicate bilities below:	scoring, (capabilitie	please indicate its es below:		reporting, please indicate capabilities below
Ð	en-line generation of lests		mort sense moder		Student profiles
0	can use various criteria for selecting items	(2)	subtest and total scores		⊠ mikkest profiles
2	can add/delete/change items that are	_	objective mastery Item statistics		summary reports cross reference to
€ Ω	computer selected automatically stores answer keys	_	test statistics		materials/methods
_	prints tests	0	other		
Ð	has special print features	•			
0	will print multiple forms	-			
0	ether				
student	software handles recordkeeping, please its capabilities by objective mastered total scores over time	graphics indicate	can attach external	i.	What type of computer of you use? (If micro, plea indicate XT, AT, 286, et IBM Mainframe
0	gradabani as saries al	[2] [3]	graphics to item text can generate graphics and merge them in with item text		
J		2	can produce the entire test	1.	What is the approximate cost of your testing software?
	the name of your item test scoring software	k. Is your	software:?		
package?	an internal system		available on eachange agreement		
		5	available for purchase from vendor	m.	Technical assistance in running the software is:
		5	available for purchase from you		available from us
		R	not available for others		svallable through vender
					[2] not evallable

in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



. ITEM BANK DATA SHEET

Tescor, Inc.
Northwest Regional Educational Laboratory

Item Bank Title (if any) FIRST		<u> </u>			
For information about the					
bank contact:	Name Teresa Si				
	Title Vice Pres	sident - Fr	IIB Operat	ions	
		or. Inc.			
	110	<u>lsle Drive</u>			
	CityHerndon,				Zip <u>22070</u>
	Phone: Area code 80		435-9501		
ease indicate the characteristics	of this item bank by placin				
Which of the following are availabank? (check all that apply)	ble through this	•	nich of these nk?	sta teme	nts are correct for this
X test items		wer	CAN BE ARRANGED	NO	
Clessification of items by conten		YES [X]	AKKANGED		ell or most of the benk
general objectives or topic state		_		-	is eveilable for sale
item specifications, detailed con etc. Suggested instructional activitie				D 3	ell or most of the bank is aveilable free (or for cost of reproduction)
cross references between objects appropriete instructional materi	ves and als	E			pre-developed tests are constructed from the item bank
Content review or other validity in reliability estimates proclues that (letent trait) calibrations	ntormation	Ø			tests are constructed based on objectives in the item bank selected by the user
technical reports What is the source of the bank's	objectives and	缸			items are used to con- struct tests based on objectives developed by the user
items? (check all that apply)					- · ·
					es related to the bank k all that apply)
★ developed by teachers ★ developed by state or local centre	office staff	Co	-	i: (Gilee	K Un that Opp. //
developed by test development poyour organization	ersonnel within	YES	CAN BE ARRANGED	NO	
developed by an outside organize	tion	⊠			printing of test materials
Collected from other sources		€			test scoring services
What reviews or studies (if any)	were performed	∑			development of individuel student profiles
for the items in the bank? (checi					development of class and
review to verify appropriate conte	nt objectives	*			school profiles
Content review to metch items to Content review to establish appro	oriete grade levels	D			training on test administr tion procedures
or age levels A editing for Clarity					training on writing or selecting objectives and income executions
editing based on reviews by tech	nical personnel				item specifications training on writing test
X editing besed on technical date X review for sex bias			_	_	items
review for cultural and ethnic bie	lection of Subjects.	8 0			assistance in interpreting test data
small numbers of subjects, non- results)	rigorous enalysis of				other



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered

For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals

with other content areas, please be sure to include them

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

	APPROXIMAT	E NUMBER	Pro			LEVEL	ı .	1	
CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
Phonetic Analysis	90	1200	—	\uparrow				_	
Structural Analysis	60	600		<u>+</u>			—		
Vocabulary	1 40	1200	<u></u>						
Comprehension	275	2000	<u>_</u>			-	1		
Reading Readiness	20	80	<u></u>	<u></u>					
Reference (Study) Skills	90	800		<u></u>			->		
Higher Order Thinking Skills	200	1500	+				→		
Literature	80	700	-	*			->		
	1000	6000		4			\rightarrow		
Computational skills		8000		•			—		
Concepts	150	800		•			\rightarrow		
Problem Solving (Application) Geometry Calculator Math	150	700		(,	ĺ	
Geometry	20	100	†	-		-	→		
			+				,		
Higher Order Thinking Skills	1	700	+-	 	\vdash	-	□		
Algebra	250	1400	╁	+-	 			 	
Computer Science	90	300	+					-	1
Grammar		300	+	-	<u> </u>			-	\vdash
Usage		1200	+-	+		-		 	+-
Mechanics	150	2000	 	-					\vdash
, Foreign Language (specify:	.)	 	↓	<u> </u>	 	-	ļ —	 	┼
Composition	170	2400	↓	+			ightharpoonup	 	\vdash
Composition	150	2000	*			+-			\vdash
Science	1200	9000	-	+		-	-		├-
Higher Order Thinking Skills	500	1000	†	4			—		
Health	10	50				-		<u> </u>	
Cocial Studies	2100	13000		1			<u></u>		
Music	80	600			 	1	-		
Business Education - S.S Higher Order Thinking Skills - S.S.	350	1000				+			
Higher Order Training States	250 43	1100					_		

~7 .	Which retries	ve item (X) •• (I) ite	s? (Cl jective to m difficul		t apply)		0 1 1	cognitive where you derived isting of	ems are returned to the community of the	indic catego dd lik ny yo	ate from ories we to at u use,	ere tach	n a
		ite	m type (eg, multiple-	choice)				Bloom's Taxon	nemy			
			gnitive le	vel (e.g., recal	, inference)			ether well-knotazenemy, ple				
		K ks	y words					_	modified an ex			y.	
		04	her					U	please list				
		_ no	ne						developed our taxonomy	ewn c	egnitive		
								0	ether			_	
9	In wh	at forn	n are ti	ne following	available	e ⁷ (C	Check all th	nat apply)				
			HARD COPY	MICRO DISK	MAINFI DISK OR		NOT AVAILAB	ILE	CD/ROM				
	iten	n texts							X				
	rtem gra item sta								X				
10	check a	all resp Vhat fu	onses t	hat apply) s) does this		From					lf you	ir s mar	(In each case, oftware handles nagement, indicate
10	check a	all resp Vhat fu oftware	onses t	hat apply) s) does this m?		From	where did	you obt	tain this		lf you	ır sı mar ıpab	oftware handles nagement, indicate ilities below:
10	check a	Vhat fuoftware	onses t unction(e perfor	hat apply) s) does this m? :ment		From	where did vare? adapted from databases, es	existing s	tain this preadsheets,		lf you	ır sı mar pab	oftware handles nagement, indicate ilities below: steres items
10	check a	Vhat fuoftware	unction(performanage	hat apply) s) does this m? :ment		From	where did vare? adapted from databases, es	existing s	tzin this preadsheets, re bez, pleass		lf you	ir seman	oftware handles hagement, indicate hilities below: stores items full-screen editing
10	check a	Vhat fuoftware item test	unction(performanage	hat apply) s) does this m? :ment		From	where did vare? adapted from databases, etc	existing s	tzin this preadsheets, re bez, pleass		lf you	ır sı mar pab	oftware handles nagement, indicate silities below; stores items full - screen editing can add/delete/change items
10	check a	What fuoftware item test graph	unction(perform manage developing	hat apply) s) does this m? :ment		From	where did vare? adapted from databases, etc	existing s	tzin this preadsheets, re bez, pleass		lf you	ir seman	oftware handles nagement, indicate pilities below: stores items full-screen editing can add/delete/change
10	check a	Vhat fuoftware iten test sce	unction(perform manage developm ring orting dent reco	hat apply) s) does this m? ment ment	: Ь	From	where did vare? adapted from databases, et from checke list the progr	existing s c. and the above	tain this preadsheets, re bez, pleass re using		lf you	ir s mar ppab	oftware handles nagement, indicate silities below; stores items full - screen editing can add/delete/change items
10	check a	What fuoftware test test sce	unction(performanage developering orting dent rece	hat apply) s) does this m? ment ment	i b	From softw	where did vare? adapted from databases, et list the progr	existing s.c. and the aboverams you a	tain this preadsheets, re bez, pleass we using ur system by	c	lf you	ir seman pab	oftware handles hagement, indicate hilities below: store- items full-screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test
10	check a	What fuoftware iten test rep stu	unction(perform manage developm ring orting dent rece ss — refere —line test	hat apply) s) does this m? ement mant refleeping	i b	From softw	where did vare? adapted from databases, et if you checke iist the progr specially desi Referenc Network	existing s.c. and the above among your and for one of the control	tain this preadsheets, re bez, pleass we using ur system by nology, Inc.	c nc.	lf you	ur seman pab SS SS SS SS SS SS SS SS SS SS SS SS SS	oftware handles hagement, indicate hilities below: store items full-screen editing can add/delete/change items can add/delete/change item classifications will handle user history
10	check a	What fuoftware iten test rep stu	unction(perform manage developm ring orting dent rece ss — refere —line test	hat apply) s) does this m? ment ment rdkeeping ncs to materia	i b	From softw	where did vare? adapted from databases, etc. If you checke list the programmer of	existing s.c. and the above among your and for one of the control	tain this preadsheets, re bez, pleass we using ur system by nology, Inc.	c nc.	lf you	ir seman pab	oftware handles hagement, indicate hall-screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test analysis
10	check a	What fuoftware iten test rep stu	unction(perform manage developm ring orting dent rece ss — refere —line test	hat apply) s) does this m? ment ment rdkeeping ncs to materia	i b	From softw	adapted from databases, et ist the programme specially desired from Reference Network spurchased from the programme specially desired from the spurchased from the purchased from the spurchased from the spur	existing s.c. and the above among your and for one of the control	tain this preadsheets, re bez, pleass we using ur system by nology, Inc.	c nc.	lf you	ur seman pab SS SS SS SS SS SS SS SS SS SS SS SS SS	oftware handles hagement, indicate hall-screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test analysis
10	check a	What fuoftware iten test rep stu	unction(perform manage developm ring orting dent rece ss — refere —line test	hat apply) s) does this m? ment ment rdkeeping ncs to materia	i b	From softw	adapted from databases, et ist the programme specially desired from Reference Network spurchased from the programme specially desired from the spurchased from the purchased from the spurchased from the spur	existing s.c. and the above among your and for one of the control	tain this preadsheets, re bez, pleass we using ur system by nology, Inc.	c nc.	lf you	ur seman pab SS SS SS SS SS SS SS SS SS SS SS SS SS	oftware handles hagement, indicate hall-screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test analysis



test devel its capabi	oftware handles lopment, indicate ilities below	scoring	software handles , please indicate its ities below	ſ.	If your software handles reporting, please indicate it capabilities below
	en-line generation of tests		Mark sensa reader		student profiles
Ø	can use various criteria for selecting items		Subtest and total scores		subtast profilas—cla
			S objective mestery		summary raports
	can add/delete/change itams that are computer selected		itam statistics		cross reference to materials/mathods
E	automatically stores answer keys		teat statistics		ether
E	•		other		
0	has special print features				
∑	will print multiple				
ם	other				
,	software handles	احدده	ing angahilising planes		you use? (If micro, pleas
student indicate below	recordkeeping, please its capabilities	indic	nics capabilities, please ate these below can generate most graphics		indicate XT, AT, 286, etc
student indicate below	its capabilities by objective mastered	indic	can generate most graphics can attach axternal		indicate XT, AT, 286, etc
student indicate below	its capabilities by objective mastered total scores over lime	indic	can generate most		indicate XT, AT, 286, etc
student indicate below	its capabilities by objective mastered total scores over time gradebook or series of	indic	can generate most graphics can attach axternal		indicate XT, AT, 286, etc
student indicate below	its capabilities by objective mastered total scores over time gradebook or series of	indic	can generate most graphics can attach axternal graphics to item text can generate graphics and merge them in	1	XT, AT
student indicate below	its capabilities by objective mastered total scores over time gradebook or series of scores other	indic	can generate most graphics can attach axternal graphics to item text can generate graphics and merge them in with item text can produce the entire	1	What is the approximate cost of your testing
student indicate below What is banking/package	its capabilities by objective mastered total scores over time gradebook or series of scores other the name of your item test scoring software	indic k Is y	can generate most graphics can attach axternal graphics to item text can generate graphics and merge them in with item text can produce the entire test	i	What is the approximate cost of your testing software?
what is banking/package*	its capabilities by objective mastered total scores over time gradebook or series of scores other the name of your item test scoring software	indic k Is y	can generate most graphics can attach axternal graphics to item text can generate graphics and merge them in with item text can produce the entire test cour software?	ı	What is the approximate cost of your testing software?
what is banking/package*	its capabilities by objective mastered total scores over time gradebook or series of scores other the name of your item test scoring software NATIONAL ITEM BANK	indic k Is y	can generate most graphics can attach axternal graphics to item text can generate graphics and merge them in with item text can produce the entire test cour software? available on exchange agreement available for purchase	·	What is the approximate cost of your testing software?
what is banking/package*	its capabilities by objective mastered total scores over time gradebook or series of scores other the name of your item test scoring software NATIONAL ITEM BANK	indic k Is y	can generate most graphics can attach axternal graphics to item text can generate graphics and merge them in with item text can produce the entire test cour software? available on exchange agreement available for purchase from vendor	·	What is the approximate cost of your testing software? Technical assistance in running the software is

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



Univ of Kansas

ITEM BANK DATA SHEET

		copied.			i
Item Bank Title (if any) <u>Kans</u>	sas Minimum Competency	Test Item	Bank -		
For information about the	John Dommin				
bank contact	Name John Poggio				
	Title Project Direc				
	Organization Univers				
	Street School of Ed				
	City Lawrence				Zip <u>66045</u>
	Phone: Area code	913 _ Nicmber	864-372	26	
ease indicate the characteristics	of this item bank by placin	g an "X" in t	he appropriat	e boxes	
Which of the following are avail bank? (check all that apply)	able through this		ich of these nk?	sta teme	nts are correct for this
T tast items			CAN BE		
★ test items ★ classification of items by conte	nt	YES	ARRANGED	NO	
Separal objectives or topic state		$oldsymbol{\square}$			all or most of the bank
item specifications, detailed co	intent descriptions.		Ð	П	is available for sale all or most of the bank
etc.		٠	نے	_	is available free (or
suggested instructional activities cross references between object		*			for cost of reproduction)
appropriete instructional mater	rials	ت			pre-developed tests are constructed from the
Content review or other validity	information	•		_	item bank
reliability estimates					tests are constructed based on objectives in
p-velues					the item bank selected
	ist				by the user
technical reports		Ø			items ere used to con- struct tests based on
•	- shippelines and				objectives developed
What is the source of the bank's	s objectives and				by the user
items? (check all that apply)		•			s related to the bank
developed by teachers		ca	n be provided	? (chec	k all that apply;
developed by state or local cent developed by test development p	rai office staff		CAN BE		
your organization	personne: within	YES	ARRANGED	NO	
developed by en outside organiz	ation		βCI		printing of tast materials
Collected from other sources		1 0	2		test scoring services
What reviews or studies (if any) were performed	10	<u> </u>	ŏ	development of individual
for the items in the bank? (chec			_	_	student profiles
To review to verify appropriate cont		Ð			development of class and
Content review to match items to	objectives		Ø		school profiles training on test administra
		U	_	_	tion procedures
X content review to establish appro					training on writing or
Content review to establish approor age levels					selecting objectives and
or age levels					
or age levels Gediting for clarity Gediting based on reviews by tech	nnical personnel		ď		item specifications training on writing test
or age levels A editing for clarity A editing based on reviews by tech K editing based on tachnical data	nnical personnel	_		_	item specifications training on writing test items
or age levels A editing for clarity A editing based on reviews by tech K editing based on tachnical data K review for sex bias			ď		item specifications training on writing test items assistance in interpreting
or age levels A editing for clarity A editing based on reviews by tech A editing based on tachnical data Treview for sex bias Treview for cultural and ethnic bid Informal pilot testing (informal sex	as selection of subjects.	_		_	item specifications training on writing test items assistance in interpreting test data
or age levels A editing for clarity A editing based on reviews by tech aditing based on tachnical data review for sex bias review for cultural and ethnic bid informal pilot testing (informal amail numbers of subjects, non	as selection of subjects.	_		_	item specifications training on writing test items assistance in interpreting
or age levels A editing for clarity A editing based on reviews by tech aditing based on tachnical data review for sex bias review for cultural and ethnic bia informal pilot testing (informal amail numbers of subjects, non results)	as selection of subjects. n-rigorous analysis of	_		_	item specifications training on writing test items assistance in interpreting test data
or age levels A editing for clarity A editing based on reviews by tech aditing based on tachnical data review for sex bias review for cultural and ethnic bid informal pilot testing (informal amail numbers of subjects, non	as selection of subjects. Higgorous analysis of mpling and anlysis of	_		_	item specifications training on writing test items assistance in interpreting test data



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area if the appropriate content area is not listed, please write it in the space provided.

Provided.

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered for example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B. We do not want to limit the content of t's catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

	APPROXIMAT		RADE	LEVEL	(AGE)				
CONTENT AREA	O	OF		K-2	3-5	6-8	9-12 (14-17)	College	Aduli
Mary at Availate	5	75	10 17	х	10 101				
·	1 5 I	75		х	×	х			
·	1 4	60		v	v	×	х		
•						×	×		
·									
-	1 5	75			х	×	х	х	
	_		 						
Higher Order Thinking Skills									
Compressional chille	6	85		x	х	×	x		
•		95		x	х_	x	х		
		110		х	ч_	х	х		
Problem Solving (Application)		60	1	х	х	х	х		
Geometry									
	.								
LIEURI CIGEI LIIIIVAIE 20113	4	60		х	х	x	х		
-	5	75		х	х	х	х		
_	5	75		×	L	x_	٠.		
•		7 5		$\prod_{\mathbf{x}}$		×	x		
Femine Lenguese (manifus									
Poreign Language (specify:	<u>l</u>								
Composition	l l								
riigher Order I hinking Skills									
				Τ					
					<u> </u>	T^{T}			
			1	1					
Higher Order Thinking Skills			1						
Consumer Skills	10	95	1			x	L _x		
						x	,		
Ther Order Thinking Skills	— - 147		1	1	1	1			
	Phonetic Analysis Structural Analysis Vocabulary Comprehension Reading Readiness Reference (Study) Skills Higher Order Thinking Skills Concepts Problem Solving (Application) Geometry Calculator Math Higher Order Thinking Skills Measurement/Estimation Grammar Usage Mechanics Foreign Language (specify: Composition Higher Order Thinking Skills Foreign Language (specify: Composition Higher Order Thinking Skills	Phonetic Analysis 5 Structural Analysis 5 Structural Analysis 5 Vocabulary 4 Comprehension 5 Reading Readiness 5 Reference (Study) Skills 5 Higher Order Thinking Skills 6 Concepts 7 Problem Solving (Application) 8 Geometry 4 Calculator Math Higher Order Thinking Skills 5 Measurement/Estimation 4 Grammar 5 Usage 5 Foreign Language (specify:	Phonetic Analysis 5 75 Structural Analysis 5 75 Structural Analysis 5 75 Vocabulary 4 60 Comprehension 5 75 Reading Readiness 5 75 Reference (Study) Skills 5 75 Computational skills 6 85 Concepts 7 95 Problem Solving (Application) 8 110 Geometry 4 60 Calculator Math 60 Grammar 5 75 Weasurement/Estimation 4 60 Grammar 5 75 Wechanics 5 75 Foreign Language (specify:) 75 Composition 6 75 Higher Order Thinking Skills 75 Higher Order Thinking Skills 75 Foreign Language (specify:) 75 Composition 75 Higher Order Thinking Skills 75 Higher Order Thinking Skills 75 Consumer Skills 10 95 Basic Life Skills 10 95	CONTENT AREA	CONTENT AREA OF CREATED R-2 (0-4) CONTENT AREA	CONTENT AREA	CONTENT AREA	CONTENT AREA	

retrievo	items? (Cl		арріу)	cognitive level, pleas where your cognitive derived (If you wo listing of the taxono	categorid like	ories were e to attach	•
	item difficul	ty		would very much as			
	item type (eg, multiple-c	:hoice}	☐ Bloom's Tax	enemy		
	Cognitive le	vel (e.g., recall,	inference)	other well-k	nown co	gnitive	
	Ley words			medified an			
	ether			- blesse per	421360116		
	☐ none			developed ou taxonomy	ir ewn c	egniture	
				ether			
9. in wha	e form are t	he following	available? (Check all that apply)			
y. III Wile			MAINFRAME	NOT			
	HARD COPY	MICRO DISK	DISK OR TAP				
item							
item graj Item stat	RT.		X	ō			
10 if comp	uter software Il responses t	is used to	support item	banking, please answer the fol	llowing	questions	(In each case,
check al	II responses 1 hat function(s) does this	b Froi	banking, please answer the fol m where did you obtain this ware?	llowing c	If your so	oftware handles pagement, indicate
check al a W so	ll responses t hat function(ftware perfor	s) does this	b Froi soft	m where did you obtain this ware? adapted from existing spreadsheets,		If your so	oftware handles lagement, indicate ilities below.
a W	II responses that function (ftware performanage	s) does this m?	b Froi	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc	c	If your so	oftware handles nagement, indicate ilities below. stores items
a W	hat function(ftware perfor item manage	s) does this m?	b Froi soft	m where did you obtain this ware? adapted from existing spreadsheets,	c	If your so item man its capab	oftware handles nagement, indicate ilities below. stores items full-screen editing
a W so	hat function(ftware perfor test develop scoring	s) does this m?	b Froi soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please	c	If your so item man its capable	oftware handles nagement, indicate ilities below. stores items
a W so	hat function(ftware perfor test develop scoring reporting	s) does this m?	b Froi soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please	c	If your so item man its capable	oftware handles lagement, indicate ilities below. stores items full-screen editing can add/delete/change items
a W so	hat function(ftware perfor test develop scoring reporting	s) does this m? Imment ment	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please	c	If your so item man its capable	oftware handles lagement, indicate ilities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications
a W so	hat function(ftware perfor test develop scoring reporting student rece cross-refere	s) does this m? Imment Imment Imment Incompare to material	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using	c - -	If your so item man its capable	oftware handles lagement, indicate ilities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications will handle user history
a W so	hat function(ftware perfor item manage test develop scoring reporting student reco cross—refere	s) does this m? Iment ment refreeping nce to materials	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc If you checked the above box, please list the programs you are using	c - -	If your so item man its capable	oftware handles lagement, indicate ilities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications
a W so	hat function(ftware perfor item manage test develop scoring reporting student reco cross—refere	s) does this m? Imment Imment Imment Incompare to material	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using specially designed for our system by	c - -	If your so item man its capable	oftware handles agement, indicate ilities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications will handle user history
a W so	hat function(ftware perfor item manage test develop scoring reporting student reco cross—refere	s) does this m? Iment ment refreeping nce to materials	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using specially designed for our system by us	c - -	If your so item man its capabi	oftware handles lagement, indicate illities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test analysis
a W so	hat function(ftware perfor item manage test develop scoring reporting student reco cross—refere	s) does this m? Iment ment refreeping nce to materials	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using specially designed for our system by us	c - -	If your so item man its capabi	oftware handles lagement, indicate illities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test analysis
a W so	hat function(ftware perfor item manage test develop scoring reporting student reco cross—refere	s) does this m? Iment ment refreeping nce to materials	b From soft	m where did you obtain this ware? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using specially designed for our system by us	c - -	If your so item man its capabi	oftware handles lagement, indicate illities below. stores items full—screen editing can add/delete/change items can add/delete/change item classifications will handle user history will handle test analysis



	est development, indicate is capabilities below:		scoring, please indicate its capabilities below:		reporting, please indicate its capabilities below
	en-line generation of tests		mark sense reader		subtest profiles student
	can use various criteria for selecting items		ubtest and total		ubteet profiles class
	can add/delete/change items that are computer selected		item statistics		cross reference to meterials/methods
	autometically stores answer keys		test statistics		
	prints tests		•ther		
	has special print features				
	will print multiple forms			•	
si in	f your software handles tudent recordkeeping, please ndicate its capabilities selow.	h	If your software has graphics capabilities, please indicate these below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) IBM (Mainframe & PC)
	by objective mastered		can generate most graphics		NCS
	total scores over time		can attach external graphics to item text		VAX
	gradebook or senes of scores		can generate graphics and marge them in with item text		
			can produce the entire test	1	What is the approximate cost of your testing software?
w	Vhat is the name of your item	k	is your software?		INQUIRIES INVITED -
ba	anking/test scoring software	•	available o. tchange		
PI	ackage?	_	agreement c. (change		
_	e.g., SPSS, Logist, etc	•	available for purchase from vendor	m	Technical assistance in running the software is
_		-	avsilable for purchase from you		eveilable from us
_		- -	not available for others		available through vendor
_		_			not eveileble

