Item Specifications

What are item specifications?

Item specifications delineate for each standard the evidence students must demonstrate to show content mastery. They also define exactly how an academic standard should be measured. Item specifications are the specific plan for how to meet the test blueprint.

When constructing a building, engineers start with a blueprint that describes the goal of the project. They use the blueprint as the basis to create documents that further define how to construct the building. Materials lists, diagrams, and work schedules are types of documents that could help engineers ensure that the structure is built according to the blueprint.

Item writers and educators develop item specifications for use in developing state summative assessments. Item specifications prescribe alignment to academic standards, cognitive complexities, possible item types, and other established item design criteria essential to developing blueprint-aligned test forms. Item specifications may also guide formal test construction at the classroom level and provide additional insight into evidences of standard mastery.

What information is shared through item specifications?

For each Academic Standard, the following specifications are created by educator panel.

- **Content Limit/Constraints**: The broad content category for that standard representing a segment or domain of content approved by educators as key for reporting.
- **Evidence Statements**: Statements that describe the specific knowledge and skills that students must acquire to master the standard.
- **Sample Stems/Items**: Examples of tasks that can be used to measure student achievement of content standards.
- **Explanations and examples of ways to measure the standard at different levels of cognitive complexity (e.g., Depth of Knowledge)**.
- **Cognitive Complexity**: Statements that provide limitations on content based on grade level expectations.
- **Item Type(s)**: A list of possible item types or tasks that may be used to measure the standard.
- **Reporting Category**: The broad content category for that standard representing a segment or domain of content approved by educators as key for reporting.

How can item specifications be used in the classroom?

**Dig Deep into Academic Standards**

Evidence statements target specific knowledge and skills that students must acquire to master each standard. The breakdown of the standards provides additional insight into the depth of the standard and the specific skills related to it.

**Strongly Assess Content in the Classroom**

Use the specifications to identify tasks that measure higher levels of cognitive complexity. Incorporate those tasks into classroom activities, student assignments, and classroom assessments to promote deeper interactions with content standards.

**Create Your Own Specifications**

During professional development, continue to unpack the standards by adding evidence statements and measurement tasks which promote mastery of the standard.