ERIC

ITEM BANK DATA SHEET

West Palm Beach, FL

Please type or write legibly. This q	uestionnare will be pho	tocopied.			
Item Bank Title (if any)					
For information about the		4			
bank contact.	Name R.C. Johns				
	11(16	Dept. of Re			tion
	Organization	Beach Coun	ty Schools		
	Street 3323 Belve	dere Road			
	City West Palm			lorida	Zip <u>33402</u>
•	Phone: Area code	Numbe	684-511	4	
lease indicate the characteristics of	this item bank by plac	ing an "X" in	the appropria	te boxes.	
Which of the following are availab bank? (check all that apply)	le through this		hich of these ink?	statemen	ts are correct for this
★ test items	·	YES	CAN BE ARRANGED	NO	
Classification of items by content		123	ANNANGED	₩O ☑	all or most of the bank
general objectives or topic statem	ents	U	٦	W	is available for sale
Item specifications, detailed conte	ent descriptions				ell or most of the bank
Suggested instructional activities					is available free (or for cost of reproduction)
cross refarances between objective appropriate instructional materia	IS			?	pre-devaloped tests are constructed from the
content review or other validity in	form3t: 0n	_		K ?	item bank
▼ retiability estimates ▼ p-values □ IRT (latent trait) calibrations				. G	tasts are constructed based on objectives in the item bank selected
other item enalysis data				☑ ?	by the user items are used to con-
technical reports		u		? نا	struct tasts based on objectives davaloped
. What is the source of the bank's	objectives and				by the user
items? (check all that apply)		•			related to the bank
☑ devaloped by teachers	44 45	C	an be provide	d? (check	all that apply)
developed by state or local central	office staff		CAN BE		
devaloped by test development per your organization	Source within	YES	ARRANGED	NO	
devaloped by an outside organizat	on			[X]	printing of tast materials
collected from other sources					tast scoring services
. What reviews or studies (if any) w	vere performed	i i	ä	X X	development of individual
for the items in the bank? (check	all that apply)	_	_		student profiles
The review to verify appropriate conten				×	devalopment of class and
(A) content review to match items to of	- bj e Ctives			Q	school profiles training on tast administra
Contant review to establish appropri		u	_	_	tion procedures
or age levels in editing for clarity	-			\boxtimes	training on writing or sale ting objectives and
X editing based on reviews by techni	cal personnel	_		□	item specifications
🔯 editing based on tachnical data			ں	CX)	training on writing test items
review for sex bias				\square	assistance in interpreting
review for cultural end ethnic bias	ention of subjects				tast date
informal pilot testing (informal sel- small numbers of subjects, non-ri results)	gorous analysis of				other
	ton and enturing of				
formal pilot testing (rigorous samp results, lerge numbers of subject	ring and arrivals of				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered

For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals

with other content areas, please be sure to include them.

- other contest prope within each subject

	APPROXIMATE NUMBER				RADE	TEAFF	(AGE)	_	
CONTENT AREA		_	School (0-4)	K·2 (5-7)	3-5 (8-10)	6-8 (11-13)	9·12 (14·17)	College	Adul
Phonetic Analysis			<u> </u>		<u> </u>				<u> </u>
Structural Analysis			<u> </u>	<u> </u>			_	 	-
Vocabulary									<u> </u>
Comprehension			<u> </u>	<u> </u>		-		<u> </u>	<u> </u>
Reading Readiness									
•	i I		<u> </u>		L				
	1 1					<u> </u>			
Computational skills	66	331							
•	1	469		x	×	_x_			<u> </u>
	i I	718		z_	x	x			
	1	392_	<u> </u>				x_		<u> </u>
	1 1								<u> </u>
	1 1								
	95	3 80					х		<u> </u>
	100	400					х		
_	i								
Composition		_	T						
Composition									
nigher Order I hinking Skills									
						1			
			⊹						
		_	 						
Higher Order Thinking Skills									
					-	 	 -		\vdash
			├			 			├-
DICtr Order Thinking Skills	<u> </u>		1	<u> </u>		<u> </u>	<u> </u>	<u> </u>	Ļ
	Phonetic Analysis	CONTENT AREA Phonetic Analysis Structural Analysis Vocabulary Comprehension Reading Readiness Reference (Study) Skills rligher Order Thinking Skills Concepts Resemetry Calculator Math Higher Order Thinking Skills Alegebra II Grammar Usage Mechanics Foreign Languag. (specify:) Composition Higher Order Thinking Skills CONTENT AREA Phonetic Analysis Structural Analysis Vocabulary Comprehension Reading Readiness Reference (Study) Skills rligher Order Thinking Skills Concepts Problem Solving (Application) Geometry Calculator Math Higher Order Thinking Skills Alegebra I Alegebra II Ocomposition Higher Order Thinking Skills CONTENT AREA OBJECTIVES Phonetic Analysis Structural Analysis Vocabulary Comprehension Reading Readiness Reference (Study) Skills rligher Order Thinking Skills Concepts Problem Solving (Application) Geometry Calculator Math Higher Order Thinking Skills Alegebra II Alegebra II Ocomposition Higher Order Thinking Skills CONTENT AREA OBJECTIVES FITEMS Concepts Computational skills Concepts Problem Solving (Application) Geometry Calculator Math Higher Order Thinking Skills Alegebra II Alegebra II Composition Higher Order Thinking Skills Higher Order Thinking Skills Alegebra II Composition Higher Order Thinking Skills CONTENT AREA OBJECTIVES ITEMS School (6-1) (6	CONTENT AREA OBJECTIVES FTENS School (6-7) (11-13) Phonetic Analysis Structural Analysis Vocabulary Comprehension Reading Readiness Reference (Study) Skills rligher Order Thinking Skills Concepts Problem Solving (Application) Geometry Calculator Math Higher Order Thinking Skills Alegebra II Grammar Usage Mechanics Foreign Languag. (specify:] Composition Higher Order Thinking Skills CONTENT AREA	CONTENT AREA OBJECTIVES ITEMS School R-2 3-4 6-4 6-72 (6-70) (17-13) 14-17 College					

retrieve ite	ms? (C	wing can be heck all that be tested	used to t apply)		ise indicate from re categories were rould like to attach a
3	tem difficu	dty		listing of the taxon would very much a	
	item type ((e.g., multiple-	choice)	☐ Bicom's Ta	eenemy
	cognitive le	evel (e.g., recell	, inference)		known cognitive
	key words			☐ woqiyek əu	existing tasonomy,
	ether				
	nons			terenemy	our eum cognitive
				ether	
9. In what fo	rm are ti	he following	available? (Check all that apply)	
	HARD COPY	MICRO DISK	MAINFRAME DISK OR TAP	NOT E AVAILABLE	
item texts					
item graphics item statistics	_				
				•	
check all res	sponses t	that apply) (s) does this	b Fron	n where did you obtain this ware?	c If your software handles item management, indica its capabilities below
□ it	em menege	ement	0	edapted from existing epreadsheets, databases, etc	·
-	et develop				ateres items
⊠ •	oring	ment	_	If you checked the above box, please	• Mil-screen editing
		ment	0	If you checked the above box, please liet the programs you are using	44 (44)440 (44)
⊘ 10	porting	ment	0	If you checked the above box, please list the programs you are using	can add/delete/ch
_	porting		0	If you checked the above box, please list the programs you are using	can add/delete/ch
 ⊘ •1	tudent reco		<u> </u>	tiet the programs you are using	can add/delete/ch items can add/delete/ch item classification:
_ a	tudent reco	ordkeeping	_	apocially designed for our system by	can add/delete/ch items can add/delete/ch item classification: will handle user h will handle test analysis
	tudent reco roes—refere n—line test	ordkeeping ince to metenel	• ☑	epecially designed for our system by internally developed	can add/delete/ch items can add/delete/ch items will handle user h will hendle test analysis
	tudent reco roes—refere n—line test	ordkeeping ince to metenel t administration	• ☑	apocially designed for our system by	can add/delete/ch items can add/delete/ch item classification: will handle user h will handle teet analysis
	tudent reco roes—refere n—line test	ordkeeping ince to metenel t administration	· 🛭	epocially designed for our system by internally developed purchased from test or research	can add/delete/ch items can add/delete/ch items will handle user h will hendle test analysis
	tudent reco roes—refere n—line test	ordkeeping ince to metenel t administration	· 🛭	epocially designed for our system by internally developed purchased from test or research	can add/delete/ch items can add/delete/ch items will handle user h will hendle test analysis
	tudent reco roes—refere n—line test	ordkeeping ince to metenel t administration	· 🛭	epocially designed for our system by internally developed purchased from test or research	can add/delete/ch items can add/delete/ch items will handle user h will hendle test analysis



	oftware handles lopment, indicate ilities below:	€.	of your software handles scoring, please indicate its capabilities below:		reporting, please indicate its capabilities below
0	on-line generation of teets		mark sense reader		subtest profiles
0	can use various enteria for selecting items		subtest and total scores		whitest profiles—class
	can add/delete/change items that are		objective mastery		□ Summary reports □ Cross reference to
_	computer selected		item statistics		maternals/methods
	automatically eigres answer keys		test statistics		•ther
	prints test				
	has special print features				
0	will print multiple forms				
۵	ether				
student re	oftware handles ecordkeeping, please ts capabilities	h.	If your software has graphics capabilities, please indicate these below .	i	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) IBM 4381 Mainframe
Q	by objective mastered		Graphics		
Ø	total scores ever time		can attach external graphics to item text		
0	gradebook or series of scores		can generate graphics and merge them in with item text		
U	other		can produce the entire test	I.	What is the approximate cost of your testing software?
					Would have to be
	the name of your itemest scoring software	k	Is your software.?		specifically discussed with
package?	ally developed		available on exchange agreement		interested party
program		-	available for purchase from vendor	m	Technical assistance in running the software is:
		-	available for purchase from you	•	available from us
		-	not available for others		available through vendor Would have
		_	Would have to be specificadiscussed with interested party. s or explanatory information about your explanatory information about your explanatory information about your explanation.		discussed wit

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*ITEM BANK DATA SHEET

Please type or write legibly. The					
Item Bank Title (if any) _La	nguage Arts, Socia	1 St., Re	ading. a	nd Ma	ath Grades 3-8
For information about the					
bank contact	Name <u>Dan Penh</u>	allegon		•	
		. Testing			Lon
		ma School		<u>:t</u>	
	Street104	N. 4th Av	renue		
	CityYaki	ma	State WA		Zip 98902
	Phone: Area code			4	
Please indicate the characteristi	cs of this item bank by placi				
 Which of the following are available. bank? (check all that apply) 	ailable through this		nich of these : nk?	Stateme	nts are correct for this
🔀 test items		- -	CAN BE		•
Classification of items by cor	ilen.	YES	ARRANGED	NO	
Repeal objectives or topic st			K		all or most of the bank
item specifications, detailed	content descriptions.	₽			is available for sale all or most of the bank
●tc.		90		ب	is available free (or
suggested instructional activ	ities	_	_	_	for cost of reproduction)
cross references between objectional management of the contract of the contract of the cross references between objection objection of the cross references between objection terials	<u> </u>			pre-developed tests are constructed from the item bank	
content review or other valid	ty information				tests are constructed
refiability estimates		,			based on objectives in
🔀 p-values					the item bank selected
IRT (latent trait) calibrations		_	_		by the user
other item analysis data technical reports		₩	Ü		items are used to con- struct tests based on objectives developed
2. What is the source of the ban	k's objectives and				by the user
items? (check all that apply)		5. WI	nat additional	service	s related to the bank
developed by teachers					k all that apply:
developed by state or local co	entral office staff	•	CAN BE		•
developed by test developmen your organization	t personnel within	YES	ARRANGED	NO	
developed by an outside organ	nization	₽			printing of test materials
collected from other sources		Ñ	ă	ō	test scoring services
3. What reviews or studies (if a	ny) were performed	, i	ă	<u> </u>	development of individual
for the items in the bank? (c)	eck all that apply)		_	_	student profiles
		$\mathbf{\Sigma}$			development of class and
review to verify appropriate of	to objectives	E			school profiles
content review to match items content review to establish ap	propriate grade levels				training on test administra tion procedures
content review to establish ac or age levels Rediting for clarity	proprieto grado revera	K			training on writing or selecting objectives and
Rediting based on seviews by to	echnical personnel	_	_		item specifications
editing based on technical date			₩		training on writing test
review for sex bias		[32]			items assistance in interpreting
review for cultural and ethnic	bias	ها	u	_	test data
informal pilot testing (informa small numbers of subjects, r	l selection of Subjects.				other
results)	-amplies and anivers of				
formal pilot testing (rigorous : results, large numbers of sul administration)	bjects, standardized				
,					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

We do not want to limit the content of the catalog to basic skills item banks If your item bank deals with other content areas, please be sure to include them

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMATE NUMBER					LEVEL		• 1	ı
	CONTENT AREA	OBJECTIVES	F ITEMS	School (0-4)	K-2 (6-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
Pho	metic Analysis	35	200		x	х	х			
Stru	uctural Analysis	30	200		x	_x_	×.			
	cebulary	25	200		x	х	х			
-	nprehension	85	500		x_	х	×			
5	ding Readiness									
Refe	eronce (Study) Skills	40	200		x	х	_x_			
	her Order Thinking Skills									
Con	nputational skills	200	2,500		x_	х	x		_	
Con	ncépts	65	1,000	<u> </u>	x_	х	x_			<u> </u>
_	blem Solving (Application)	50	1,000		x	х	х			<u> </u>
=	ometry	10	500			x	Lx_			
© E Cal∙	culator Math			ļ		_	<u> </u>			_
₹ Higi	her Order Thinking Skills									
Gra	mmar	х	800			¥	y _			
Usa	ge	х	800			х	х			
E Med	chanics	х	1.200			х	x			
~ e	eign Language (specify:)			ļ						
Č Con	mposition						-			
ANGUAGE Cou	her Order Thinking Skills			 						
_				-	-					
			_	-	-					
High	her Order Thinking Skills									
	Social Studies	x	1,500			x	x			
		<u> </u>					 			
(3)	her Order Thinking Skills									
<u>IC</u> _		155	J	1						

istem difficulty would very much appreciate it istem type (a g. multiple-cheice) Bisem's Tatenemy cegnitive level (a g. recall, inference) coher well-known cognitive tasenemy, please but tase words coher well-known cognitive tasenemy, please but developed our own cognitive tasenemy coher well-known cognitive tasenemy please but developed our own cognitive tasenemy coher well-known cognitive tasenemy coher known cognitive		retrieve items? (Check all that	sed to apply)	8 If your items are retri cognitive level, please where your cognitive	categories were
riem type (e.g. multiple_cheice)		ebjective to be tested		listing of the taxonor	ny you use, we
computer level (a.g., recall, inference)		<u> </u>	المماد	_ •	•
tay words					
other please bit please b		_ ,	mierence j	ether well-kno tasenemy, plas	pun cognitive ase list
Starm management Starm manag		_		modified on ex	risting taxonomy,
9 In what form are the following available? (Check all that apply) HARD MICRO DISK DISK OR TAPE AVAILABLE NOT DISK OR TAPE AVAILABLE Nom tarts Nom tar				developed our	
HARD MICRO DISK DISK OR TAPE AVAILABLE				ether	
HARD MICRO DISK DISK OR TAPE AVAILABLE	۵	In what form are the following a	nvailable? ((Check all that apply)	
If computer software is used to support item banking, please answer the following questions (In each case, check all responses that apply) A What function(s) does this software?	y	HARD MICRO	MAINFRAME	NOT	
If computer software is used to support item banking, please answer the following questions (In each case, check all responses that apply) a What function(s) does this b From where did you obtain this c life your software handles item management, indicat its capabilities below adapted from existing spreadtheets, databases, etc test development test development fryou software handles item management, indicat its capabilities below adapted from existing spreadtheets, databases, etc fryour software handles item management, indicat its capabilities below stores items fryour software handles item management, indicat its capabilities below can add/delete/che litems CAN PLUS apecially designed for our system by or -kne test administration other District Staff purchased from test or research		•			
If computer software is used to support item banking, please answer the following questions (In each case, check all responses that apply) a What function(s) does this b From where did you obtain this c life your software handles item management, indicat its capabilities below adapted from existing spreadtheets, databases, etc test development test development fryou software handles item management, indicat its capabilities below adapted from existing spreadtheets, databases, etc fryour software handles item management, indicat its capabilities below stores items fryour software handles item management, indicat its capabilities below can add/delete/che litems CAN PLUS apecially designed for our system by or -kne test administration other District Staff purchased from test or research					
The check all responses that apply and apply are perform? What function(s) does this software? If your software handles item management, indicated its capabilities below adapted from existing spreadsheets, databases, etc. If your software handles item management, indicated its capabilities below adapted from existing spreadsheets, databases, etc. If your software handles item management, indicated its capabilities below adapted from existing spreadsheets, databases, etc. If your software handles item management, indicated its capabilities below Adapted from existing spreadsheets, determines the programs you are using the programs you are using the programs you are using the programs you are using the programs of the programs you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the program you are using the p		Item statistics	Ľ		
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purchased from test or research		software perform? Item management test development scoring reporting student recordkeeping cross-reference to materials	softv (25)	adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using CAM PLUS.	item management, indicate its capabilities below stores items full—screen editing can add/delete/changitems can add/delete/changitems will handle user hist
		software perform? Item management test development scoring reporting student recordkeeping cross-reference to materials or -line test administration	softv Ø3	adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using CAM PLUS. apecially designed for our system by District Staff.	item management, indicate its capabilities below stores items full-screen editing can add/delete/changitems can add/delete/changitems will handle user hist analysis
		software perform? Item management test development scoring reporting student recordkeeping cross-reference to materials or -line test administration	soft\ (2)	adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using CAM PLUS apecially designed for our system by District Staff purchased from test or research	item management, indicate its capabilities below stores items full-screen editing can add/delete/changitems can add/delete/changitems will handle user hist analysis
		software perform? Item management test development scoring reporting student recordkeeping cross-reference to materials or -line test administration	soft\ (2)	adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using CAM PLUS apecially designed for our system by District Staff purchased from test or research	item management, indicate its capabilities below stores items full-screen editing can add/delete/changitems can add/delete/changitems will handle user hist analysis
		software perform? Item management test development scoring reporting student recordkeeping cross-reference to materials or -line test administration	soft\ (2)	adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using CAM PLUS apecially designed for our system by District Staff purchased from test or research	item management, indicate its capabilities below steres items full-screen editing can add/delete/changitems can edd/delete/changitems will handle user hist analysis



n-line generation of ests can use various enterplor selecting stems can add/delete/change tems that are computer selected sutomatically stores sensions keys prints tests has special print leatures cut, print multiple forms	23 ° 23 ° 23 °	mark sonse reader subtest and total scores objective mustery tem statistics est statistics other		subtest profiles student subteet profiles cles summary reports cross reference to materials/methods other
ion selecting stems can add/delete/change tems that are computer selected sutematically stores conswor keys prints tests has special print leatures con print multiple forms	题 。 图:	objective mastery tem statistics lest statistics		summary reports cross reference to materials/methods other
an add/delete/change tems that are computer selected sutematically stores sension keys prints tests has special print leatures	∑ :	tem statistics		cross reference to materials/methods
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has special print leatures 	- - -			
icatures 	-			
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other				
ftware handles cordkeeping, please s capabilities	graphics	oftware has capabilities, please these below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc. Wang System 400
by objective mastered		graphics		Apple IIe
total scores over time	[2]	can attach external graphics to item text		Apple MacIntosh
gradebook or series of	_	can generate graphics		MicroVax II
Scores	0	and merge them in with item text		
•ther	G	can produce the entire test	:	What is the approximate cost of your testing software? Not Available
he name of your item	k Is your	software ?		
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11y developed		eficemer.		- challed anniabance in
		available for purchase from vendor	m	Technical assistance in running the software is
		available for purchase from you		available from us
	· Œ	not available for others		evailable through vendor
				not available
_		· 5	available for purchase frem you no: available for ethers	available for purchase from you

SECTION B

PRE-DEVELOPED TESTS ONLY AVAILABLE

ITEM BANK DATA SHEET

Please type or write legibly. This					
Item Bank Title (if any)					
For information about the bank contact:	Name <u>Judy Ringaman</u> Title <u>Manager of Cu</u>	stomized			
	Organization _America	n Guidanc	e Service		
	Street Publishers' B				
	City Circle Pines				Zip _55014
	Phone: Area code 612	Number	<u> </u>		
Please indicate the characteristics	of this item bank by placing				
 Which of the following are availabank? (check all that apply) 	ble through this		nich of these : nk?	state mei	nts are correct for this
test items Classification of items by conter	ut	YES	CAN BE ARRANGED	NO	
(N general objectives or topic state	ments				all or most of the bank us available for sale
item specifications, detailed coretc. suggested instructional activities	itent descriptions,				ail or most of the bank is available free (or for cost of reproduction)
cross references between objecti	ives and ials			Ð	pre-developed tests are constructed from the
	nformat IOn		Ď		tests are constructed based on objectives in the item bank selected
	objectives and				by the user items are used to con- struct tests based on objectives developed by the user
What is the source of the bank's items? (check all that apply)	, objectives and				s related to the bank
developed by teachers	statt as statt	ca	n be provided	!? (c heci	k all that apply:
☑ developed by state or local centre ☐ developed by test development p your organization	al office staff ersonnel within	YES	CAN BE ARRANGED	NO	
developed by an outs-de organization collected from other sources	ation	<u> </u>			printing of test materials test scoring services
3. What reviews or studies (if any for the items in the bank? (chec	were performed k all that apply)	2			development of individual student profiles
[7] review to verify appropriate conti	ent	X		U -	development of class and school profiles
content review to match items to	objectives				training on test administra tion procedures
content review to establish appro or age levels editing for clarity	burare disme level?				training on Writing or selecting objectives and
editing based on reviews by tech description and descriptions are described as a second secon	nical personnel	80			item specifications training on writing test items
review for sex bias review for cultural and ethnic bit	is	Ð			assistance in interpreting test data
informal pilot testing (informal s small numbers of subjects, non results)	rigorous analysis of				other
formal pilot testing (rigorous san results, large numbers of subje administration)	npling and anlysis of cts. standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

		APPROXIMATI	NUMBER	Pro		RADE	LEVEL	(AGE)		
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis									
	Structural Analysis			├ ──						
	Vocabulary		750				х	X		
2	Comprehension		400				х	Х	 - -	
ş	Reading Readiness	1 1		↓	<u> </u>				<u> </u>	
¥	Reference (Study) Skills	1 1				<u> </u>	ļ			
	Higher Order Thinking Skills	1 1		<u> </u>	<u> </u>					
	Tilgree Orosi Tillianing Onino			<u> </u>	<u> </u>					
					<u> </u>					<u> </u>
	Computational skills		300				X_	L _x		<u> </u>
	•	1 1	300				x	х		<u> </u>
λi	Concepts	ļ :	300				х	х		<u> </u>
THEMATICS	Problem Solving (Application)									
TEXT	Geometry	1 (
<		1			1					
3	Higher Order Thinking Skills			+]
		·		+ -	\top		1			
				+	十	 	 	 	1	
	Grammar	-		+	┼		+	1	1	1
	Usage	-		+	+-	 	 	T	1	
Ams	Mechanics			 -	+	1	+	+-	+-	+
	· · · · · · · · · · · · · · · · · · ·				+-	1-	1	 	-	+
ANGUAGE	Composition	-			+-	┼	+-	┼─	+	1
Ž	Higher Order Thinking Skills	-		+	+	+-	+	 	1	+-
=	Medical/Clerical	-	800	-	+	+-	 	+-	┼	X
				+	╁	+-	+	╂	+-	+
		-		↓	1-	┼	╂	↓ —	+-	╁
Ž				 	\bot	↓	↓	↓	╀	+-
SCIFNCE	Higher Order Thinking Skills			—	\bot	↓	↓	↓	↓ —	+-
					1_	↓	↓	↓	↓	1
				<u> </u>	_	↓	_	1_	↓	╁
٥	£			1_		1	1	↓	↓	<u> </u>
)	16	h	\perp		<u> </u>				
K	igher Order Thinking Skills									

item difficulty	·)	cognitive level, please where your cognitive derived (if you wou listing of the taxonor	catego ild like ny yo	ories were e to attach a u use, we
item type (e.g., multiple-choice)		would very much app		e it j
Cognitive level (e.g., recell, inferen	ce)	☐ Bloom's Taze	•	enitwa
key words	•	texonomy, pic	ase bst	
content area, bl	ueprint	modified an e please list	zisting	taxenomy,
nene 10	cation	developed our taxenomy	ewn c	ognitive
		ether		
9 In what form are the following availal	ble? (Check a	ill that apply)		
MAIN MICEO MAIN	FRAME	NOT		
COPY DISK DISK	OR TAPE AV	NILABLE		
item texts : U U L		된 된 전		
item statistics		<u> </u>		
			•	questions (In each case,
a. What function(s) does this b.	From where software?	did you obtain this	c	If your software handles item management, indicate
	software?	from existing spreadsheets,		If your software handles item management, indicate its capabilities below
software perform?	software? adapted database	from existing spreadsheets, s, etc		If your software handles item management, indicate its capabilities below
software perform?	software? adapted database	from existing spreadsheets,		If your software handles item management, indicate its capabilities below stores items full-screen editing
software perform? item menagement test development	software? adapted database	from existing spreadsheets, is, etc.		If your software handles item management, indicate its capabilities below
software perform? item menagement test development scoring	software? adapted database	from existing spreadsheets, is, etc.		If your software handles item management, indicate its capabilities below stores items full-screen editing can add/delete/change
software perform? item menagement test development scoring reporting	software? adapted database if you c list the	from existing spreadsheets, is, etc hecked the above box, pleese programs you are using		If your software handles item management, indicate its capabilities below stores items full-screen editing can add/delete/change items
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software perform? item menagement test development scoring reporting student recordkeeping cross-reference to materials	software? adapted database if you c list the	from existing spreadsheets, is, etc hecked the above box, pleese programs you are using		If your software handles item management, indicate its capabilities below stores items full-screen editing can add/delete/change items can edd/delete/change item classifications will handle user history will handle test analysis
software perform? item menagement test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	software? adapted database ff you clist the specially	from existing spreadsheets, is, etc hecked the above box, pleese programs you are using designed for our system by		If your software handles item management, indicate its capabilities below stores items full-screen editing can edd/delete/change items can edd/delete/change item classifications will handle user history
software perform? item menagement test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	software? adapted database if you clist the specially	from existing spreadsheets, is, etc hecked the above box, pleese programs you are using designed for our system by		If your software handles item management, indicate its capabilities below stores items full-screen editing can add/delete/change items can edd/delete/change item classifications will handle user history will handle test analysis
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	elopment, indicate pilities below:	scoring, please indicate its capabilities below		reporting, please indicate its capabilities below.
	can use various criteria	mark sense reader subtest and total scores objective mastery item statistics test statistics other		subtest profiles—student subtest profiles—clas summary reports cross reference to materials/methods other
student (indicate below	software handles recordkeeping, please its capabilities by objective mastered total scores over time	h. If your software has graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) Prime
	•ther	can produce the entire	I.	What is the approximate cost of your testing software?
	the name of your item test scoring software	k Is your software? available on exchange agreement available for purchase from vender available for purchase from you not available for others	m	Technical assistance in running the software is. available from us available through vendor

f If your software handles

thinking skills, and in computerized systems

Just getting off the ground. Responses included here not necessarily true of entire item bank, but will be true of all items eventually.



Detroit Pub Schools

• ITEM BANK DATA SHEET

Item Bank Title (if any) DET Hi				-	
For information about the DET.	ssessment of Basic S	kills			
bank contact	Name Sharon John				
	Title <u>Director Ev</u>				
	Organization Detroi	t Public S	chools		
	Street 5035 Woodwa Detroit	<u> </u>	MI		48202
	City		_ State		Zip
	Phone: Area code 313	Number	<u>494-2022</u>		
ase indicate the characteristics	of this item bank by placin	g an "X" in t	he appropriate	e boxes	•
Which of the following are availa	ble through this			stateme	nts are correct for this
bank? (check all that apply)	•	ba	nk?		
X) test items		UFF	CAN BE ARRANGED	AIC.	
classification of items by conten		YES	AKKANGED	NO [X]	all or most of the bank
general objectives or topic state		U		(2)	is available for sale
item specifications, detailed con etc. Suggested instructional activities				Ø	all or most of the bank is available free (or for cost of reproduction
cross references between objecti appropriate instructional materi	ves and als	X			pre-daveloped tests are constructed from the
content review or other validity is	nformation	6 7			item bank
reliability estimates p-values () IRT (latent trait) calibrations			U		tests are constructed based on objectives i the item bank selecte
other item analysis data		E			by the user items are used to cor-
technical reports		٠	U		struct tests based on objectives developed
What is the source of the bank's	objectives and				by the user
items? (check all that apply)		5. Wh	at additional	service	es related to the bank
developed by teachers		ca	n be provided	? (chec	k all that apply)
developed by state or local centre			CAN BE		
developed by test development per your organization	rsonne: within	YES	ARRANGED	NO	
developed by an outside organiza	tion	Ø	С	\Box	printing of test materia
collected from other sources		2			test scoring Services
What reviews or studies (if any)	were performed	õ			development of individ
for the items in the bank? (check				_	student profiles
review to verify appropriate conte	nt				development of Class a school profiles
content review to match items to	objectives	₩.			training on test admini
content review to establish appropriate or age levels	oriate grade levels	Q			tion procedures training on writing or
editing for clarity aditing based on reviews by techr	ucal nersonnel				se.ecting objectives item specifications
oditing based on technical data	icai personner	₫			training on writing test
review for sex bias		Q			Items
review for cultural and ethnic bia		r 20	:	Ļ	assistance in interpret test data
informal pilot testing (informal se small numbers of subjects, non- results)	lection of subjects. Igorous analysis of				other
formal pilot testing (rigorous sam	oling and anlysis of ts. Standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

		APPROXIMATI	NUMBER	Pro	•	RADE	LEVEL	(AGE)	_	
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis			х						
	Structural Analysis									
	Vocabulary	1	_	<u> </u>	х	_x	х	х		
9	-	I		х	х	х	X_	ļ		
	Reading Readiness	1								
¥	Reference (Study) Skills	i I		<u> </u>			х	х		
	Higher Order Thinking Skills	i						<u> </u>		
										_
	Computational skills			x	х	х	х			
	Concepts	1		Х	Х	х	X	х		
λί		1		х	х		x	х		
THEMATICS	Problem Solving (Application)	1 1		х	х	х	х			
¥	Geometry	i i			Π					
⋖	Calculator Math	i i								
3	Higher Order Thinking Skills		-				1			
	Grammar			ļ		x	×	x		-
	Usage			+	├—	×	 x -	X	_	├
E	Mechanics			<u> </u>	├—		₩-	├	 	┼
Y	Foreign Language (specify:	_		-		—	 	}	├	
DAG	Composition			<u> </u>	Х	Х	X	Х	X	₩-
ANGUAGE	Higher Order Thinking Skills	1		<u> </u>	_	├	₩-	 	 	
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					<u> </u>	 	_	↓	<u> </u>	
				<u> </u>	<u> </u>	<u> </u>	_	 		<u> </u>
KE						<u> </u>		<u> </u>		
SCIENCE	Higher Order Thinking Skills							L	<u> </u>	
5 0	There vive Hilling Sulls							<u> </u>	 	1
	,			1	-		╂	 	1	-
HER		164		 	 	 	"	 "	 	T
Ĭ	Tigher Order Thinking Skills			 	X	 ×	 	 ^	†	t

retrieve items? (Check all that apply	y)	derived	ur cognitive (If you wou	categ ıld lik	o <mark>ries w</mark> ere e to attac	h a
item difficulty			the taxonor ry much app			!
item type (e.g., multiple-choice)			Bloom's Taxe	nemy	-	
Cognitive level (e.g., recall, inferes	nce)		other well-kn	own ca	gnitive	
tey words			tazenemy, ple			
			modified an ex please list	zisung	taxonomy,	
none			developed our taxonomy	ewn c	ognitive	
		5	ether			
In what form are the following availa	ible? (Che	eck all that apply)			
HARD MICRO MAIR	NFRAME OR TAPE	NOT AVAILABLE				
rtem texts		٥٥٥				
item graphics						
If computes software is used to suppo-		nking Blazca znec	wer the follow	wing	auestions	(In each Case.
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a What function(s) doe this b software perform?	From w	vhere did you obt e [?]	ain this		If your s	software handles
a What function(s) dor this b software perform?	From w software	vhere did you obt	ain this		If your s	software handles nagement, indicate
a What function(s) dor this b software perform? Item management test development	From w softward ada	vhere did you obt e? apted from existing s	rain this preadsheets, re box, please		If your s	software handles nagement, indicate bilities below stores items
a What function(s) dor this b software perform? ltem management test development scoring	From w softward ada	where did you obt e? apted from existing s tabases, etc you checked the abov	rain this preadsheets, re box, please		If your sitem maits capal	software handles nagement, indicate bilities below stores items full—screen editing
a What function(s) dor this b software perform? item management test development scorr.g reporting	From w softward ada	where did you obt e? apted from existing s tabases, etc you checked the abov	rain this preadsheets, re box, please re using		If your sitem maits capat	software handles nagement, indicate bilities below stores items full-screen editing can add/delete/chang items
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a What function(s) doe this b software perform? litem management test development scoring reporting student recordkeeping	From w softward dat	where did you obt e? apted from existing s tabases, etc you checked the abov	preadsheets, re box, please re using		If your sitem maits capal	software handles nagement, indicate bilities below stores items full—screen editing can add/delete/changitems can add/delete/changitem classifications will handle user hist will handle test
a What function(s) doe this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials	From w softward dat	where did you obt e? spled from existing stabases, etc you checked the above the programs you a	preadsheets, re box, please re using		If your sitem maits capal	software handles nagement, indicate bilities below stores items full—screen editing can add/delete/changitems can add/delete/changitem classifications will handle user hist
a What function(s) doe this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From w software ada dat	where did you obt e? spled from existing stabases, etc you checked the above the programs you a	preadsheets, re box, please re using ur system by		If your sitem maits capal	software handles nagement, indicate bilities below stores items full-screme editing can add/delete/changitems can add/delete/changitem classifications will handle user history will handle test analysis
a What function(s) doe this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From w software ada dat	where did you obte? apted from existing stabases, etc you checked the above the programs you a ecially designed for or	preadsheets, re box, please re using ur system by		If your sitem maits capal	software handles nagement, indicate bilities below stores items full-screm editing can add/delete/changitems can add/delete/changitem classifications will handle user histe will handle test analysis
a What function(s) doe this b software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	From w software ada dat	where did you obte? apted from existing stabases, etc you checked the above the programs you a ecially designed for or	preadsheets, re box, please re using ur system by		If your sitem maits capal	software handles nagement, indicate bilities below stores items full-screme oditing can add/delete/changitems can add/delete/changitem classifications will handle user historial



	test deve	oftware handles lopment, indicate ilities below	•	If your software handles scoring, please indicate its capabilities below	f	If your software handles reporting, please indicate its capabilities below
		en-line generation of tests		mark sense reader		publicat profiles
		can use various criteria for selecting items		scores and total		subtest profiles——class
		can add/delete/change		objective mastery		summary reports
		items that are computer selected		item statistics		cross reference to materials/methods
		automatically stores answer keys		test atelistics		other
		prints tests		other		
		has special print features				
		will print multiple forms				
		ether				
į	student r	oftware handles ecordkeeping, please its capabilities	h.	If your software has graphics capabilities, please indicate these below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
		by objective mastered		can generate most graphics		
		by objective mastered				
		•		can attach external graphics to item text can generate graphics and merge them in		
	0	total scores over time		can attach external graphics to item text can generate graphics and merge them in with item text		
	0	total scores over time gradebook or senes of scores		can attach external graphics to item text can generate graphics and merge them in	ſ	What is the approximate cost of your testing software?
	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	total scores over time gradebook or senes of scores other the name of your item	k	can attach external graphics to item text can generate graphics and merge them in the item text can produce the entire test	ı	cost of your testing
ŧ	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	total scores over time gradebook or senes of scores other	k	can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test	I	cost of your testing
ŧ	What is banking/t	total scores over time gradebook or senes of scores other the name of your item	k	can attach external graphics to item text can generate graphics and merge them in kth item text can produre the entire test 1. your software?	ſ m .	cost of your testing
ŧ	What is banking/t	total scores over time gradebook or senes of scores other the name of your item	k	can attach external graphics to item text can generate graphics and merge them in the item text can produce the entire test 1. your software? available on exchange agreement available for purchase		cost of your testing software? Technical assistance in
ŧ	What is banking/t	total scores over time gradebook or senes of scores other the name of your item	k	can attach external graphics to item text can generate graphics and merge them in the text can produce the entire test 1. your software? available on exchange agreement available for purchase from vendor		Technical assistance in running the software is

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



Dist of Columbia Schools

TTEM BANK DATA SHEET

Please type or write legibly. This) 10 0.			
Item Sank Title (if any) _END-	OF-COURSE EXAMINATIONS	(Seco	dary Leve	l, grad	des 7-12)
For information about the					
bank contact.	NameDr. Valeria			c:	
	Title <u>Director</u> , Stud	ent Asse	ssment Of	tice	-1-
	Organization District				
	Street415 Twelfth St				
	CityWashington				Zip <u>20004</u>
	Phone: Area code202	Number	724-416	4	
ease indicate the characteristics	of this item bank by placing a	n ''X'' in t	he appropriat	e boxes	
Which of the following are avail	able through this			sta teme	nts are correct for this
bank? (check all that apply) P	lanned for implementation	n ba i	nk?		
0	ver the next 3 years		CAN BE		
test items classification of items by conte	nt	YES	ARRANGED	NO	
general objectives or topic state				Ø	ell or most of the benk
item specifications, detailed co	ntent descriptions,				is aveilable for sale el! or most of the bank is aveilable free (or
suggested instructional activities				_	for cost of reproduction
cross references between object appropriete instructional mater	ri81\$	©			pre-develuped tests are constructed from the item bank
Content review or other validity	mormation	K			tests are constructed
reliability estimates p-values		-	5		based on objectives in the item bank selected
		5			by the user
technical reports		Ø		_	items are used to con- struct tests based on objectives developed
What is the source of the bank'	s objectives and				by the user
items? (check all that apply)		5. Wh	at additional	service	s related to the bank
☑ developed by teachers	•	Ca	n be provide d	? (checi	k all that apply)
X developed by state or local cent			CAN BE	Plann	ed for implementati
developed by test development pyour organization		YES	ARRANGED	NO O	over the next 3 year
⊠ developed by an outside organiz N collected from other sources	ation	\mathbf{x}			printing of test materials
		፟			test scoring services
. What reviews or studies (if any	were performed			IJ	development of a dividus
for the items in the bank? (check review to verify appropriate controlled)		X			student profiles development of class an school profiles
Content review to ment items to	objectives	⊠			training on test adminis
🔀 content review to e. I Ish appr	opriate grade levels		_	_	tion procedures
or age levels Additing for clarity		X			treining on writing or selecting objectives a item specifications
Rediting based on reviews by tech		W I			training on writing test
editing based on technical data	next 3 years		_		items
review for sex bias review for cultural and ethnic bi	28	Ð			essistance in interpretin
informal pilot testing (informal t	selection of subjects.				test dete
email numbers of subjects, nor results)	n-rigorous enalysis of				other
In formal pulot testing (rigorous saids) formal pulot testing (rigorous saids) formal	mpling end enlysis of ects, standardized Planned	over the	next 3 ye	ars	



6. Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not fisted, please write it in the space provided.

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For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" Items may overlap other content areas within each subject.

		APPROVIMAT		Pro			LEVEL		,	
	CONTENT AREA	OBJECTIVES	items	School (0-4)	K·2 (6-7)	3-5 (8-10)	6-8 (11-13)	9-12 [14-17]	College	Adul
Pho	onetic Analysis									
Str	uctural Analysis									
Vo	Cabulary Development				_		×	x		
Ca	mprehension						_ x_	¥		
5	eding Readiness			<u> </u>						
	ference (Study) Skills	1 1		<u> </u>			х	х		
Hig	ther Order Thinking Skills									_
R	demedial/corrective Reading						х	х		
D	evelopment Reading I			<u> </u>			х	х		
Ca	mputational skills			_						
Co	ncepts			<u> </u>					_	_
? Pro	oblem Solving (Application)			<u> </u>						
2	cometry	1 1					х_	х		
Ce	Iculator Math	1 1		<u> </u>						
<u> </u>	ther Order Thinking Skills	1								L_
	lementary Algebra						x	х		
E	ssential Mathematics I				<u> </u>		х	x		
Gr										
	sage									_
_	chanics			<u> </u>	<u> </u>					<u> </u>
K	reign Language (specify:)									
5	imposition	1								
5	gher Order Thinking Skills									_
	nglish I						х			
	nglish II							x		
	iology							х		
; —	cience for Decision Making							х		
<u>ت</u> نور از	gher Order Thinking Skills									
_	ther Order Thinking Skills aboratory Skills			1		<u> </u>		х		
	listory & overnment of D.C.						х	×		
_	civics						х	х		
		168								
	ther Order Thinking Sidils orld Cultures	105		 	$\vdash \lnot$	 	×	×		\vdash

retrieve Kem System to System to A A A A A A A A A A A A	ns? (Ch be imp bjective to om difficult; om type (e ognitive love oy words		apply) over the r years. 9, & 10)	next	modified an e	e indicate from categories were uld like to attach a my you use, we prociate it.) momy moun cognitive nace But
□ *	904				tazonomy	
item texts Item graphics Item statistics	MARD COPY	MICRO DISK S	MAINFRAME DISK OR TAP	NOT		
a. What f	ponses th	will with this	b Fron	n where dic ware [?]	lease answer the foll I you obtain this a existing spreadshoots, lc.	c. If your software handles item management, indicate its capabilities below: Our choice will handle:
(2) per	t developm pring porting udent record		0	If you check list the prog	ed the above box, please rams you are using	tull-screen editing can add/delete/change items can add/delete/change item classifications
⊠ •	-line test	ce to materials	- - -	<u>In-hous</u>	igned for our system by se personnel om test or research	will handle user history will handle test analysis other
 			-		160	

test	your software ha I development, is capabilities below	ndicate	●.	If your software handles scoring, please indicate its capabilities below:	ſ	If your software handles reporting, please indicate its capabilities below:
	⊠ en-line gen	eration of		M mark sonse reader		Student profiles
	can use var			subtest and total poores		mubicat profiles class
	can add/dal	ete/change		abjective mastery		Summary reports
	items that a computer se			item statistics		cross reference to materials/methods
	Sutomatically answer boys	y stores		test statistics		other
	printe tests			other		
	has special features	print				
	Will print m	ultupis				
	O other					
If •	your software ha	ndles	h	li Aoni solfmate usz	i.	Tillet type of competer do
stu	your software ha dent recordkeepir icate its capability ow. Decision	ng, please lies not made ye		If your software has graphics capabilities, please indicate these below:	•	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
stu	dent recordkeepiricate its capability ow. Decision by objective	ng, please ties not made you mastered		graphics capabilities, please indicate these below: can generate most graphics	•	you use? (If micro, please indicate XT, AT, 286, etc.) Microcomputer
stu	dent recordkeepiricate its capabilition. Decision by objective	ng, please ties not made you mastered ever time		graphics capabilities, please indicate these below:	·	you use? (If micro, please indicate XT, AT, 286, etc.) Microcomputer Sperry
stu	dent recordkeepiricate its capability ow. Decision by objective	ng, please ties not made you mastered ever time		graphics capabilities, please indicate these below: can generate most graphics can attach external	·	you use? (If micro, please indicate XT, AT, 286, etc.) Microcomputer
stu	dent recordkeepiricate its capability ow. Decision by objective total scores	ng, please ties not made you mastered ever time		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text		you use? (If micro, please indicate XT, AT, 286, etc.) Microcomputer Sperry IBM
stu	dent recordkeepiricate its capabilitiow. Decision by objective total scores gradebook e	ng, please ties not made you mastered ever time		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in	1.	Microcomputer Sperry IBM
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stui indi belo	dent recordkeepin icate its capability capability own. Decision by objective total scores gradebook of scores other at is the name of	ng, please ties not made ye mastered ever time or series of	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text		Microcomputer Sperry IBM What is the approximate cost of your testing software? Item Banking = \$1500.00 Test Scoring/Reporting
stuindi bek Whi bani pacl	dent recordkeepin icate its capability ow. Decision by objective total ecores gradebook of scores other at is the name of king/test scoring kage?	ng, please ties not made you mastered ever time or series of pf your item software	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test sysum software:?		Microcomputer Sperry IBM What is the approximate cost of your testing software? Item Banking = \$1500.00
stuindi bek Whi bani pacl	dent recordkeepiricate its capability ow. Decision by objective total scores gradebook escores other at is the name eiking/test scoring kage? tem Banking:	ng, please ties not made your mastered ever time or series of your item software Test Build	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test available on exchange agreement	i.	Microcomputer Sperry IBM What is the approximate cost of your testing software? Item Banking = \$1500.00 Test Scoring/Reporting approx. \$10,000.00
stuindi bek Wha bani pacl	dent recordkeepiricate its capability ow. Decision by objective total scores gradebook escores other at is the name eiking/test scoring kage? tem Banking:	ng, please ties not made you mastered ever time or series of pf your item software	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test sysum software:?		Microcomputer Sperry IBM What is the approximate cost of your testing software? Item Banking = \$1500.00 Test Scoring/Reporting
What band pack	dent recordkeeping icate its capability ow. Decision by objective total scores total scores gradebook escores other at is the name esting/test scoring large? tem Banking: (Date est Scoring:	of your item software Test Build ta Guide) In-House	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test is your software:? available on exchange agreement available for purchase from vender	i.	Microcomputer Sperry IBM What is the approximate cost of your testing software? Item Ranking = \$1500.0 Test Scoring/Reporting approx. \$10,000.00 Technical assistance in
What band pack	dent recordkeeping icate its capability ow. Decision by objective total scores gradebook of scores other at is the name of icing/test scoring icage? tem Banking: (Date	of your item software Test Build ta Guide) In-House	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test is your software:? available on exchange agreement gvallable for purchase from vender	i.	Microcomputer Sperry IBM What is the approximate cost of your testing software? Item Ranking = \$1500.00 Test Scoring/Reporting approx. \$10,000.00 Technical assistance in running the software is
What band pack	dent recordkeeping icate its capability ow. Decision by objective total scores total scores gradebook escores other at is the name esting/test scoring large? tem Banking: (Date est Scoring:	of your item software Test Build ta Guide) In-House	et.	graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test test is your software:? available on exchange agreement available for purchase from you	i.	Microcomputer Sperry IBM What is the approximate cost of your testing softwarc? Item Ranking = \$1500.0 Test Scoring/Reporting approx. \$10,000.00 Technical assistance in running the software is

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Florida State DOE

*ITEM BANK DATA SHEET

Please type o	or write legibly. This qu	estionnare will be	photocopie	đ.			
Item Bank	Title (if any)Distric	t Item Bank	- Grades	3, 5, 8	3, and 10		
For inform	ation about the	_		·			
bank conta	act	Name Dr. T	homas H.	<u>Fisher</u>			1 7 1 74677
	•••	TitleAdmin	<u>istrator,</u>	Assess	sment, Tes	sting,	and Evaluation
1		Organization	Departmen	t of E	lucation_		
		Ctroot	506 Knott	Bud 1di	i π <i>σ</i>		
		City	Tallahass	ee	State_Flor	rida	Zip _32399
		Phone: Area co	40 904	Number	488-8195	3	ì
		Augus. Man co		,,,,,,,,,,,			
Store indicat	te the characteristics of	this item bank by	placing an '	'X'' in ti	he appropriat	e boxes	
				A Wh	ich of these	stateme	nts are correct for this
1. Which of th	ne following are available	e through this		be:			
bank? (che	eck all that apply)			•			
图 test item	5			YES	CAN BE ARRANGED	NO	
classific	ation of items by content			163		130	all or most of the bank
Oeneral C	bjectives or topic stateme	nts					is available for sale
item spec	cifications, detailed conter	nt descriptions.				\mathbf{X}	all or most of the bank
etc.							is available free (or for cost of reproduction)
suggeste	d instructional activities	s and		$\mathbf{\Sigma}$			pre-developed tests are
Cross ret	lerences between objective riate instructional material:	5		U	٥	_	constructed from the
Content r	review or other validity info	ormation			_	_	item bank
reliabilit				፟.			tests are constructed based on objectives in
D p-values							the item bank selected
	nt trait) calibrations						by the user
D) other ite	m analysis data					X	items are used to con-
technica	i reports						struct tests based on objectives developed
2 What is th	e source of the bank's o	bjectives and					by the user
items? (C)	heck all that apply)			s Wh	ar additiona	l service	es related to the bank
							k all that apply
(V) develope	d by state or local central	office staff		-	CAN BE		
develop/	d by test development pers	onne! within		~**	ARRANGED	NO	
your or	ganization			1 63	ANNANGED	,,,	
develope	d by an outside organization	on				E	printing of test materials
	d from other sources				ō	$\overline{\mathbf{v}}$	test scoring services
2 What savid	ews or studies (if any) w	ere performed				$\overline{\mathbf{g}}$	development of individual
for the ite	ms in the bank? (check	il that apply)		_		5	student profiles
							development of class and school profiles
X: review to	o verify appropriate content review to match items to ob	lectives					training on test administra
: Si content r	eview to establish appropri	ate grade levels		_	_	_	tion procedures
Ot alls	levels						training on writing or
(75) editing fo	or clarity						selecting objectives and item specifications
📆 editing b	esed on reviews by technic	al personnel					training on writing test
g editing b	eased on technical data			-	_	_	items
🔯 review fo	or sex bias			X			assistance in interpreting
Teniew (or cultural and ethnic bias	etion of eitheris					test deta
[Z] informal	pilot testing (informal sele numbers of subjects, non-rij	ction of subjects					other
resuits	s)						
M formal p	ilot testing (rigorous sampl	ing and anlysis of					
results	. large numbers of subjects	, standardized					
∌ ₫mini:	stration) (grades 3 a	nd 10 only)					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area If the appropriate content area is not listed, please write it in the space provided

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C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT		Pre			LEVEL			1
	CONTENT AREA	OBJECTIVES	ITENS	School (0-4)	K-2 (5-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
	Phonetic Analysis									
	Structural Analysis			<u> </u>	-	├				-
	Vocabulary	5	124	 	├	Х	X	X		
2	Comprehension	10	228	 		Х	Х	Х		
	Reading Readiness			ļ	<u> </u>					
¥	Reference (Study) Skills	1 - 1	74		<u> </u>	<u> x</u>	Y		 	
	Higher Order Thinking Skills	1 1								
		37	373	 		Х	x	Х		
	Computational skills	_	231			х	х	х		
ši	Concepts	17	117			х	х			
THEMATICS	Problem Solving (Application)		32			х	х			
Ĭ	Geometry	_		1						
HAT		i		1 -						
_	Higher Order Thinking Skills	_		1 _						
	Grammer	10	60	<u> </u>	↓_	х	X		ļ	-
	Usage			<u> </u>	↓		↓		 	
ANTS	_	1 16	198	<u> </u>	<u> </u>	X	X	X	 	<u> </u>
EA		i :				<u> </u>	<u> </u>			<u> </u>
	Composition				↓_	<u> </u>	↓	<u> </u>	<u> </u>	
LANGUAG	Higher Order Thinking Skills					<u> </u>	↓	!	<u> </u>	↓
7	Organizing	6	48		<u> </u>	Х	х		<u> </u>	<u> </u>
	Soplying Information	7	56			х	<u> </u>	<u> </u>	<u> </u>	
				_ 	<u> </u>		<u> </u>	<u> </u>		<u> </u>
AC.									↓	
SCIENCE	Higher Order Thinking Skills									
4 7	ingher Orger Thinking 3005							<u> </u>	<u> </u>	$oldsymbol{ol}}}}}}}}}}}}}}}}}$
								<u> </u>	<u> </u>	<u> </u>
GH C						<u> </u>	<u> </u>	<u> </u>	↓	<u> </u>
			72							
R Provide	igher Order Thinking Skills		76					1	<u> </u>	

retrieve iter	he following can be ns? (Check all that bjective to be tested em difficulty	at apply)	If your items are retrievable by cognitive level, please indicate from where your cognitive categories were derived (If you would like to attach a listing of the taxonomy you use, we would very much appreciate it)
_	em type (e., multiple-	-cheice)	Bloom's Taxonomy
	ognitive level (e.g., roca		other well-known cognitive
□ *	ey Words		taxonomy, please list
⊼ •	ther Unique item	m number	please hat
.	ene		developed our own cognitive taxonomy
			other
In what for item texts item graphics item statistics	HARD MICRO COPY DISK ST. ST	MAINFRAME DISK OR TAPE	Check all that apply) E AVAILABLE
			•
a What f	ponses that apply)	s b From softw	banking, please answer the following questions (In each case, where did you obtain this c if your software handles item management, indicate its capabilities below databases, etc stores items If you checked the above bos, please full-acreen editing
a What f softwar	ponses that apply) function(s) does this te perform? m management	s b From softw	where did you obtain this c If your software handles item management, indicate its capabilities below databases, etc steres items full-acreen editing its the programs you are using can add/delete/chan
a What f softwar ite	function(s) does this te perform? m. management st development pring	s b From softw	where did you obtain this c item management, indicate its capabilities below adapted from existing spreadsheets, databases, etc stores items If you checked the above bos, please list the programs you are using can add/delete/chamitems
a What f softwar	function(s) does this re perform? m. management st development pring perting	s b From softw	where did you obtain this c item management, indicate its capabilities below: adapted from existing spreadsheets, databases, etc stores items If your software handles item management, indicate its capabilities below: stores items full-acreen editing
a What f software ite	function(s) does this re perform? m management st development oring perting udent recordkeeping	s b From softw	where did you obtain this c item management, indicate its capabilities below: adapted from existing spreadsheets, databases, etc stores items If you checked the above boa, please list the programs you are using can add/delete/chan items can add/delete/chan items will handle user his
a What f softwar ite	ponses that apply) function(s) does this re perform? m management oring porting udent recordkeeping oss—reference to materia	s b From softw	where did you obtain this c item management, indicate its capabilities below adapted from existing spreadsheets, databases, etc stores items Wyou checked the above box, please list the programs you are using can add/delete/chamitems can add/delete/chamitem classifications will handle user his
a What f softwar ite	function(s) does this re perform? m management st development oring perting udent recordkeeping	s b From softw	where did you obtain this c item management, indicate its capabilities below its capabilities below its capabilities below. ### Stores items ### Can add/delete/chankers ### can add/delete/chankers #### specially designed for our system by #### will handle user hest #### will handle user hest
a What f softwar ite	ponses that apply) function(s) does this re perform? m management oring porting udent recordkeeping oss—reference to materia	s b From softw	where did you obtain this c item management, indicate its capabilities below: adapted from existing spreadsheets, databases, etc stores items If you checked the above bos, please list the programs you are using can add/delete/chan items can add/delete/chan items will handle user his analysis purchased from test or research other
a What f softwar ite	ponses that apply) function(s) does this re perform? m management oring porting udent recordkeeping oss—reference to materia	s b From softw	where did you obtain this c item management, indicate its capabilities below: adapted from existing spreadsheets, databases, etc stores items If you checked the above bos, please list the programs you are using can add/delete/chan items can add/delete/chan items will handle user his analysis purchased from test or research other



test development, indicate its capabilities below	scoring, please indicate its capabilities below	reporting, please, indicate its capabilities below
en-line generation of	mark sense reader	Subtest profiles
can use vaneus chiena	D subtest and total scores	ubtest profiles clas
for selecting items	objective mastery	aummary reports
can add/dolete/change stems that are computer selected	item statistics	cross reference to materials/methods
automatically stores	test statistics	other
answer keys prints tests	ther	
- has enertal mont		
footures footures		
mill print multiple forms		
	•	
If your software handles student recordkeeping, please indicate its capabilities	h If your software has graphics capabilities, please indicate these below	i What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
by objective masterec	Can generate most graphics	
total scores over time	can attach external graphics to item text	
gradebook or series of scores	can generate graphics and morge them in with item text	
	can produce the entire test	I What is the approximate cost of your testing software?
What is the name of your item	n K is your software?	
banking/test scoring software package	available on exchange agreement	
	available for purchase from vendor	m Technical assistance in running the software is
	evailable for purchase from you	prailable from us
	net available for others	evailable through vendor
		not available



ITEM BANK DATA SHEET

ease type or write legibly. This qu	uestionnare will be proto	scopied.			
Item Bank Title (if any) Mary	land Functional	Testing	Program		
For information about the					
bank contact:	Name Dr. Robert				 .
					<u>tr. Support Bran</u> ci
	Organization Mary Tan	nd State Der	partment_o	f Educ	at 10n
	Street 200 W. Balt				
	City_Baltimore		State_MD		Zip <u>21201</u>
	Phone: Area code3				
ase indicate the characteristics of					nts are correct for this
Which of the following are available bank? (check all that apply)	ie nitondii nita	ber			
•			CAN BE		
test items		YES	ARRANGED	NO	
classification of items by content general objectives or topic statemi	ents			G.	all or most of the bank
=	ent descriptions.				is available for sale
item specifications, detailed conte		. 🗆			all or most of the bank is available free (or
suggested instructional activities	•				for cost of reproducti
cross references between objective appropriate instructional material	Is	Ø			pre-developed tests are constructed from the
Content review or other validity in	formation	_			item bank
reliability estimates		 2.			tests are constructed
🔀 p-values					based on objectives in the item bank selected
RT (latent trait) calibrations					by the user
other item analysis data		\square			items are used to con-
technical reports					struct tests tased on objectives developed
What is the source of the bank's o	objectives and				by the user
items? (check all that apply)	-		aa addistaaal		s related to the bank
•					
developed by teachers	i office staff	car	n pe provided	ir (checi	k all that apply)
developed by state or local central	sonnel within		CAN BE		
developed by test development per your organization	aviing, minni	YES	ARRANGED	NO	
developed by an outside organizati	ion			_	
Collected from other sources		Ø			printing of test materi
	were performed	<u> </u>			test scoring services development of individ
	were perionieu	Q		נ	student profiles
What reviews or studies (if any) w	all that annivi				
for the items in the bank? (check		IJ	П		development of Class a
for the items in the bank? (check The review to verify appropriate contents	t	G			development of class a school profiles
for the items in the bank? (check provided to verify appropriate contents) content review to match items to old	it bjectives	[3 [3			school profiles training on test admini
for the items in the bank? (check review to verify appropriate content content content review to match items to old content review to establish appropriate	it bjectives	3			school profiles training on test admini tion procedures
for the items in the bank? (check review to verify appropriate content content content review to match items to old content review to establish appropriate appropriate content review to establish appropriate appropriate content review to establish appropriate appropriate content review to establish appropriate appropriate content review to establish appropriate co	it bjectives	_	_	_	school profiles training on test adminition procedures training on writing or
for the items in the bank? (check review to verify appropriate content content content review to match items to old content review to establish appropriate appropriate content review to establish appropriate appropriate content review to establish appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate content appropriate appropriate content appropriate appropriate appropriate content appropriate appropriat	it bjectives riate grade levels	3			school profiles training on test adminition procedures training on writing or
for the items in the bank? (check review to verify appropriate content content content review to match items to oldow content review to establish appropriar age levels ditting for clarity additing based on reviews by technic	it bjectives riate grade levels	3			school profiles training on test adminition procedures training on writing or selecting objectives item specifications
for the items in the bank? (check review to verify appropriate content content content content review to match items to old content review to establish appropriate appropriate content review to establish appropriate age levels additing for clarity editing based on reviews by technical editing based on technical data	it bjectives riate grade levels	[3] [3]		0	school profiles training on test adminition procedures training on writing or selecting objectives item specifications training on writing testitems
for the items in the bank? (check review to verify appropriate content content content review to match items to old content review to establish appropriate appropriate content review to establish appropriate age levels editing for clarity editing based on reviews by technical editing based on technical data review for sex bias	ot bjectives riate grade levels ical personnel	 			school profiles training on test adminition procedures training on writing or selecting objectives item specifications training on writing testitems assistance in interpre
for the items in the bank? (check review to verify appropriate content content content review to match items to old content review to establish appropriate age levels editing for clarity editing based on reviews by technical editing based on technical data review for sex bias	ot bjectives riate grade levels ical personnel	[3] [3]		0	school profiles training on test adminition procedures training on writing or selecting objectives item specifications training on writing tes items
for the items in the bank? (check review to verify appropriate content content content content review to match items to old content review to establish appropriate age levels editing for clarity editing based on reviews by technic editing based on technical data review for sex bias review for cultural and ethnic bias informal pilot testing (informal selections).	ot bjectives riate grade levels ical personnel ection of Subjects.	[3] [3]		0	school profiles training on test adminition procedures training on writing or selecting objectives item specifications training on writing tes items assistance in interpretest data
for the items in the bank? (check review to verify appropriate content content content review to match items to old content review to establish appropriate age levels. I editing for clarity editing based on reviews by technical data review for sex bias. I review for cultural and ethnic bias informal pilot testing (informal selements)	ot bjectives riate grade levels ical personnel ection of subjects. igorous analysis of	[3] [3]		0	training on test adminition procedures training on writing or selecting objectives item specifications training on writing testitems assistance in interpre
for the items in the bank? (check review to verify appropriate content content review to match items to old content review to establish appropriate appropriate content review to establish appropriate content for clarity editing for clarity editing based on reviews by technic editing based on technical data review for sex bias review for cultural and ethnic bias informal pilot testing (informal selection).	ot bjectives rrate grade levels ical personnel action of subjects, igorous analysis of	[3] [3]		0	school profiles training on test adminition procedures training on writing or selecting objectives item specifications training on writing tes items assistance in interpretest data



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject.

		APPROXIMATI	E NUMBER	Pro			LEVEL			
	CONTENT AREA	OBJECTIVES		School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
Phor	netic Analysis									
Stru	ctural Analysis									
Voc	abulary	2	15	<u> </u>			<u>x</u>	X		
S Com	prehension	30	240	ļ			Х	<u> x</u> _	 	
Com	ding Readiness			┞						
Refe	erence (Study) Skills	17	115			ļ	X	<u>x</u> _		
	ner Order Thinking Skills		_	 		ļ	<u> </u>		<u> </u>	
Und	erstanding Forms	88	115	ļ			<u> x</u>	<u> </u>		
Fol	lowing Directions	17	115	<u> </u>			x	<u> </u>	<u> </u>	ļ —
Corr	putational skills	13	240	 	<u> </u>	<u> </u>	x_	Х_		
	cepts	4	_90	↓	<u> </u>		<u> </u>	_x_	 	
	olem Solving (Application)	6	90	ļ	<u> </u>	<u> </u>	<u> </u>	X.		<u> </u>
5	emetry				<u> </u>	ļ	<u> </u>			
E Cal	culator Math				<u> </u>	<u> </u>	<u> </u>			<u> </u>
E High	her Order Thinking Skills	NONE			<u> </u>		 		ļ	<u> </u>
_	ing Data	3	90				x		<u> </u>	<u> </u>
Mea	surement	4	65						 	
	mnar				<u> </u>	<u> </u>				
	ge Grade 9 only*	5	70_	<u> </u>	<u> </u>	<u> </u>	<u> </u>	X_	<u> </u>	_
	chanics Cap., punc.; Gr. 9 only*	16	140				<u> </u>	х_		<u> </u>
æ	eign Language (specify:)						<u> </u>			
¥ C~	mposition Grade 9: 2 essays	23	2					_x_	1	
Ö	her Order Thinking Skills						<u> </u>	<u> </u>		
₹ ''' '	rade 7: Multiple choice	39	45			<u> </u>	x	<u> </u>		
	ginning in 1989							<u> </u>	<u> </u>	
NCE —										
ے اے اے ا	her Order Thinking Skills									
N LIE	her Order Ininking Skills									
	itizenship	23	255					х		
K										
ERIC		1 '	76							
ull Text Provided by ERIC	her Order Thinking Skills	19	-							

7. Which of the following can be use retrieve items? (Check all that ap	pply)	cognitive level, pleas where your cognitive derived (If you wo	e categ	ories were
A ebjective to be tested		listing of the taxono would very much as	omy yo	ou use, we
item type (e.g., multiple-choic	:e}	Bloom's Tax	•	ie it j
cognitive level (e.g., recall, infe		ether well-k	-	esnitive
key words	•	tasonomy, p	icase list	·
ether		modified an please list _	existing	tazenomy,
nene		developed ev	if own c	tognitive
J		Lazenemy		
		C) etner		
9. In what form are the following ava	illable? (Che	ck all that apply)		
	AINFRAME	NOT AVAILABLE		
Hem texts Hem graphics		<u> </u>		
item graphics	. כנסם	[3] 		
Mem smissics — —	_	_		
 If computer software is used to sup check all responses that apply) 	port item ba	nking, please answer the fol	llowing	questions (In each case,
a What function(s) does this	b From w	rhere did you obtain this	llowing	If your software handles
a What function(s) does this software perform?	b From w	where did you obtain this e?		•
a What function(s) does this software perform?	b From w	rhere did you obtain this		If your software handles item management, indicate
a What function(s) does this software perform? item management test development	b From w softward add	where did you obtain this e? Instead from existing spreadsheets,	c	If your software handles item management, indicate its capabilities below
a What function(s) does this software perform? item management test development scoring	b From w softward add	where did you obtain this e? opted from existing spreadsheets, abuses, etc. you checked the above bos, please	c	If your software handles item management, indicate its capabilities below stores items full-screen editing
a What function(s) does this software perform? item management test development scoring reporting	b From w softward add	where did you obtain this e? opted from existing spreadsheets, abuses, etc. you checked the above bos, please	c	If your software handles item management, indicate its capabilities below stores items full-screen editing can add/delete/chang items
a What function(s) does this software perform? item management test development scoring student recordbeeping	b From w softward add	where did you obtain this e? opted from existing spreadsheets, abuses, etc. you checked the above bos, please	c	If your software handles item management, indicate its capabilities below stores items full-acreen editing can add/delete/chang items can add/delete/chang item classifications
a What function(s) does this software perform? item management test development sconng reporting student recordkeeping cross-reference to materials	b From w softward dat	where did you obtain this e? opted from existing spreadsheets, abuses, etc. you checked the above bos, please	c - -	If your software handles item management, indicate its capabilities below stores items full-acreen editing can add/delete/chang items can add/delete/chang item classifications will handle user histe
a What function(s) does this software perform? item management test development sconng reporting student recordkeeping cross-reference to materials on-line test administration	b From w softward dat	where did you obtain this e? speed from existing spreadsheets, ab-ses, etc. you checked the above bos, please the programs you are using	c - -	If your software handles item management, indicate its capabilities below stores items full-acreen editing can add/delete/chang items can add/delete/chang item classifications
a What function(s) does this software perform? item management test development sconng reporting student recordkeeping cross-reference to materials	b From w software add date	where did you obtain this e? opted from existing spreadsheets, abuses, etc. you checked the above bos, please the programs you are using ecially designed for our system by Staff	c - -	If your software handles item management, indicate its capabilities below
a What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross-reference to materials on-line test administration other We also use	b From w softward date date date date date date date dat	where did you obtain this e? opted from existing spreadsheets, abuses, etc. you checked the above bos, please the programs you are using ecially designed for our system by	c - -	If your software handles item management, indicate its capabilities below stores items
a What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration other We also use MicroCat for	b From w softward date date date date date date date dat	there did you obtain this e? speed from existing spreadsheets, ab-ses, etc. you checked the above bos, please the programs you are using ecially designed for our system by Staff chased from test or research	c - -	If your software handles item management, indicate its capabilities below stores items
a What function(s) does this software perform? item management test development sconng reporting student recordkeeping cross-reference to materials on-line test administration wher We also use MicroCat for micro-computer	b From w softward date date date date date date date dat	there did you obtain this e? speed from existing spreadsheets, ab-ses, etc. you checked the above bos, please the programs you are using ecially designed for our system by Staff chased from test or research	c - -	If your software handles item management, indicate its capabilities below stores items



test develo	ftware handles opment, indicate ities below	€.	If your software handles f scoring, please indicate its capabilities below	•	If your software handles reporting, please indicate capabilities below
	on—line generation of lests		mark sense reader		subtest profiles
	can use various enteria for selecting its ms		subtest and total scores		subtest profiles
_	can add/delete/change		objective mastery		summery reports
	items that are computer selected		⋈ item statistics		cross reference to materials/methods
	automatically stores answer keys		▼ test statistics		other_subtest_
_	prints tests		🗷 other Rasch calibratin		test projects
_			and linking; item inf	ο.	school and LEA
	has special print features		banking; other item		
	will print multiple forms		<u>and score analyses</u>		
	•ther				
-					
student re	oftware handles ecordkeeping, please s capabilities	h.	If your software has graphics capabilities, please indicate these below		What type of computer of you use? (If micro, pleasindicate XT, AT, 286, etc. HP3000
	by objective mastered		can generate most graphics		
	total scores over time		can attach external graphics to item text		
	gradebook or series of scores		can generate graphics		
_	other		and merge them in with item text		
			can produce the entire test	1.	What is the approximate cost of your testing software?
					\$200.000
What is the banking/te	he name of your item st scoring software	k	is your software?		
package?			available on eschange agreement		
Link			available for purchase from vendor	m	Technical assistance in running the software is
		,	available for purchase from you		available from us
		•	not available for others		available through
		•			□ vendor

Please provide any descriptive comments or explanatory information about your item bank and/or testing system this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems

We use MicroCat for adaptive testing; currently undergoing field testing. We are just beginning to develop frameworks for thinking skills assessment.



• ITEM BAJK DATA SHEET

Item Bank Title If any)					
For information about the		D	1.		
bank contact	1401110	. Friedeb			
	TitleDirecto	f Flow S	g & Assess	ment _	
	Organization Dept. o	APO	sec. Lauc	acion	
	Street Jefferson Cit		a MO		65102
	City		_ State	<u>_</u>	Zip
	Phone: Area code _314	Numbei	<u>751-13</u>	<u> 195 </u>	
ase ind cate the characteristics of	f this item bank by placing	an "X" in t	he appropriat	e boxes	
Which of the following are availab bank? (check all that apply	le through this	-	nich of these nk?	st ate mei	nts are correct for this
test items		YES	CAN BE	NO	
Classin tion of items by content				<u> </u>	all or most of the bank
general objectives or topic statem	ents		_		is available for sale
item specifications, detailed continuetc. suggested is the introductional activities	ent orscriptions.			\boxtimes	all or most of the bank is available free (or
Cross referer at between objective	es and				for cost of reproduction pre-developed tests are
appropriate instructional materia X content review or other validity in	IS	K J			constructed from the
X reliability estimates					tests are constructed
∑ p-values					based on objectives if the item bank selected
IRT (latent trait) calibrations					by the user
Tother item analysis data					items are used to con-
technical reports					struct tests based on objectives developed
What is the source of the bank's	objectives and				by the user
items? (check all that apply)		5. WI	nat additional	ervice	s related to the bank
X developed by teachers		Са	n be provided	i? (checi	k all that apply)
☑ developed by state or local central	office staff		CAN BE		
developed by test developmen per your organization		YES	ARRANGED	NO	
developed by an outside organizat	ion				printing of test materia
Collected from other sources					test scoring services
What reviews or studies (if any)	were performed				development of individ
for the items in the bank? (check			<u> </u>		student profiles development of class a
review to verify appropriate conten	1	_	_		school profiles
Content review to match 'ems to o		Ø			training on test admini- tion procedures
content review to establish appropriate for elevels	ilare Alane insels	2			training on writing or selecting objectives
editing for clarity editing based on reviews by technic	cal personel	=	_	_	item specifications
Mediting based on technical data	•	Ω			training on writing test
review for sex bias		2			items assistance in interpret
review for cultural and ethnic bias					test data
informs! pilot testing (informal sel amail numbers of subjects, non-ri results)	ection of Subjects. gorous analysis of				other
Tormal pilot testing (rigorous samp	ling and anlysis of				
results, large numbers of subject	s, standardized				
adminiStration)					



Please place "Xs" in the appropriate spaces to indicate the subject areas and arade levels covered by this item hank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B We do not want to limit the content of the catalog to basic skills item banks If your item bank deals with other content areas, please be sure to include them

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT	TE NUMBER	Pro	_ (RADE	LEVEL	(AGE)	•	
	CONTENT AREA	OBJECTIVES	•	School (0-4)	K·2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis	Core compe	tencies ha	ve bee	n de	velop	ed fo	r gra	des	
	Structural Analysis	2 through	0 inclusi	ve. I	he a	rea_o	f Rea	ding/	Langua	ge/
	Vocabulary	Arts/Engli	sh, Math,	Scienc	e, S	ocial	Stud	ies/C	ivics	are
و	Comprehension	included i						1		
	•	Approximat	ely 25 com	e comp	eten	cies/	key s	kills	have	bee
M A	Reading Readiness	identified	1	1	1					
	Reference (Study) Skills				-		-		1	
	Higher Order Thinkin, Skills	please con	1	er for			1		4	
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_			Colı	mbia,	мо	55211	_			
	Computational skills		 	<u> </u>	1					
. ~	Concepts	-	 	\vdash	\vdash	 	 		 	
ŭ	Problem Solving (Application)		 		-		-	 		\vdash
THEMATICS	Geometry			 	┼	 		-		\vdash
Ĕ	Calculator Math	-	-	 	┼─			 	 	\vdash
Ž	Higher Order Thinking Skills			 	}		 	├		
				ļ	<u> </u>	ļ		-		-
				↓	↓_		<u> </u>	<u> </u>	ļ	_
	Grammar			<u> </u>	<u> </u>		<u> </u>		<u> </u>	-
	Usage			<u> </u>	↓		L	<u> </u>	<u> </u>	<u> </u>
£	•			<u> </u>			<u> </u>	<u> </u>	<u> </u>	
A	Foreign Language (specify:)			<u> </u>			<u> </u>	<u> </u>	<u> </u>	<u> </u>
0								<u>l</u>		
ANGUA	Mighar Order Thinking Skills	1								L.
Š	Higher Order Thinking Skills									
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E				†				1		
SCIENCE			 	+	+	 	1	1	T	T
S	Higher Order Thinking Skills		 	╁		\vdash	 	1	 	1
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0	igher Order Thinking Skills	14	0	 	╀-	 	 	├] 	╂
K	<u>C</u>	<u> </u>	184	<u>i </u>	<u> </u>	<u>L</u>	<u> </u>	<u></u>	<u> </u>	1

. Wi ret	hich of the following can be used rieve items? (Check all that ap	ply)	cognitive level, please where your cognitive		
	ebjective to be tested		derived (If you wo	uld like	e to attach a
	Item difficulty		would very much ap		
	ltem type (e.g., multiple-choice	•)	☐ Bloom's Taxe	onomy	
	cognitive level (e.g., recall, infe	rence)	other well-kr taxonomy, pl	nown cog	gnitive
	key words		modified an a	azisting (laxenomy,
			— piesse ast		
	none		developed out taxonomy	r ewn co	ognitive .
			other		
rte m	what form are the following available the following av	AINFRAME K OR TAPE	NOT		
if co	omputer software is used to supp ik all responses that apply)	por: item	banking, please answer the foll	lowing	questions (In each case,
If co chec	k all responses that apply)		where did you obtain this	lowing c	If your software handles item management, indicate
chec	tk all responses that apply) What function(s) does this	b From softw	where did you obtain this rare? adapted from existing spreadsheets,		If your software handles item management, indicate its capabilities below.
chec	What function(s) does this software perform?	b From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc		If your software handles item management, indicate its capabilities below.
chec	What function(s) does this software perform?	b From softw	where did you obtain this rare? adapted from existing spreadsheets,		If your software handles item management, indicate its capabilities below. Stores items full-screen editing
chec	What function(s) does this software perform? item management test development	b From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please		If your software handles item management, indicate its capabilities below. Stores items full-screen editing
chec	What function(s) does this software perform? item management test development scoring	b From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please		If your software handles item management, indicate its capabilities below. Stores items full-screen editing can add/delete/changitems
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chec	What function(s) does this software perform? item management test development scoring reporting student recordkeeping	b From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please		If your software handles item management, indicate its capabilities below. Stores items full-screen editing can add/delete/changitems can add/delete/changitems will handle user hist will handle test
chec	What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross—reference to materials	b From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using	c - -	If your software handles item management, indicate its capabilities below. Stores items full-screen editing can add/delete/changitems can add/delete/changitems will handle user hister will handle test analysis
chec	What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	b From softw	where did you obtain this rare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using apecially designed for our system by	c - -	If your software handles item management, indicate its capabilities below. Stores items full-screen editing can add/delete/changitems mill handle user history will handle user history
chec	What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	b From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using apecially designed for our system by University of Mo.	c - -	If your software handles item management, indicate its capabilities below. Stores items full-screen editing can add/delete/changitems can add/delete/changitems will handle user hister will handle test analysis
chec	What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross-reference to materials en-line test administration	b From softw	where did you obtain this vare? adapted from existing spreadsheets, databases, etc. If you checked the above box, please list the programs you are using apecially designed for our system by University of Mo.	c - -	If your software handles item management, indicate its capabilities below. Stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user history analysis



tes	it devel	oftware handles lopment, indicate ilities below	•	If your software handles scoring, player indicate its capabilities below	f	If your software handles reporting, please indicate its capabilities below
		en-line generation of tests		mark senso reader		student profiles
		can use various criteria for selecting items		scores sna .atal		Bubtest profiles clas
	_	can add/delete/change		objective mastery		summary reports
		items that are computer selected		item statistics		cross reference to materials/methods
		automatically stores		test statistics		other
		prints tests		other		
		has special print features				
		will print multiple forms				
		ether				
	•					
					i	What two of computer do
st.	udent r dicate i	oftware handles ecordkeeping, please its capabilities	h	If your software has graphics capabilities, please indicate these below	•	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
st.	udent r dicate i low:	ecordkeeping, please its capabilities	h	graphics capabilities, please	•	you use? (If micro, please
st.	udent r dicate i	ecordkeeping, please its capabilities by objective mastered	h	graphics capabilities, please indicate these below can generate most	•	you use? (If micro, please
st.	udent r dicate i dow:	ecordkeeping, please its capabilities by objective mastered	h	graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in	•	you use? (If micro, please
st.	udent r dicate i dow:	ecordkeeping, please its capabilities by objective mastered total scores over time gradebook or senes of	h	graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text	•	you use? (If micro, please
st.	udent r dicate i dicate i	ecordkeeping, please its capabilities by objective mastered total scores over time gradebook or senes of scoras	h	graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in	ı	What is the approximate cost of your testing software?
stuind bel	udent r dicate i dlow:	by objective mastered total scores over time gradebook or senes of scoras other		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test		what is the approximate cost of your testing
stuind bei	udent r dicate i dlow:	by objective mastered total scores over time gradebook or senes of scoras other		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test		what is the approximate cost of your testing
stuind bei	udent r dicate i dicate i dow:	by objective mastered total scores over time gradebook or senes of scoras other		graphics capabilities, please indicate these below. can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test !r your software.?		what is the approximate cost of your testing
stuind bei	udent r dicate i dicate i dow:	by objective mastered total scores over time gradebook or senes of scoras other		graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test ir your software.? available on exchange agreement available for purchase	ı	What is the approximate cost of your testing software?
stuind bei	udent r dicate i dicate i dow:	by objective mastered total scores over time gradebook or senes of scoras other		graphics capabilities, please indicate these below: can generate most graphics can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test test tr your software.? available on exchange agreement available for purchase from vendor available for purchase	ı	What is the approximate cost of your testing software? Technical assistance in running the software is

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



Pennsylvania DOE

ITEM BANK DATA SHEET

The Book Wide Alf and Den	nsylvania Educational	Ouality A	ssessment		
teni bank (the (the say)	noy I vania Dadea Croner	<u> </u>			
For information about the	Name Dr. Richard L	. Kohr			
bank contact	Title Testing and E				
This is a test	Organization Pennsyl	<u>vania Der</u>	artment of	Educa	ation
package not an	Street 333 Market St	reet			
item bank	City_Harrisburg		_StatePA	<u> </u>	Zip <u>17126-033</u> 3
	Phone: Area code	Number	787-4234		
ase indicate the characteristics	of this item bank by placing	an "X" in t	he appropriat	e boxes	
Which of the following are avail	able through this test	_		stateme	nts are correct for this
bank? (check all that apply)			nk?		
test items		te	CAN BE	NO	
$\overline{\mathbb{X}}$ classification of items by conte	nt	YES	ARKANGED	NO Ž	all or most of the bank
general objectives or topic state	ements		_	_	is available for sale
item specifications; detailed co	ntent descriptions.				ali or most of the bank
suggested instructional activition	! \$		one copy o	f a te	est is available free (or for cost of reproduction
cross references between object appropriate instructional mater	rives and			Ď	pre-developed tests are constructed from the item bank
content review or other validity	Intomation			Σ	tests are constructed
		ی	J		based on objectives in the item bank selected by the user
other item analysis data				Ď	items are used to con-
Tochnical reports	1 -	_	_		struct tests based on objectives developed
What is the source of the bank-	s objectives and				by the user
items? (check all that apply)					es related to the bank
developed by teachers		ca	n be provided	l? (chec	k all that apply
developed by state or local cent	ral office staff		CAN BE		
developed by test development g	personnel Within	YES	ARRANGED	NO	
developed by an outside organia	ation	П		X	printing of test materia
collected from other sources				X	test scoring services
What reviews or studies (if any) were performed			X	development of individu
for the items in the bank? (checket	ck all that apply)	П	П	Œ	student profiles development of class a
Treview to verify appropriate conf	ent	_	_		school profiles
vi content review to match items to	objectives			$\mathbf{\Omega}$	training on test adminis tion procedures
content review to establish appr or age levels editing for Clarity	opriate grade levels			X	training on writing or selecting objectives
$\overline{\mathbf{X}}$ editing based on reviews by tech	hnical personnel	_	С	X	item specifications
oditing based on technical data				ıxı	training on writing test
review for sex bias				X	essistance in interpret
review for cultural and ethnic bi	as refection of subjects				test deta
email numbers of subjects, nor results)	n-rigorous analysis of				other
☑ formal pilot testing (rigorous sa	mpling and anitysis of				
results, large numbers of subjuicted administration)	ects, stangardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area If the appropriate content area is not listed, please write it in the space

When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B. We do not want to limit the content of the catalog to basic skills item banks If your item bank deals with other content areas, please be sure to include them

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

_		APPROXIMAT	E NUMBER	Pre	-	-		E LEVEL (AGE)		
	CONTENT AREA	OBJECTIVES	ITEMS	Sabaai	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis									
	Structural Analysis			-						
	Vocabulary			 	_					
9 2	Comprehension		48	├—	_	Х	Х	Х		_
	Reading Readiness			<u> </u>						
Z	Reference (Study) Skills			-	-	<u> </u>				
	Higher Order Thinking Skills									
				 	-			- -	_	_
	Computational skills	·	8-20	+		X .	<u> </u>	<u> </u>		
-	Concepts		20	 	╁╌	_X_	<u></u> -	<u> </u>	 	
PHEMATICS	Problem Solving (Application)	.	20-32	-	╁╌	X	X	<u> </u>		_
Z	Geometry	.		-	-	-	 		 	_
Ē	Calculator Math			┼─	-		-		 	-
3	Higher Order Thinking Skills									
-	Grammar		(48-64)			х	х	х		_
	Usage	-		↓	├	 	├	├	┼	
E	Mechanics			↓		<u> </u>	-		-	-
₹	Foreign Language (: ecify:)			-	-		-			
ANGUAG	Composition	-		+	-	1	 	 -		1
25	Higher Order Thinking Skills									
	Life, Physical, Earth & Space		30-44			х	х	х		
ENCE	Higher Order Thinking Skills			 	├-	 			_	
250	Higher Order Thinking Skills			 						
TUD.	See Attachment									
R R	gher Order Thinking Skills		184	 	L .	ļ	-		╁	

7 W	trieve items? (Check all that ap	נייאין		where you	level, please r cognitive	catego	ories were	
	ebjective to be tested			listing of	(If you wou the taxonor	ny y o	u use, we	
	item difficulty	eal .			y much app		e it j	
	item type (e.g., multiple-choice) cognitive level (e.g., recall, inf				Bloom's Taxo	_		
		,,			other well—kn Lasonomy, pie			
	tey words Solher Test booklet wi	.+h11		0	modified an e	zisting_	taxonomy,	
	items ir the co			0	developed our			
	J				tazenomy			
				U	ether			
9. In	what form are the following ava	ailable? {(Check- all	that apply)				
	MCDO M	MAINFRAME SK OR TAPI	NO.	T				
	item texts 🖸 🗆							
	tem text is simply a test	_		. ,		, ,		
-1 0 If c	tem statistics are shown to support the statistics are shown to support the state of the support that apply a			please ansv	ver the follo	owing	questions	(in each case,
-1) If (computer software is used to sup ck all responses that apply) What function(s) does this	pport item	banking, n where d	please ansv id you obta		owing c	If your :	software handles
-I O If c	computer software is used to sup ck all responses that apply) What function(s) does this software perform?	pport item	banking, n where d ware?	id you obt:	ain this		If your s	
-I O If c	computer software is used to sup cck all responses that apply) What function(s) does this software perform? item management	pport item	banking, n where d ware?	id you obt: m existing sp	ain this		If your s	software handles nagement, indicate
-I O If c	womputer software is used to supeck all responses that apply What function(s) does this software perform? item management test development	pport item	banking, n where divare? adapted frodstabases, If you chec	id you obt: m existing sp	ain this readsheets, e box, please		If your s	software handles nagement, indicate bilities below.
-I O If c	computer software is used to supeck all responses that apply) What function(s) does this software perform? item management test development sconing	b From softs	banking, n where divare? adapted frodstabases, If you chec	id you obto m existing sp etc ked the abov	ain this readsheets, e box, please		If your sitem maits capal	software handles nagement, indicate bilities below. stores items
-I O If c	computer software is used to supeck all responses that apply } What function(s) does this software perform? item management test developmen* scoring reporting	b From softs	banking, n where divare? adapted frodstabases, If you chec	id you obto m existing sp etc ked the abov	ain this readsheets, e box, please		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/chang items
-I O If c	what function(s) does this software perform? item management test developmen* reporting student recordkeeping	b From softs	banking, n where divare? adapted frodstabases, If you chec	id you obto m existing sp etc ked the abov	ain this readsheets, e box, please		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications
-I O If c	computer software is used to supeck all responses that apply } What function(s) does this software perform? item management test developmen* scoring reporting	pport item b From softs	banking, n where d ware? adapted fro dstabases, If you chec list the pro	id you obto m existing sp etc ked the abov	readsheets, box, please using		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications
-I O If c	what function(s) does this software perform? item management test developmen! scoring reporting student recordkeeping cross-reference to materials	b From softs	banking, n where d ware? adapted fro dstabases, If you chec list the pro	id you obt: m existing spetc ked the above grams you ar	readsheets, box, please using		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/chang items can add/delete/chang item classifications will handle user hist
-I O If c	what function(s) does this software perform? item management test developmen sconng reporting student recordkeeping cross-reference to materials en-line test administration	b From softs	banking, n where divare? adapted froidstabases, If you checilist the pro-	id you obtain speetc ked the above grams you are ssigned for our rom test or r	readsheets, box, please using		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications will handle user history will handle test analysis
−I O If c	what function(s) does this software perform? item management test developmen sconng reporting student recordkeeping cross-reference to materials en-line test administration	b From softs	banking, n where dware? adapted frodstabases, If you checkst the pro specially do purchased f	id you obtain speetc ked the above grams you are ssigned for our rom test or r	readsheets, box, please using		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications will handle user history will handle test analysis
−I O If c	what function(s) does this software perform? item management test developmen sconng reporting student recordkeeping cross-reference to materials en-line test administration	b From softs	banking, n where dware? adapted frodstabases, If you checkst the pro specially do purchased f	id you obtain speetc ked the above grams you are ssigned for our rom test or r	readsheets, box, please using		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications will handle user history will handle test analysis
−I O If c che	what function(s) does this software perform? item management test developmen sconng reporting student recordkeeping cross-reference to materials en-line test administration	b From softs	banking, n where dware? adapted frodstabases, If you checkst the pro specially do purchased f	id you obtain speetc ked the above grams you are ssigned for our rom test or r	readsheets, box, please using		If your sitem maits capal	software handles nagement, indicate bilities below. stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications will handle user history will handle test analysis



tes	your software handles it development, indicate capabilities below.	•	If your software handles scoring, please indicate its capabilities below	f	If your software handles reporting, please indicate its capabilities below
	on-line generation of tests		mark sense reader		subtest profiles student
	can use various critane for selecting items		subtest and total scores		subtest profiles clas
	can add/delete/change		objective mastery		summary reports
	items that are computer selected		item statistics		cross reference to materials/methods
	automatically stores answer keys		test statistics		
	prints tests				
	has special print features				
	will print multiple forms				
		- -			
stu ind	your software handles udent recordkeeping, please dicate its capabilities lov by objective mastered total scores ever time	h	if your software has graphics capabilities, please indicate these below can generate most graphics can attach external graphics to item text	i	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
	gradebook or series of scores		can generate graphics and merge them in with item text		
		- -	can produce the entire test	1	What is the approximate cost of your testing software?
	nat is the name of your itenting/test scoring software	n k	ls your software.?		
	ckage ⁷		agreement archange		
		-	available for purchase from vender	m	Technical assistance in running the software is
_			available for purchase		- mailable from an
_		_	☐ from you		available from us
		 	not available for others		available through vender

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



TEM BANK DATA SHEET

σ_{α}	1
	U

Item Bank Title (if any)						
For information about the	Name	Dr. John Kau	ffman			
bank contact:	170,,,,					
		U Meyer Road				=
						7.ip 60106
		code _312_				
se indicate the characteristics o	f this item bank	c by placing a	n "X" in t	he appropriat	e boxes	
Thich of the following are availablenk? (check all that apply)	le through this			nich of these : nk?	stateme	nts are correct for this
test items				CAN BE		
clessification of ite. by content			YES	ARRANGED	NO	
jeneral objectives o. مراند statem	ents				(23)	all or most of the bank is available for sale
item specifications, detailed contracts.	int descriptions,				X	all or most of the bank is available free (or
suggested instructional activities cross references between objective	es and			_	_	for cost of reproduction
appropriate instructional material content review or other validity in	is					pre-developed tests are constructed from the
	ormation		∇			item bank tests are constructed
reliability estimates p-values				_	_	based on objectives in
Resch celibrations						the item bank selected by the user
other item analysis data						items are used to con-
technical reports That is the source of the bank's o	hiectives and					struct tests based on objectives developed
that is the source of the bank s o ems? (check all that apply)	ofertives and		_		_	by the user
•			.			s related to the bank
developed by teachers developed by state or local central	office staff		car	•	(cneci	k all that apply)
developed by test development pers			400	CAN BE	810	
your organization			YES	ARRANGED	NO	
developed by an outside organization	o n					printing of test materials
collected from other sources						test scoring services
hat reviews or studies (if any) w			72			development of individua
r the items in the bank? (check a	it that apply)		53			student profiles development of Class and
review to verify appropriate content			_	_	_	school profiles
content review to match items to ob- content review to establish appropri			∇			training on test administration procedures
er age levels	era Arene resers			X		(raining on writing or
editing for Clarity aditing based on reviews by technic	al personnel					selecting objectives an item specifications
editing based on technical data				Σ		training on writing test
review for sex bias			1 20	П		items assistance in interpretin
review for cultural and ethnic bias	<u></u>		<u> </u>		_	test data
informal pilot testing (informal selec	ction of subjects	:				Other
small numbers of subjects, non-rig	orous analysis o	•				
small numbers of subjects, non-rig results formal pilot testing (rigorous sampli						



- 6 Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this itembank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each contem area. If the appropriate content area is not listed, please write it in the space provided,
 - A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered. For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns.
 - 8. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with any of the following content areas, please be sure to include it.

ART
PHYSICAL EDUCATION
HOME ECONOMICS
INDUSTRIAL EDUCATION
HEALTH
BUSINESS EDUCATION

MUSIC
CAREER DEVELOPMENT
CONSUMER SKILLS
BASIC LIFE SKILLS
LITERATURE
AFFECTIVE MEASURES

DRIVER'S EDUCATION
LISTENING SKILLS
SPEAKING SKILLS
CHEMISTRY
BIOLOGY
PHYSICAL SCIENCE

GOVERNMENT CITIZENSHIP U.S. HISTORY WORLD HISTORY GEOGRAPHY

_	CONTENT ADDA	APPROXIMA		Pre	, (LEVEL	1		
_	CONTENT AREA	OBJECTIVES	F ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
	Phonetic Analysis	1	26		x_	х				
	Structural Analysis	3	23		<u>x</u> _	х				
	Vocabulary	2	390		x	x	X	X		
S	Comprehension	3	415		х	х	х	х		
READING	Reading Readiness									
2	Reference (Study) Skills	4	550		X	х	x	<u>x</u> _		
	Auditory Discrimination	1	28		x	х]	
	Visual Discrimination	1	18		х					
	Computational skills	9	450		х	х	х	X		
	Concepts	14	100		x	х	х	_x_		
<u> </u>	Problem Solving (Application)	16	330		x	х	х	\mathbf{x}		
	Geometry	1	36		x	х	х	x		
MAIHEMA	Calculator Math	_								
2										
_	Grammar	2	150		x	x	x	X		
	Usage	1	279		\mathbf{x}	x	X	<u>x</u>		
2	Mechanics	3	350	- I	x	<u>x</u>	<u>x</u>	x		
į	Foreign Language (specify:)							↓		
į	Composition	1	90			x	x	x		
?	Listening	4	37		x					
_					-		+			
					\Box			[
•					-	\dashv	_			
_	0		88							

	X	objective to be tested				HARD	COMPUTER		NOT
	$\overline{\overline{\mathbf{x}}}$	dem difficults				COPY	TAPE	OTHER	AVAILA
	$\frac{2}{\lambda}$	itam type (e.g.			item texts	$\overline{\mathbf{X}}$	=	=	=
•	_	multiple-choice;		4	em graphics	$\overline{\mathbf{x}}$	=	_	=
	X	cognitive level		11	em statistics	\mathbf{X}	_	_	_
•		(e.g. recati inference)					_	_	_
		key words							
:	=	•							
:	=	other							
•		none							
		omputer software is used to su		1-					
		nking, please answer the follow th case, check all responses that	•	ons. m					
i		What function(s)	-	our software		●.	If your soft		
		does this software		ndles item			handies so		
	1	perform?		nagement,			please indi		
	1	item managemant		icate its			capabilitie	s below:	
		test development	CB	pabilities below:			mark se	n se raade r	
		X sconng		stores items			=	and total	
	_	Teporting	$\overline{\Box}$	full-screen editing			scores	_ /=-	
		xi reporting student	7	cun add/deleta/			X objective	mastery	
	į	recordiesping	U	change			X rtem star	•	
	ŗ			rtems			X test stat		
	i	cross-reference to materials		can adu/deleta/			_	3003	
	•	on-line test	_	change item			other		
	Ł	administration		ciassifications					
	•	other		will handle user			<u></u>		
	i		~	history					
				will handle test analysis		f	If your soft	ware	
			_	•		••	handles re		
				other			please ind		
t		What is the origin of					capabilitie		
	t	the software?							
	15	$\overline{\hat{\mathbf{X}}}$ specially designed					Student	PIOTH 65	
	_	for this system, by						nentiles	
		whom STS Research Staff	d. If v	our software			Subtest :	profiles —	
	í	application	•	ndles test			_		
		programs adapted		relopment.			<u> ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~</u>		
		from generic		icate its				ference to	
		software (a g , spreadsheets, d <i>a</i> ta		abilities below:			_	s/methods	
		base management)		on-line generation of			other		
	•	other	<u>_</u>	tests					
	•		-	can use various					
			_	criteria for selecting					
				tems					
				can add/delete/		g.	If your soft	ware	
			_	change items that		•	handles st	udent	
				ara computer			recordkeep	oing.	
			_	selected			please indi	cate its	
			_	automatically stores			capabilitie		
			_	answer keys			$\overline{\mathbf{X}}$ by object		
			_	prints tasts			mastere		
			_	has special print			_	res over	
				features			time	23 UTE	
				will print multiple				OK OF SEFIE	
				forms			gradebo		-
				other			_	-	
							other _		



h. What type of computer do you use? Honeywell	k. What is the approximate cost of your software?
i. What general data base or other standard programs do you use in your system?	I. Is technical assistance available to help others get your software running? YES NO
j. Is your software available for others to use or adapt? ☐ YES ☑ NO	

10. Please provide any descriptive comments or explanatory information you wish to make about your item bank and testing systems on a separate sheet of paper.



STS Testing Program Development Process

- 1. Curricular outlines reviewed with District staff
- 2. Testing objectives selected
- 3. Items written to match objectives
- 4. Administrator's manual and other ancillary materials prepared
- 5. Data processing programs developed
- 6. Items in Steps 3, 4, and 5 reviewed, revised, and approved
- 7. Field testing
- 8. Items (with analyses) and ancillary materials reviewed, revised, and approved
- 9. Final test materials constructed
- 10. All materials printed and delivered
- 11. Tests administered and scored
- 12. Results analyzed and reported

For further information please contact:

John D. Kauffman, Ph.D. Vice President, Marketing Scholastic Testing Service, Inc. 480 Meyer Road P. O. Box 1056 Bensenville, lilinois 60106 (312) 766-7150



ITEM BANK DATA SHEET

Please type or write legibly. This que	stionnare will be photoco	pied.	.do. 1 2	2 4	8 and Frit
Item Bank Title (if any) Basic S	kills Assessment Pr	<u>ogram. Gr</u>	ades 1, 2	<u>, 3, 0</u>	Examination
For information about the	Name Vana Meredit	h Dabney			
bank contact	Chief Superv	isor, Edu	cational	<u>Assess</u>	ment
	S. C. De	partment	of Educat	ion	
	Street 1429 Sen	ate Stree	t, Room 6	<u>07 </u>	
	Columbia	·	State_S.	<u>c.</u>	Zip 29201
	Phone. Area code 803	Number	734-8266		
Please indicate the characteristics of	this item bank by placing	an "X" in ti	ne appropriat	e boxes	
 Which of the following are available bank? (check all that apply) 		4. Wh	ich of these	statemer	nts are correct for this
T test items		YES	CAN BE ARRANGED	NO	
Classification of items by content		VES	ANNA TOED	F	all or most of the bank
M general objectives or topic statemen	nts	-		_	is available for sale
item specifications, detailed conterect.	i descriptions.			<u>s</u>	all or most of the bank is available free (or for cost of reproduction)
suggested instructional activities cross references between objective appropriate instructional materials	•				pre-developed tests are constructed from the item bank
Content review or other validity info reliability estimates p-values		K),			tests are constructed † sed on objectives in † item bank selected
RT (latent trait) calibrations From their item analysis data To technical reports		E			by the user items are used to con- struct tests based on objectives developed
2. What is the source of the bank's o	bjectives and				by the user
items? (check all that apply)					es related to the bank k all that apply:
Lideveloped by teachers Developed by state or local central	office staff		CAN BE		
developed by test development pers	onnel within	YES	ARRANGED	NO	
developed by an outside organization	on IOX initally plus			X	printing of test materials
Collected from other sources	committees later				test scoring services
3. What reviews or studies (if any) w	ere performed			نيدا	development of individual student profiles
for the items in the bank? (check i	all that apply)		Ξ	X	development of class and school profiles
review to verify appropriate content content review to match items to ob	Jectives			X	training on test administra
content review to establish appropriate or age levels	iate grade levels			X	training on writing or selecting objectives and
oditing for clarity aditing based on reviews by technic	cat personnel	_	_	X	item specifications
editing based on technical data				LA.	training on writing test items
review for sex bias review for cultural and ethnic bias				X	assistance in interpreting
informal pilot testing (informal serior small numbers of subjects, non-ri	stion of subjects gorous analysis of				other
results) [7] formal pilot testing (rigorous samp results, large numbers of subject	ing and anlysis of				
administration)	-, -,-				



Please place "Xs" in the appropriate spaces to indicate the subject area: and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area If the appropriate content area is not listed, please write it in the space provided

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered

For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them

We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT	E NUMBER	Pro	GRADE LEVEL (AGE)					1
	CONTENT AREA	OBJECTIVES)	F		K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
_	Phonetic Analysis	1	5-26		х	х				
	Structural Analysis	1	7-22		х	_x_	×	_ X		
		1	7-20		K		X_	X	 	ļ
Ø	Vocabulary Contextual Word Meaning Main Idea		11-34 25-100		X	X	×	X	<u> </u>	<u> </u>
ADMING		18	50	x		<u> </u>				<u> </u>
E	Reading Readiness	1	22-100		х	x	x	x		
	Reference (Study) Skills	1	54- 200		x	x	×	x		<u> </u>
	Higher Order Thinking Skills (Analysis of							Ĺ	<u> </u>	
	Literature and Inference	1	25-100		x	×	х	х		
	Details	,	29-100		×	×	х	×		
	Computational skills (Operations)		•		v	x	X.	у.		
	Concepts		28100	 	i					
THEMATICS	Problem Solving (Application)		23-100	+	×		×	×		
MM	Geometry		25-100	+	×	 	×	_ *		\vdash
	Calculator Math			-	+-	 	+	-		+-
¥	Higher Order Thinking Skills			<u> </u>	┼	+	-		1-	+
	Measurement	1	25-100	-	X	*	X	X	<u> </u>	
_	Sentence formation	1								
	Usage	1	One pr		_	_			<u> </u>	╀
Y	-	1	with 7	to 35	pro	pts	n th	<u> </u>	↓	┷
ARTS			pool			<u> </u>		<u> </u>		
J.	Foreign Language (specify:)	1								
ANCHAGE	Composition							<u> </u>		
3	1	1								
	Handwriting	<u> </u>		1	1	1				
\vdash		 			T	1				
¥			 	†	T	1				\top
ROTENCE				+	\dagger	+-	† -	1	1	
٥	Higher Order Thinking Skills	-	 	+	+	+-	+	+-	1	1
Ļ		-	 	+	+	+	 	+-	+-	+-
			 	+	+	+-	+	+	+	+
			-	+	╁╌	+-	+-	+-	+-	+-
S I	Cligher Order Thinking Skills		107-	┼	+	+	+	+-	1	+
Provided		1	193					1		

issting of the taxonomy you use, we would very much appreciate it) item type (e.g., multiple-choice) item type (e.g.,		DO obs	s? (Check all that	-,,	where yo	level, please indication in the ries were	· 3	
Second S		_						
cagnitive lave! (e.g., retail, inference) can other well-kneem cagnitive taxenemy, please but cannot		_		oice)	_	•	,	
bay wards					_	•	mitive	
ether		-		·				
none developed our own cognitive taxonemy or ether ether		_						
In what form are the following available? (Check all that apply) HARD MICRO DISK DISK OR TAPE AVAILABLE						developed our own co	gnitive	
In what form are the following available? (Check all that apply) MARD MICRO DISK OR TAPE AVAILABLE			ne		_	•		
Ham texts						ether		
Ham texts	in	what form	are the following a	ivailable? (Check all that apply	y)		
If computer software is used to support item banking, please answer the following questions (in each case, check all responses that apply) a What function(s) does this software? b stem management software? c the software perform? c the software perform per								
If computer software is used to support item banking, please answer the following questions (in each case, check all responses that apply) a What function(s) does this software? B stem management adapted from existing spreadsheets, databases, etc. adapted from existing spreadsheets, etc.		item texts	$\underline{\mathbf{x}}$ $\underline{\mathbf{x}}$	<u>IX</u>				
If computer software is used to support item banking, please answer the following questions (In each case, check all responses that apply) a What function(s) does this software?		-	$\overline{\mathbf{X}}$ $\overline{\mathbf{Y}}$	<u> </u>				
a What function(s) does this software? What function(s) does this software? Stem management Management Management Stem management Management								
its capabilities below	Chec	omputer so ck all respo	oftware is used to s onses that apply)	upport item	banking, please an	swer the following	questions	(in each case,
databases, etc Itest development	Ched	ck all respo	onses that apply) inction(s) does this	b Fror	n where did you ob		lf your s	oftware handles
sconng sconng sis: the programs you are using can add/delete/chang items can add/delete/chang	Ched	ck all respo	onses that apply) inction(s) does this	b Fror	n where did you ob ware ⁷	otain this C	If your s	oftware handles nagement, indicate
sconng can edd/delete/chang stems can edd/delete/chang stems can edd/delete/chang stems can edd/delete/chang stems can edd/delete/chang stem classifications can edd/delete/chang stem classifications can edd/delete/chang stem classifications can edd/delete/chang stems can edd/delete/cha	Ched	What fu	onses that apply) inction(s) does this increase perform?	b Fror	n where did you ob ware? adapted from existing	otain this C	If your s item mar its capab	oftware handles nagement, indicate ilities below
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ether purchased from test or research by will handle test analysis will handle test analysis	Ched	What fu software item test scor	onses that apply) inction(s) does this perform? in management development	b Fror	n where did you ob ware? adapted from existing databases, etc. If you checked the obc	otain this C spreadsheets, ove box, please	If your s item mar its capab	oftware handles nagement, indicate illities below stores items full-acreen editing can edd/delete/chang items
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University of South Carolina ether	Ched	What fu software Item Scor	onses that apply) inction(s) does this perform? management development orting dent recordkeeping	b Fror soft	n where did you obware? adapted from existing databases, etc If you checked the abolist the programs you	spreadsheets, ove box, please ore using	If your sitem marits capab	oftware handles hagement, indicate silities below stores stems full-acreen editing can edd/delete/changitems can edd/delete/changitem classifications
purchased from test or research	Ched	What fu software Item Scor	onses that apply) inction(s) does this perform? In management development orting dent recordkeeping as—reference to materials	b Fror soft	n where did you obware? adapted from existing databases, etc. If you chacked the abolist the programs you appearably designed for a	spreadsheets, ove box, please ore using	If your sitem marits capab	oftware handles nagement, indicate silities below stores stems full-acreen editing can edd/delete/changitems can edd/delete/changitem classifications will handle user hister will handle test
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	Ched	What fu software Item Scor	onses that apply) inction(s) does this perform? In management development orting dent recordkeeping as—reference to materials -line test administration	b Fror soft	m where did you obware? adapted from existing databases, etc. If you checked the abous: the programs you epecially designed for Huynh Huynh University of purchased from test or	spreadsheets, ove box, please ore using our system by South Carolin	If your sitem marits capable	oftware handles nagement, indicate silities below stores stems full-acreen editing can edd/delete/changitems can edd/delete/changitem classifications will handle user histe will handle test analysis



its capab	oftware handles lopment, indicate ilities below.	e	If your software handles scoring, please indicate its capabilities below	1	If your software handles reporting, please indicate its capabilities below
D 3	en-line generation of tests		mark senze reader		sublest profiles
⊡	can use various entens for selecting items		Subtest and total		subtest profiles class
•	•		D objective mastery		summary reports
3	can add/delete/change stems that are computer selected		ltem Statistics		cross reference to materials, methods
₩	automatically stores answer keys		test statistics		•ther
נו	prints tests		other		
	has special print featurer				
	will pont multiple forms				
ם	other				
		•			
	recordkeeping, please its capabilities by objective mastered total scores over time		graphics capabilities, please indicate these below can generate most graphics can attach externa! graphics to stem text		indicate XT, AT, 286, etc) Mainframe
	gradebook or senes of scores		can generate graphics and merge them in with item text		
) othe		can produce the entire	1	What is the approximate
		-			cost of your testing software? Difficult to assess since
	the name of your item	- - k	ls your software?		software? Difficult to assess since
banking/ package	test scoring software	- 1 k	Is your software ? available on eachange agreement		Difficult to assess since consultant costs contains
banking/ package Sout	test scoring software	_	available on exchange	m.	Difficult to assess since consultant costs contains
package Sout	test scoring software h D Test	_	available on exchange agreement available for purchase	π.	Difficult to assess since consultant costs contains numerous other activities. Technical assistance in

Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher orde: thinking skills, and in computerized systems



• ITEM BANK DATA SHEET

		e photocopi				
Item Bank Title (if any)Wis	consin DPI Item	Bank				
For information about the						
bank contact	Name Dr. Jo	hn H. The	: <u>.an</u>			
	Title Item B	ank Coord	<u>inator</u>			
	Organization	Wisconsin	Dept.	of Public	Instr	uction
	Street 125 S	. Webster				
	City Madiso	n		State_WI		Z1p53707
	Phone: Area co	de608	_ Number	266 20	89	•
ase indicate the characteristics		placing an				
Which of the following are avail bank? (check all that apply)	able through this			ich of these s nk?	ita teme	ents are correct for this
test items		•	YES	CAN BE ARRANGED	NO	
classification of items by conte						all or most of the bank
general objectives or topic state	ments		ĭ	u	ت	is available for sale
item specifications, detailed co etc. suggested instructional activities					2 3	all or most of the bank is available free (or for cost of reproduction
Cross references between object appropriate instructional mater	ives and iats		X			pre-developed tests are constructed from the
content review or other validity reliability estimates	information					item bank tests are constructed based on objectives i
p-values IRT (latent trait) calibrations						the item bank selecte by the user
other item analysis data technical reports			X			items are used to con- struct tests based on
What is the source of the bank's	s objectives and					objectives developed by the user
items? (check all that apply)			E Wh	lannitibhe te	service	es related to the bank
developed by teachers						k all that apply)
Mideveloped by state or local cent	al office staff			CAN BE	(0,,,,,	
developed by test development pyour organization	ersonnel within		YES	ARRANGED	NO	
developed by an outside organiz	Btion			£		printing of test materia
Collected from other sources						test Scoring services
What reviews or studies (if any				₽		development of individ
for the items in the bank? (Chec				Ð		student profiles development of class (
review to verify appropriate cont	ent entrestives		_	_	_	school profiles
content review to metch items to				XD		training on test admini tron procedures
content review to establish appro or age levels aditing for clarity	Philare Arane IEAEI2			Ę,		training on writing or selecting objectives
editing based on reviews by tech	nical personnel					item specifications training on willing tes
editing based on technical data			ب	_	_	items
review for sex bias review for cultural and ethnic bid	15			2 3		assistance in interpre
informal pilot testing (informal s small numbers of subjects, non	election of subjects.					test data
results) formal pilot testing (rigorous sar	npling and anlysis of cts, standardized					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided

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with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" Items may overlap other content areas within each subject

		APPROXIMAT		Pre			LEVEL			
	CONTENT AREA	OBJECTIVES	F ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adu
	Phonetic Analysis		250			250		0		
	Structural Analysis		100			55	35	10		
	Vocabulary		600			200	250	100		
2	Comprehension		1,200			380	550	270		
Ş	Reading Readiness		-0-							
¥	Reference (Study) Skills	i I	1,000			300	500	200		
	Higher Order Thinking Skills									
Nı	umber & Numberation & Computations		690			129	410	151		
	Concepts vocabulary & symbolism	1 1	811			237	399	175		
	Measurement skills & applications		587			113	275	199		
THEMATICS	Geometry skills & applications		112			9	50	53		
	Calculator Math		-0-							
	Problem solving		99			38	33	28		
	Organizaing Info.skills & appl.		178			26	103	49		
	Variables & relations skills &		103			2	16	85		
	Grammarappl.		750			250	250	250		
	Usage		400			100	150	150		
	Mechanics		600			200	200	200		
	Foreign Language (specify:)		-0-							
LANGUAGE	Composition skills (machine scored		800			200	300	300		
3	Higher Order Thinking Skills Only)									
5	Figure Order Familiang Signs									
ב נו										
֝֟֝֟֝֟֝֝֟֝֟֝֝֟֝֟֝֟֝֟֝֟֓֓֟֟	Higher Order Thinking Skills		-							
n	righer Order Fininking Skills		<u> </u>							
X										
TER	shan Onder Thinking Olima		197							,
₹Ĭ	gher Order Thinking Skills		43/							

'. V	Vhich of the following can be used to strieve items? (Check all that apply)		cognitive level, plaase indicate (where your cognitive categories	were
	Debjective to be tested		derived (If you would like to listing of the taxonomy you us	
	item difficulty		would very much appreciate it.	
	item type (e.g., multiple-choice)		Bloom's Tazonomy	
	cognitive level (e.g., recall, inference	1)	ether well-known cognitiv	<u> </u>
	key words		modified an existing to en	emy,
			developed our own cognitu	
	☐ acne		taxonomy	
1-	what form are the following available	le? (Check all	that apply)	
. In	MAINE	RAME NO	от	
	COPY DISK DISK OF	R TAPE AVAIL	-	
Ita	item texts 🖾 🗆 🖂			ure
	em statistics			
). If	computer software is used to support	item banking,	please answer the following que	stions (In each case,
ch	eck all responses that apply)		did you obtain this C If	your software handles
). If ch	eck all responses that apply)	From where software?	did you obtain this c If ite	
ch	eck all responses that apply) What function(s) does this b.	From where software?	did you obtain this c If ite ite its	your software handles m management, indicate
ch	What function(s) does this b. software perform?	From where software? adapted from databases.	did you obtain this c iff its its existing spreadsheets, etc.	your software handles m management, indicate capabilities below:
ch	What function(s) does this b. software perform?	From where software? adapted for databases, for you che list the po	did you obtain this c ife ite its rom existing spreadsheets, , etc.	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change
ch	What function(s) does this b. software perform? item management test development reporting	From where software? adapted from databases, if you che sist the percent of the	did you obtain this c ife its its em existing spreadsheets, etc. beked the above box, please regrams you are using int programs use Xerox iatory system. Use	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items
ch	What function(s) does this b. software perform? item management test development scoring reporting student recordkeeping	From where software? adapted from databases. If you che list the purchase Proprior	did you obtain this c ife ite its em existing spreadsheets, etc. seked the above box, please regrams you are using the programs use Xerox	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items can add/delete/change
ch	What function(s) does this b. software perform? item management test development scoring reporting student recordkeeping cross—reference to materials	From where software? adapted from databases. If you che list the proper of Maactive.	did you obtain this c ife its its its its its its its its its its	your software handles m management, indicate capabilities below: Stores items full-screen editing can add/delete/change items can add/delete/change items will handle user histore
ch	What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross—reference to materials en—line test administration	From where software? adapted from databases. If you che list the proper of Maactive.	did you obtain this c ife its its its its its its its its its its	your software handles m management, indicate capabilities below: Stores items full-screen editing can add/delete/change items can add/delete/change
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ch	What function(s) does this software perform? item management test development scoring reporting student recordkeeping cross—reference to materials en—line test administration	From where software? adapted find detabases. If you che first the proper of Ma active specially of purchased.	did you obtain this c ife its its its its its its its its its its	your software handles m management, indicate capabilities below: stores items full-screen editing can add/delete/change items can add/delete/change items will handle user history will handle test analysis other Test



U.	test deve	olopment, indicate pilities below:	900	pring, please indicate its pabilities below:	•	reporting, please indicate its capabilities below
	2	on—line generation of tests		mort sense reader		subtest profiles
	Ð	can use various criterie for selecting items		subtest and total scores		ubtest profiles class
	Ð	can add/delete/change items that are		objective mastery		summary reports
	٥	computer selected		item statistics		cross reference to materials/me'h~ds
	Ø	automatically steres answer keys		test statistics		
	Ø	prints tests				
	Ö	has special print features				
	0	will print multiple forms				
		ether				
g .	student	software handles recordkeeping, please its capabilities	8	your software has raphics capabilities, please indicate these below:	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
	below.			can generate most		Xerox star 8010 consideratio
		by objective mastered				of moving to Apple
Possik not		total scores over time		can attach external New graphics to item text sys		MacIntosh
done				can generate graphics and merge them in with item text	1	
		•ther		can produce the entire test	I.	What is the approximate cost of your testing software?
j.	What is	the name of your item test scoring software	k I	s your software:?		
	package?			available on exchange agreement		•
				available for purchase from vender	M.	Technica! assistance in running the software is:
				available for purchase from you		available from us
				not available for others		available through vender
			-			not evailable
i	n this sp	evide any descriptive com ace or on a separate she kills, and in computerize	et of pap	per We are especially interest	your led in	item bank and/or testing system items measuring higher order



*ITEM BANK DATA SHEET

	wasternes will be at	ortoconied		_	
Please type or write legibly. This of	westionnare will be proposed in a clearing bouse	e for Basic S	kills		
Item Bank Title (if any)					
For information about the bank contact	Name	Wheeler			
Dank contact	Title Administr	ative Assista	nt, Curric	ulum 8	& Inst.
		te Department	of Educat	ion	
	Hathaway				93003
	CityCheyenne		StateWy		Zip
	Phone: Area code	307 Number	<u>777-680</u>	8	
Please indicate the characteristics o	f this item bank by pla				
 Which of the following are available bank? (check all that apply) 	ole through this		ich of these : nk?	stateme	ents are correct for this
X test items		YES	CAN BE ARRANGED	NO	
Classification of items by content general objectives or topic statem				X	all or most of the bank is available for sale
item specifications, detailed cont etc. suggested instructional activities	ent descriptions.			Z	all or most of the bank is available free (or for cost of reproduction)
cross references between objective appropriate instructional materia	res and its			X	pre-developed tests are constructed from the
content review or other validity in reliability estimates p-values	itom a tion		Ð		item bank tests are constructed based on objectives in the item bank selected
☐ IRT (latent trait) calibrations ☐ other item analysis data ☐ technical reports				X	by the user items are used to con- struct tests based on objectives developed
2. What is the source of the bank's	objectives and				by the user
items? (check all that apply)					es related to the bank
✓ developed by teachers		са	n be provided	? (chec	ck all that apply)
developed by state or local centra	office staff		CAN BE		
developed by test development pe	rsonnei witnin	YES	ARRANGED	NO	
developed by an outside organizat	tion		П	⊠	printing of test materials
Collected from other sources				₽	test scoring services
3. What reviews or studies (if any)	were performed			□	development of individual
for the items in the bank? (check	all that apply)			X	student profiles development of class and
review to verify appropriate conten	nt	U	_		school profiles
Content review to match items to d	bjectives			×	training on test administra tion procedures
content review to establish appropriate or age levels editing for clarity	oriate grade levels			~	training on writing or selecting objectives and
editing based on reviews by techn	ical personnel			X	item specifications
editing based on technical data		U	_	_	training on writing test items
review for sex bias review for cultural and ethnic bias	•				assistance in interpreting test data
informal pilot testing (informal se small numbers of subjects, non-r results)	lection of subjects. Igorous analysis of				other
formal pilot testing (rigorous sams results, large numbers of subject administration)	oling and anlysis of ts, standard/zed				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space provided.

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals

with other content areas, please be sure to include them.

C. We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMATI	E NUMBER	Pro			LEVEL			
	CONTENT AREA	OBJECTIVES	iyems	School (0-4)	K·2 (6-7)	3-6 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis									
	Structural Analysis									
	Vocabulary	<u> </u>								
	Comprehension	 							-	
₹	Reeding Readiness	 								<u> </u>
ĸ	Reference (Study) Skills			ļ. —						
	Higher Order Thinking Skills					<u></u>			 	_
	Reading (General)	200	800	<u> </u>	x_	<u>x</u>	х		├─	
	Computational skills	200	800		х	ж	ж			
	Concepts		·						<u> </u>	
	Problem Solving (Application)				_				<u> </u>	-
THEMATICS	Geometry	<u> </u>		ļ						├—
	Calculator Math			 		ļ				
Š	Higher Order Thinking Skills				-		ļ		-	_
					_					
	Grammar									
	Usage			ļ	<u> </u>				<u> </u>	
AFFIS	Mechanics	<u> </u>			<u> </u>					
ш	Foreign Language (specify:)								-	
Ž	Composition			 	-					
LANGUAG	Higher Order Thinking Skills	<u> </u>		 -	_					_
_	Language Arts (including writing)	300	1200		×	<u> </u>	х_		-	_
SCIENCE	Higher Order Thinking Skills									
	Democratic Governance	300	650	 	×	×	×	×	-	-
FER	Free enterprise	250	500		×	×	х	х		
E	gher Order Thinking Skills									
₹Ĭ	Crief Older Limiting arms	2	$\overline{\Pi}$							

	strieve ite S e i i i i	ms? (C bjective to tem difficu tem type (ognitive le ey words	wing can be theck all that be tested all that be tested all that all that all the tested all the	apply)		other witesener	please ind nitive cate u would li exonomy y th apprecia s Taxonomy vell-known (my, please b d an existing list	icate from gories were ke to attace ou use, we ate it.) cognitive st	:h a
9 In	what for	m are th	he following		•				
		HARD COPY	MICRO DISK	MAINFRAM DISK OR TA					
	item texts m graphics m statistics	<u>5</u>]] 1			
	What for software	unction(s perforr	hat apply) s) does this	b. Fro	om where d tware?	please answer the	s C	If your s	(In each case, software handles nagement, indicate pilities below
	iter	m managei	ment	כ	adapted fro databases,	m existing spreadshee etc.	ets,		steres items
	_	t developn	nent		If you chec	ked the above box, p	lease	0	full-screen editing
	_	orting						0	can add/delete/change items
	_ stu	dent recor	dkeeping						can add/delete/change item classifications
	_ uº	ss – referen	ce to materials		specially de	esigned for our system	n by		will handle user histor
	_		administration	_	, .,		- -	0	will handle test analysis
	□ •th	····		- - o	purchased fi organization	rom test or research		0	ether
	_			-			_		
				_					



	oftware handles lopment, indicate ilities below:	•	If your software handles scoring, please indicate its capabilities below:	f.	If your software handles reporting, please indicate its capabilities below:
0	en-line generation of tests		mark sense reader		subtest profiles student
	can use various criteria for selecting items		subtest and total scores		ubtest profilescles
	can add/delete/change		objective mastery		wmmary reports
0	items that are computer selected		item statistics		cross reference to materials/methods
	autometically stores answer keys		test statistics		ether
0	prints tests				
0	has special print features				
0	will print multiple forms				
	ether				
student	software handles recordkeeping, please its capabilities	h	If your software has graphics capabilities, please indicate these below:	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
	by objective mastered		☐ graphics		
U	-				
0	total scores ever time		can attach externel graphics to item text		
0	gradebook or senes of				
	gradebook or senes of		can generate graphics and merge them in with item text	•	What is the approximate
0	gradebook or senes of scores		graphics to item text can generate graphics and merge them in	1.	What is the approximate cost of your testing software?
□ □ What is	gradebook or senes of scores other the name of your item	ĸ	can generate graphics and marge tham in with item text can produce the entire test	1.	cost of your testing
□ □ What is	gradebook or series of scores other the name of your item test scoring software	ĸ	can generate graphics and marge tham in with item text can produce the entire test	1.	cost of your testing software?
What is banking/	gradebook or series of scores other the name of your item test scoring software	- -	can generate graphics and marge tham in with item text can produce the entire test Is your software.?	1. m.	cost of your testing software?
What is banking/	gradebook or series of scores other the name of your item test scoring software	K - -	can generate graphics and merge tham in with item text can produce the entire test Is your software.? available on exchange agreement evailable for purchase		cost of your testing software? Technical assistance in
What is banking/	gradebook or series of scores other the name of your item test scoring software	- - -	can generate graphics and merge tham in with item text can produce the entire test can produce the entire test svallable on exchange agreement arallable for purchase from vendor available for purchase		Technical assistance in running the software is.

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



SECTION C

PROPRIETARY ITEM/TEST COLLECTIONS

Alabama State DOE

ITEM BANK DATA SHEET

Please type or write legibly. This qui					
Item Bank Title (if any)Basic	Competency Test	s/Alabama Hi	<u>gh School</u> (AHSGE)	<u>Gradu</u> a)	ntion Fxamination
For information about the	Dw Ar	nne Hess	(10.000)	•	
bank contact	Coondi	inator of Stu	dent Asses	ssment	
	Organization Stat	te Department	of Educat	tion	
	Street1020_1	Monuicello Co	urt.		
	City Montgo	omery	StateA		Zip _36117
	Phone: Area code	205 Number	261-524	1	
Please indicate the characteristics of	this item bank by pla				
. Which of the following are available bank? (check all that apply)	through this		ich of these nk?	statemer	nts are correct for this
test items classification of items by content		YES	CAN BE ARRANGED	NO	
VI classification of items by content	nts			IX)	all or most of the bank is available for sale
item specifications, detailed contensetc.	t descriptions,			Ø	all or most of the bank is available free (or cost of reproduction)
suggested instructional activities cross references between objective appropriete instructional materials	i			Ø	pre-developed tests are constructed from the
content review or other validity info reliability estimates p-values IRT (latent trait) calibrations	rmation	X °,			item bank tests are constructed besed on objectives in the item bank selected by the user
other item anelysis data technical reports AHSGE	prectives and	Ø	0	□ .	items are used to con- struct tests based on objectives developed by the user
What is the source of the bank's of items? (check all that apply)	Jectives and	- 1415			s related to the bank
M developed by teachers					k all that apply;
developed by state or local central of developed by test development persistent organization.	onnei within	YES	CAN BE ARRANGED	NO	
developed by an outside organization	n			IX	printing of test materials
collected from other sources	_			这	test scoring services
3. What reviews or studies (if any) w	ere performed			X	development of individual student profiles
for the items in the bank? (check a	ii mar appiy)			X	development of class and
review to verify appropriate content in content review to metch items to obj	ectives		•		school profiles treining on test administra
content review to establish appropri or age levels	ate grade levels	凶	0		tion procedures treining on writing or
editing for clarity editing based on reviews by technic	al personnel	133			selecting objectives and item specifications training on writing test
(X) editing based on technical data (X) review for sex bias			_	_	items
Traview for cultural and ethnic bies		□			assistance in interpreting test data
informal pilot testing (informal sales small numbers of subjects, non-rig results)	ction of subjects. orous analysis of				other
Y formal prior testing (rigorous sample results, large numbers of subjects	ng and enlysis of , stenderdized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered

For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to basic skills item banks If your item bank deals

with other content areas, please be sure to include them.

C We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMATE	NUMBER	Pro	. 6	RADE	LEVEL	(AGE)	1	ì
	CONTENT AREA	OSJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adult
_	Phonetic Analysis			<u> </u>	X	_X				
	Structural Analysis	_		<u> </u>	X	<u> </u>	X	X		
	Vocabulary	1 1			X	X	X	X		_
2	Comprehension	1		ļ	X_	<u> </u>	X.	 		
RADI	Reading Readiness	1 1		<u> </u>	 			├ ┼		
¥	Reference (Study) Skills	1		 	 		 	├		<u> </u>
	Higher Order Thinking Skills	1 1			↓	ļ	 	┝╌┥		_
					<u> </u>		↓	├ ┤		
				ļ	 	 	 			
	Computational skills			<u> </u>	<u> </u>	X	X	X		
	·	1 1			X	X	<u> </u>	X		├-
λi	Concepts	1 1			X	X	X	X		↓
INEMATICS	Problem Solving (Application)	i i			X	Х	X_	X		<u> </u>
EE/	Geometry									
ď										
3	Higher Order Thinking Skills									
				1						
_					X	X	X	Х		
	Grammar			+ -	1x	X	X	X		
	Usage			†	1x	X	T X	X		
E	Mechanics			+	+^-	 ^ 	 ^-	1		1
7	Foreign Language (specify:	_		+	+	 	+	+		1
ANGIAGE	Composition			+-	+-	╂─	+-			1
3	Higher Order Thinking Skills			- 	+	+	+-	1		\dagger
] =				+	┿	┼	+-	+-	 	\dagger
				 	+-	╁	+-	+	\vdash	+
	,			-	+-	╂	+	+	+	+
Ž				 	╂	╂	+	+	 	+
CCIENCE	Higher Order Thinking Skills				1	 	+	 	┼─	+-
ľ				- 	1_	4	+-		┼	+
Γ					4_	-	\perp			+-
1					1	1	 		┨—	┼
(E			206		$oldsymbol{\perp}$	1_	┷	<u> </u>	 	4
K	Cigher Order Thinking Skills ———		212			1	1		1	1

1	test devel	oftware handles lopment, indicate ilities bel ow	 If your software handles scoring, please indicate its capabilities below. 	1	If your software handles reporting, please indicate its capabilities below
	120	en-line generation of tests	mark sense reader		student profiles
	<u> </u>	can use vaneus entene for selecting items	subtest and tetal scores		oubteat profiles class
	w	can add/delete/change	abjective mastery		summary reports
	X	items that are computer selected	stem statistics		cross reference to materials/methods
	Ø	automatically stores answer keys	test statistics		Other
	1 20		ether		
		has special Bont			<u> </u>
	ח	will print multiple			
		ether			
	student	software handles recordkeeping, pleasc its capabilities	h If your software has graphics capabilities, please indicate these below	i	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
) by objective mestered	graphics		
		total scores over time	can attach external graphics to item text		
		gradebook or series of	can generate graphics and merge them in with item text		
		• • • • • • • • • • • • • • • • • • •	can produce the entire test	1	What is the approximate cost of your testing software?
	What is	the name of your item	k is your software?		
	banking/ package	test scoring software	available on exchange agreement		
			available for purchase from vendor	п	n Technical assistance in running the software is
			available for purchase frem you		available from us
			not available for ethers		available through vendor
			.•		

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems



retrieve	of the following can be used to titems? (Check all that apply)		where your cognitive C	ategories were	
1	Objective to be tested		derived (If you would listing of the taxonomy		•
!	item difficulty		would very much appr		
	ltem type (a.g., multiple-chaice)		Bloom's Taxone	Pmy	
!	cognitive level (e.g., recall, inference)		Other well-know tasenemy, please	en cognitive se list	
·	key words		medified an exi	sting taxenomy,	
	□ ether		developed our e		
			•		
item i Item grap Item stati	ohics X	TAPE AVAILA	These are and are no sources.	under our te t available	
If compu	On COMp uter software is used to support in I responses that apply.)		, please answer the follow	wing questions	(in each case,
check al	uter software is used to support i I responses that apply.) hat function(s) does this b	tem banking, (, please answer the follow id you obtain this	c If your so	ftware handles agement, indicate
a WI	uter software is used to support i I responses that apply.) hat function(s) does this b	tem banking, From where di software?	id you obtain this m existing spreadsheets,	c If your so item mans its capabil	ftware handles
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a Wi	uter software is used to support in the support in	From where disoftware? adapted from databases, of	id you obtain this m existing spreadsheets, etc	c If your so item manaits capabil	oftware handles agement, indicate lities below stores items full-screen editing can add/delete/change items
a Wi	uter software is used to support it responses that apply.) hat function(s) does this boftware perform? I item management I test development	From where disoftware? adapted from databases, of	id you obtain this m existing spreadsheets, etc	c If your so item manaits capabil	oftware handles agement, indicate lities below stores items full-screen editing can add/delete/changitems
a Wi	uter software is used to support it responses that apply.) hat function(s) does this buftware perform? I item management I test development I reporting	From where disoftware? adapted from databases, of you check list the pro-	id you obtain this m existing spreadsheets, etc ted the above box, please grams you are using	c If your so item manaits capabil	oftware handles agement, indicate lities below stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications
a Wisof	uter software is used to support it responses that apply.) hat function(s) does this buftware perform? I item management I test development I scoring I reporting I student recordkeeping	From where disoftware? adapted from databases, of you check list the pro-	id you obtain this m existing spreadsheets, etc	c If your so item manaits capabil	oftware handles agement, indicate lities below stores items full-screen editing can add/delete/changitems can add/delete/changitem classifications
a Wison	uter software is used to support in the support in	From where disoftware? adapted from databases, of the pro-	id you obtain this m existing spreadsheets, etc ted the above box, please grams you are using signed for our system by	c If your so item manaits capabil	oftware handles agement, indicate lities below-stores items full-screen editing can add/delete/change items can add/delete/change item classifications will handle user historially sis
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ITEM BANK DATA SHEET

Northwest Regional Educational Laboratory

Please type or write legibly. This qu	estionnale will be	. E:l.	U.				
Item Bank Title (if any)	rriculum Maste	r rile					
For information about the bank contact	Tarre Liver	on Cawley	ve opme	ent Consulte	nt		
	,			nool Distric			
	Organization	North Nint					
	Street OUU F			State Nev	ada		ZID 89101
	Phone: Area co	702	Number	700 -944	54	_	
lease indicate the characteristics of	this item bank by	placing an	"X" in ti	he appropriat	e boxe	s.	
Which of the following are available bank? (check all that apply)	through this	-	4. Wh		statem	ent	s are conect for this
test items *				CAN BE			_
classification of items by content			YES	ARRANGED	NO		att as mare of the bank
	nts				ں		all or most of the bank is evailable for sale
item specifications, detailed contents etc. suggasted instructional ectivities	t descriptions,						ell or most of the benk is available free (or for cost of reproduction)
cross ref rences between objectives appropriate instructional materials	•						pre-developed tests ere constructed from the
content review or other validity info reliability estimates p-values	mation		□,			*	item bank tests ere constructed besed on objectives in the item bank selected
☐ IRT (latent trait) calibrations ☐ other item analysis data ☐ technicel raports . What is the source of the bank's of	ojectives and						by the user items are used to con- struct tests based on objectives developed by the user
items? (check all that apply)			5 Wh	ar additional	serv ic	es	related to the bank
Mdevaloped by teachers							all that apply)
developed by state or local central of developed by test development personal development per	office staff onnel within		YES	CAN BE ARRANGED	NO		
your organization devaloped by an outside organization	n		×		_		
Collected from other sources	•		Ž			*	printing of test materials
. What reviews or studies (it any) w	cre performed				ij		test scoring services development of individuel student profiles
for the items in the bank? icheck a	ii that apply;		123				development of class and
Creviaw to verify appropriete content				_	_		school profiles
Contant review to match items to obj			Ø				treining on test administration procedures
contant review to establish appropri or age levels editing for clerity	ne Arene levels		Ŏ				treining on writing or selecting objectives end
editing based on reviews by technic editing based on technical data	al personnel		ठ				item specifications training on writing test
review for sex bias			Ø				assistanca in interpreting test data
informal pilot testing (informal selection amail numbers of subjects, non-rig results) — \$ OME	tion of subjects, prous enalysis of						other
formal prior testing (rigorous sampli results, lerge numbers of subjects	ng and anlysis of standardized						

* eventually will be installed on district mainframe (IBM)



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write is in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns

We do not want to limit the content of the catalog to basic skills item banks If your item bank deals with other content areas, please be sure to include them.

_				1		20400	1 2 4 4 4	IACEI		
	CONTENT AREA	APPROXIMATI OF OBJECTIVES]		Pre School (0-4)			LEVEL 6-8 (11-13)		College	Adult
	Phonetic Analysis									
	Structural Analysis									
	Vocabulary									
2	Comprehension									
KAD	Reading Readiness		<u> </u>			_				
-	Reference (Study) Skills									
	Higher Order Thinking Skills					_				
1	Computational skills									
	Concepts		•	 —		_	-			
S	Problem Solving (Application) Geometry Calculator Math				_					-
EMA	Geometry						 			
F	Calculator Math	 							-	
×	Higher Order Thinking Skills									
İ										
	Grammar									
	Usage			<u> </u>	<u> </u>					
AMTS	Mechanics			 			ļ	<u> </u>		
	Foreign Language (enecify:			 		_				
X	Composition			 	-				-	
ANGUAG	Higher Order Thinking Skills			┼	_		 		_	
				╂	-		-			-
┝				-						
l۳				 		_				
Ä	Higher Order Thinking Skills			 	-			_		
۱×	Higher Order Thinking Skills									
		1 1								
E E										
((her Order Thinking Skills		210							
ull Text Provid	sed by ERIC	21								

7 W	/hich of the following can be used to strieve items? (Check all that apply) bjective to be tested *	•	If your items are retri cognitive level, please where your cognitive derived (If you wou listing of the taxonon would very much app	indicate categories ld like to ny you us	from s were o attach a ise, we	
	ttem type (e.g., multiple-choice) *		☐ Bloom's Taxor	nemy		
	cognitive level (e.g., recell, inference	i) *	ether well-kno tasenemy, ples	own cognite	ve Norris Sanders	-
	key words *		medified an ex	zist i ng tazo	onemy,	
	subject, grade leve		please hat			-
	nene		developed our taxenomy	own cognit	tive	
			ether			-
9. In	what form are the following available	RAME	all that apply) NOT VAILABLE			
	COPY DISK DISK					
	item texts * 🖄 🔯 🔯 im graphics * 🔯					
10 lf	computer software is used to support	item banki	ng, please answer the follo	owing qu	estions (In each case	ı,
10 If ch	computer software is used to support eck all responses that apply) What function(s) does this b	From whe	ng, please answer the follo	c If	your software handle em management, indic	s
ch	What function(s) does this b software perform?	From whe software?	re did you obtain this d frem existing spreadsheets,	c If	your software handle tem management, indic ts capabilities below.	s ate
ch	What function(s) does this b software perform?	From whe software? Adapte databa	re did you obtain this d from existing spreadsheets, ses, etc	c If	your software handlestem management, indicate capabilities below.	s ate
ch	What function(s) does this b software perform? item menagement *	From whe software? Adapte databa	re did you obtain this d frem existing spreadsheets, ses, etc checked the ebove box, please e progrems you are using	c If	your software handle: tem management, indic ts capabilities below. stores items * uti-screen editor	s ate
ch	What function(s) does this b software perform? item menagement *	From whe software? Adapte databa	re did you obtain this d frem existing spreadsheets, ses, etc	c If	your software handlestem management, indicate capabilities below.	s ate
ch	What function(s) does this b software perform? item menagement * test development *	From whe software? Adapte databa	re did you obtain this d frem existing spreadsheets, ses, etc checked the ebove box, please e progrems you are using	c If	your software handlestem management, indicts capabilities below. Stores items * Time access editor	s ate ate * hange *
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ch	What function(s) does this b software perform? item menagement * test development * scoring * reporting * cress—reference to meterials * on—line test administration *	From whe software? Adapte databa When you hist th	re did you obtain this d frem existing spreadsheets, ses, etc checked the ebove box, please e progrems you are using	c If	your software handlestern management, indicates capabilities below. Stores items * Tull-screen editor can add/delete/citems can add/delete/citems will handle user will handle teet	ate * hange * henge *
ch	What function(s) does this b software perform? item menagement test development scoring reporting teudent recordscoping cross-reference to meterials	From whe software? Adapte databa What is the position of the	re did you obtain this d frem existing spreadsheets, ses, etc checked the above box, plexise a programs you are using Base 3 Plus Clipper Ity designed for our system by sed from test or research	c If	your software handle: tem management, indic ts capabilities below. Stores items * Tuli-screen editor tan add/delete/c items Can add/delete/c items Will handle user	ate * hange * henge *
ch	What function(s) does this b software perform? item menagement test development scoring reporting testedent record teeping cress-reference to meterials multiplication therapy of the control of	From whe software? Adapte databa What is the Decise of the process of the software.	re did you obtain this d frem existing spreadsheets, ses, etc checked the above box, plexise a programs you are using Base 3 Plus Clipper Ity designed for our system by sed from test or research	c If	your software handle: tem management, indicates capabilities below. Stores items * Tull-screen editor can add/delete/citems can add/delete/citems will handle user will handle teet enalysis	ate * hange * henge *
ch	What function(s) does this b software perform? item menagement test development scoring reporting testedent record teeping cress-reference to meterials multiplication therapy of the control of	From whe software? Adapte databa What is the position of the	re did you obtain this d frem existing spreadsheets, ses, etc checked the above box, plexise a programs you are using Base 3 Plus Clipper Ity designed for our system by sed from test or research	c If	your software handle: tem management, indicates capabilities below. Stores items * Tull-screen editor can add/delete/citems can add/delete/citems will handle user will handle teet enalysis	ate * hange * henge *
ch	What function(s) does this b software perform? item menagement test development scoring reporting testedent record teeping cress-reference to meterials multiplication therapy of the control of	From whe software? Adapte databa If you list the D-	re did you obtain this d frem existing spreadsheets, ses, etc checked the above box, piezze a programs you are using Base 3 Plus Clipper illy designed for our system by sed from test or research zation	c If	your software handle: tem management, indicates capabilities below. Stores items * Tull-screen editor can add/delete/citems can add/delete/citems will handle user will handle teet enalysis	ate * hange * henge #

its capabi	oftware handles opment, indicate lities below	•	If your software handles scoring, please indicate its capabilities below	1	If your software handles reporting, please indicate its capabilities below
Ø	en-line generation of tests		mork sense reader *		subtest profiles *
ລ	can use various entena for selecting items		subtest and total &		subtest profiles class
, ,	-		shjective mastery		summary reports
×	can add/delete/change itams that are computer selected		kem statistics		cross reference to materials/methods
Ø	automatically stores *		test statistics		Other
_			other		
Z	prints tests				
	has special print features				
۵	will print multiple forms				
	ether	•			
		-			
student	software handles recordkeeping, please its capabilities	h	If your software has graphics capabilities, please indicate these below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.) AT - now
	•		can generate most graphics		eventually mainframe
26	he shierling mastered				eventually maintrame
数	by objective mastered total scores over time		can attach external graphics to item text		eventually maintraine
8	total scores over time		graphics to item text		eventually mathriane
	total scores over time	,	graphics to item text		eventually mathriame
8	total scores over time		graphics to item text can generate graphics and merge them in	ı	What is the approximate cost of your testing software?
<u>8</u>	gradebook or series of scores		can generate graphics and merge them in with item text can produce the entire test	I	What is the approximate cost of your testing software?
Mact is	gradebook or series of a scores other the name of your item test scoring software		can generate graphics and merge them in with item text can produce the entire test	I	What is the approximate cost of your testing software?
What is banking/package?	gradebook or series of a scores other the name of your item test scoring software		can generate graphics and merge them in with item text can produce the entire test is you; software? available on exchange	i	What is the approximate cost of your testing software? Currently not determin
What is banking/package?	gradebook or series of scores other the name of your item test scoring software		can generate graphics and merge them in with item text can produce the entire test can produce the entire test is you: software? available on exchange agreement available for purchase them wonder y available for purchase	m	What is the approximate cost of your testing software? Currently not determin
What is banking/package?	gradebook or series of scores other the name of your item test scoring software		can generate graphics and merge thern in with item text can produce the entire text can produce the entire text text available on exchange agreement available for purchase from wonder	m	What is the approximate cost of your testing software? Currently not determing the software is

11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.

* eventually will be installed on district mainframe (IBM)



CURRICULUM MASTER FILE

Curriculum Master File (CMF) is a computerized data base retrieval system for all of the Clark County School District learning objectives, instructional activities, and related test items (K-12). The first phase of CMF involved inputting Clark County School District's learning objectives in a host computer. This phase is completed. CMF contains elementary learning objectives (K-6) in 14 subject areas and secondary learning objectives (7-12) in over 350 courses. CMF's second phase requires the linkage of existing objectives and test items. This phase will be ongoing. Currently test items are being correlated in elementary math and reading and secondary math, reading, and English. The third phase of CMF will tie existing instructional activities and resources to established learning objectives (K-12). Teachers at school sites will also be able to input instructional activities on the mainframe for teachers at other sites.

Currently Clark County School Pistrict is converting to a new mainframe. Once the conversion is completed, Curriculum Master File will be installed on the new mainframe. Each individual school (140 schools districtwide) will be able to utilize the CMF program at their sites through modems.

At that point, CMF will include K-12 learning objectives, test items, instructional activities, and resources. The system will also have the capability to perform test scoring and record keeping functions.

Clark County School District (CCSD) is currently working with a variety of test items. We have purchased the Northwest Evaluation Association items; the Northwest Regional Educational Laboratory items; the Merrill math, reading, and language art item banks; the National Assessment of Educational Progress items; and we have developed district items in math, science, and social studies, and English.



Mississippi State U.

• ITEM BANK DATA SHEET

Please type or write legibly. This		copied.			
Item Bank Title (if any) PREP	S, Inc. T.I.B.				
For information about the		_			
bank contact	Name Hugh I. Per				
	Organization PREPS	inc.			
	Street Box 5365				
	City Mississippi	State	_StateMS		Zip <u>_39762</u>
	Phone: Area code	Number	325-3717		
lease indicate the characteristics	of this item bank by placin				
 Which of the following are avail bank? (check all that apply) 	able through this		ich of these : nk?	stateme	nts are correct for this
The state of state by containing the state of st	nt .	YES	CAN BE ARRANGED	NO	
classification of items by conte	ements			X	ell or must of the bank is evailable for sale
item specifications, detailed co etc. suggested instructional activities				X	all or most of the bank is available free (or for cost of reproduction)
cross references between object appropriate instructional mater content review or other validity	tives and rials				pre-developed tests ere constructed from the item bank
reliability estimates p-values IRT (latent trait) calibrations		⊠			tests are constructed based on objectives in the item bank selected by the user
Other item analysis data technical reports	a abjectives and	X			items are used to con- struct tests besed on objectives developed
. What is the source of the bank'	s objectives and				by the user
items? (check all that apply)		• • • • • • • • • • • • • • • • • • • •			es related to the bank
Adeveloped by teachers		ca	n be provided	? (chec	k all that apply)
developed by state or local cent	tral office Staff		CAN BE		
developed by test development pyour organization		YES	ARRANGED	NO	
developed by an outside organiz	ation			X	printing of test materials
Collected from other sources				$\overline{\mathbf{z}}$	test scoring services
3. What reviews or studies (if any) were performed			\Box	development of individuel
for the items in the bank? (chec	ck all that apply)			W	student profiles development of cless and
review to verify appropriate conf	objectives	∑			school profiles training on test administre
Content review to establish appr	opriate grade levels	10		_	tion procedures
or age levels [X] editing for clarity		E			training on writing Or selecting objectives and
2 editing based on reviews by tech	hnical personnel	£			item specifications training on writing test
editing based on technical data		نو	_		items
review for sex bies review for culturel and ethnic bi	es	2			essistance in interpreting test data
informal pilot testing (informal semall numbers of subjects, nor results)	selection of Subjects.				other
Tormal pilot testing (rigorous saresults, lerge numbers of subjection)	mpling and enlysis of ects, standardized				



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

A When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals

with other content areas, please be sure to include them.

We realize that "Higher Order Thinking Skills" items may overlap other content areas within each subject

		APPROXIMAT		Pre		_	LEVEL		_	1
	CONTENT AREA	OBJECTIVES	ITEMS	School (0-4)	K-2 (5-7)	3-5 (8-10)	6-8 (11-13)	9-12 (14-17)	College	Adul
	Phonetic Analysis	_							-	
	Structural Analysis	-								
	Vocabulary			ļ						
3	Comprehension	-	_		_					
	Reading Readiness	.								
Ĕ	Reference (Study) Skills	1 1		ļ				_		
	Higher Order Thinking Skills	-		ļ	_				<u> </u>	
		-			_			_	 -	
				-						
	Computational skills]	•							
?	Concepts	i i								
?	Problem Solving (Application)	1		†	Ì					
	Geometry	1 1						_		
	Calculator Math	i								
	Higher Order Thinking Skills									
							-			
	Grammar	-			\vdash					_
•	Usage	-		 			_	_		 -
	Mechanics			<u> </u>	<u> </u>			_		-
v				 	├	-				_
	Composition	-		├	├-				<u> </u>	-
Ķ	Higher Order Thinking Skills	-		 	-	 				-
•				<u> </u>	-				-	-
_				 	-	_	-	_	 	├
3		-		 			 			-
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			_	 		ļ			<u> </u>	_
_		-		 	}	<u> </u>			 	
Į		-			<u> </u>				 -	
Э	igher Order Thinking Skills	1 1	1 17	1	1		I I	_	[L

7. V	Which of the trieve iter	ns? (Ch	eck all tha	t apply)			cognitive						
	⊠ •!	jectre te	be tested				where your cognitive catego derived (If you would like listing of the taxonomy you					•	
	_ :t	em difficult	ty .					the taxono ery much ap			Ne		
	⊠ it	em type (c	g, multiple-	choice)	hoice) Bloom's Ta				enemy .				
	_ c	ognitive lev	el (e g , recal	1, inference)			other well-kr					
		y words						taxonomy, plo					
	-	ther						modified an o	misting	taxonomy,	•		
	□ •	one						developed our taxonomy	•wn c	ognitive:			
								•ther					
9 I n	what for	m are th	e following	available	e ⁷ (0	Check all 1	that apply	·)					
		HARD COPY	MICRO DISK	MAINF		NOT AVAILA							
	item texts	□											
	m graphics	X X											
Ite	em statistics	<u>\sigma_1</u>	Ľ	- -J									
0 If (computer : eck all res	software ponses th	is used to nat apply)	support	item	banking, (please ans	swer the foll	owing	question	ns.	(In each case,	
0 If (eck all res _l What f	ponses thus on the second seco	nat apply }) does this			n where di			owing c	If your	r sof	ftware handles gement, indicate	
O If (What f	ponses th unction(s e perforn	nat apply)) does this		From	n where di	id you ob	tain this		If your	r sof	ftware handles	
O If (eck all res What f softwar ⊠ ite	unction(s e perform m manager	nat apply)) does this n? nent		From	where divare? adapted from databases, o	id you ob m existing s	tain this		If your item mits cap	r sol nana pabili	ftware handles gement, indicate ities below stores items	
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1	If your software handles test development, indicate its capabilities below.	•	If your software handles scoring, please indicate its capabilities below:	f.	If your software handles reporting, please indicate it capabilities below
	on—line generation of tests		mark sense reader		Sublest profiles student
	can use various criteria for selecting items		subtest and total scores		subtest profilescla
	can add/delete/change		objective mastery		aummary reports
	items that are computer selected		item statistics		cross reference to materials/methods
	automatically stores answer keys		☐ test statistics		ether
	prints tests		other		
	has special print features				
	will print multiple forms				
	cther	-			
		-			
:	If your software handles student recordkeeping, please indicate its capabilities below	h	If your software has graphics capabilities, please indicate these below	i.	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.
	DEIOW		can generate most		MSDOS -
	☐ by objective mastered		☐ graphics		TRM DC or
	by objective masteredtotal scores over time		can attach external graphics to item text		IBM PC or Clone
	total scores over time gradebook or series of scores		can attach external		
	total scores over time	· ·	can attach external graphics to item text can generate graphics and merge them in	l.	
	total scores over time gradebook or series of scores other	-	can attach external graphics to item text can generate graphics and merge them in with item text can produce the entire test	I.	What is the approximate cost of your testing
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11 Please provide any descriptive comments or explanatory information about your item bank and/or testing system in this space or on a separate sheet of paper. We are especially interested in items measuring higher order thinking skills, and in computerized systems.



Wash Township, IN

OITEM BANK DATA SHEET

Item Bank Title (if any)					
For information about the	Tookal D. D.	_			
bank contact:	Name Isabel E. Blo				
	Title _Director of				
(not available)	OrganizationMSD_Was		<u>'ownship</u>		
	Street 3801 E. 79ti	h Street		_	
	City Indianapolis		_ StateI	N	Zip <u>46240</u>
	Phone: Area code31	Z Numbe	845-9238		
ase indicate the characteristics (of this item bank by placing	an "X" in t	the appropriat	e boxes	
Which of the following are availablenk? (check all that apply)	ble through this		nich of these : ink?	stateme	ents are correct for this
test items Classification of items by content		YES	CAN BE ARRANGED	NO	
general objectives or topic states				X	ell or most of the bank
item specifications, detailed cont				×	is aveilable for sale ell or most of the bank
suggested instructional activities					is aveilable free (or for cost of reproducti
appropriete instructional materie	ois	X			pre-developed tests are constructed from the
content review or other velidity in reliability estimates	normation	⊠			item bank
p-values IRT (latent trait) calibrations		ĭZJ	U		tests (7e constructed besed on objectives the item bank selected)
other item analysis data		6 7	-		by the user
technical reports	ations as and	8 7			items are used to con- struct tests based on objectives developed
What is the source of the bank's	objectives and				by the user
tems? (check all that apply)		5. W h	at additional	service	s related to the bank
developed by teachers		Ca	n be providedi	(chec	k ail that apply)
developed by state or local centre development per			CAN BE		
your organization	some wrom	YES	ARRANGED	NO	
developed by an outside organizat	ion		-	(C)	
Collected from other sources				X	printing of test materia
What reviews or studies (if any) t	were performed	7	Ä	X)	test scoring services development of individ
for the items in the bank? (check		_	- .		student profiles
review to verify appropriate conten				\boxtimes	development of class
content review to match items to o				Ω.	school profiles
content review to establish appropr		J			treining on test adminition procedures
er age levels				\square	treining on writing or
editing for clarity editing based on reviews by techni	cal personnel				selecting objectives item specifications
editing based on technical data	en kaise mai			\Box	treining on writing tes
review for sex bies		_	_		items
review for culturel and ethnic bies					assistance in interpret
informal pilot testing (informal self small numbers of subjects, non-re results)					test date
formal pilot testing (rigorous samp	ing end enlysis of				
TANKS PROCESSING FRANCES					



Please place "Xs" in the appropriate spaces to indicate the subject areas and grade levels covered by this item bank. Also, please use the columns on the left to indicate the approximate numbers of items and objectives available in each content area. If the appropriate content area is not listed, please write it in the space

∙ 6.

A. When specifying grade levels, place an "X" in any range where at least one grade of the range is covered For example, if your items cover grades 2 through 4, place "Xs" in both the K-2 and 3-5 columns B. We do not want to limit the content of the catalog to basic skills item banks. If your item bank deals with other content areas, please be sure to include them.

<u> </u>	a steached Ohi c norformance	APPROXIMAT	E NUMBER		(3RADE	LEVEL	(AGE)		
·e	e attached Obj. & performance dicators CONTENT AREA	OBJECTIVES	F	Pre School (0-4)	E-2	1 3-6		9-12	_	Adult
	Phonetic Analysis	_			<u> </u>	<u> </u>		<u> </u>	<u> </u>	<u> </u>
	Structural Analysis		_	ļ	<u> </u>	<u> </u>		L		
	Vocabulary			Ļ	<u> </u>	ļ		<u> </u>		
3	Comprehension			↓	<u> </u>	х	х	х		
	Reading Readiness	_		<u> </u>					ļ	
į	Reference (Study) Skills	1		ļ		<u> </u>		<u> </u>		
	Higher Order Thinking Skills			ļ				<u> </u>		
	Totals	į	115	 	-					
	Computational skills									
	Concepts	i							<u> </u>	
)		ł				х	х	ж		
	Geometry	1								
	Calculator Math	l l								
	Higher Order Thinking Skills	1							1	
	Totals	47	168							
		_								
	Grammer									
	Usage	_		ļ						ļ
	Mechanics			<u> </u>		х	х	х		<u> </u>
				<u> </u>						
	Composition Higher Order Thinking Skills	<u>j</u>		↓	<u> </u>	ļ	ļ			<u> </u>
	Higher Order Thinking Skills			<u> </u>		<u> </u>			1	
	Totals	21	126	igspace		<u> </u>		<u> </u>		
				↓	<u> </u>	<u></u>				
	-			↓	<u> </u>	×	х	х	!	<u> </u>
	Higher Order Thinking Skills	_		<u> </u>		<u> </u>				
	Higher Order Thinking Skills	_		<u> </u>			<u> </u>			
	Totals	34	204	 			<u> </u>	<u> </u>	<u> </u>	<u> </u>
	Social Studies	_		ļ		×	х	×		<u> </u>
	o			<u> </u>		<u> </u>		<u> </u>		<u> </u>
	RIC Proper Thinking Skills	_	219							<u> </u>
4	Totals	44	264	1		i			.	

	rieve items? (Check all th	e used to at apply)	cognitive l	m your items are retrievable by cognitive level, please indicate from where your cognitive categories were		
	🖎 objective to be tested		derived (If you would like to attach a listing of the taxonomy you use, we			
	item difficulty			much apprecia		
	item type (e.g., multiple	-charce)	☑ (Bloom's Taxonomy		
	cognitive level (e.g., reci	ill, inference)	0	other well-known co Lazonomy, please list	egnitive t	
	bey words		0.	medified an existing	tazenemy,	
			_ '			
	nene			developed our own o laxenemy	eelurae	
				other		
In	what form are the followin	g available? (C	heck all that apply)			
	HARD MICRO COPY DISK	UNFRAME	NOT AVAILABLE			
	Item texts 🗵 🗆		87 87 87			
iten	n statistics \Box	9	٥			
3						
	What function(s) does th software perform?	s b From	where did you obta rare?	in this c.	If your software handles item management, indicate	
	What function(s) does th software perform?	softw	adapted from existing up		its capabilities below:	
	software perform?	softw	lare? adapted from existing up databases, etc.	readsheets,	its capabilities below:	
	software perform?	softw	adapted from existing up	readsheets, bez, please	its capabilities below: ateres items full-screen editing	
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test development, indicate its capabilities below.	scoring, please indicate its capabilities below		reporting, please indicate its capabilities below
on-line generation of tests	mark sense roofer		subtest profiles
can use various crite	ne D subtest and total scores		ubtest profilesclass
can add/delete/chang	objective mastery		ummary reports
items that are computer selected	item statistics		cross reference to materials/methods
automatically steras answer keys	test statistics		other
prints tests	other		
has special print features			
wriff print multiple forms			
other			
If your software handles student recordkeeping, plea indicate its capabilities below: by objective mastered total scores over time gradebook or series of scores	indicate these below. can generate most graphics can attach external graphics to item text can generate graphics and merge them an	i	What type of computer do you use? (If micro, please indicate XT, AT, 286, etc.)
	with item text		
	can produce the entire	I	What is the approximate cost of your testing software?
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Wiret is the name of your booking feet scoring softwa	can produce the entire test item k is your software? available on exchange agreement available for purchase gvailable for purchase	m.	Technical assistance in running the software is

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