

Item Type	Item Analysis Considerations
Multiple –Choice (MC)	<p>In multiple-choice options, students will be provided with between 4 and 5 options to select from a list where there is one correct answer.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• What are the distractor options and why would a student select them?</li> <li>• What is the most frequently selected distractor?</li> </ul>
Multiple – Selection (MS)	<p>In multi-selection items, students are provided a list of options and asked to “Select all that apply” or a specific number of options (e.g., “Select two from the list below”).</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• Which correct option did students most frequently get correct?</li> <li>• Which correct option did students most frequently miss selecting?</li> <li>• What incorrect option did students most frequently select?</li> </ul> <p><u>Of note:</u> A student must often correctly select “All that apply” to demonstrate mastery of an item. It is rare that if a student selects some of the options, the data platform will award mastery for an item. This is because all options provided in an answer fully provide evidence of mastery of the content.</p>
TEI – Gap Match/Cloze Association/Drag and Drop (TEI)	<p>In gap match items, students are asked to place items from a list in places where they belong in a question prompt. In these instances, students will need to order the items correctly and, in most cases, will have to identify items that do not apply to answering the question.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• Which correct options did students place correctly?</li> <li>• Which correct options did students place incorrectly?</li> <li>• Which incorrect options did students place?</li> <li>• Which correct options did students choose not to place?</li> </ul> <p><u>Of note:</u> In most cases, a student must correctly place all options correctly to demonstrate mastery of the item.</p>

TEI – Cloze Drop Down (TEI)	<p>Similar to Gap Match Items, Cloze Drop-Down items require students to choose the correct word or phrase from a drop-down list to complete a sentence or set of sentences.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• What are the distractor options and why would a student select them?</li> <li>• What is the most frequently selected distractor?</li> </ul>
TEI – Text Highlight/Hot Text (TEI)	<p>Text Highlight items can be stand-alone items OR Part B of an Evidence-Based Selected Response item. For Text Highlight items, students identify and highlight the correct answer or answers from underlined sections of an excerpt from the passage. While there may be exceptions, most Text Highlight items test whether students can provide evidence to support an idea or the answer to another question.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• What are the distractor options (underlined portions of the text) and why would a student select them?</li> <li>• What is the most frequently selected distractor?</li> <li>• When there are two correct options, which correct options did students most frequently get correct?</li> <li>• When there are two correct options, which correct option did students most frequently miss selecting?</li> </ul>
TEI – Choice Matrix (TEI)	<p>Choice Matrix items require students to read a series of statements (usually 2 to 4) and determine what they refer to. For example, there might be four phrases describing characters’ traits, each in a row, with two or three characters to choose from in columns. For each phrase, students choose the character it relates to.</p> <p>For these items, a reviewer should question:</p> <ul style="list-style-type: none"> <li>• Which correct options did students select?</li> <li>• Which incorrect options did students select?</li> </ul> <p>Of note: In most cases, a student must correctly place all options correctly to demonstrate mastery of the item.</p>
Evidence-Based Selected Response (EBSR)	<p>An Evidence-Based selected response (EBSR) is a two-part question:</p> <ul style="list-style-type: none"> <li>• Part A asks students to appropriately answer a question (often a multiple-choice option).</li> </ul>

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- Part B requires students to determine which part of the text they used to determine their answer in Part A (or show evidence for their answer). Part B can be multiple-choice, multi-selection, or hot text (where a student clicks on or highlights the text they used to provide their answer).

Educators should consult the Test Map of the assessment to determine which standard is most aligned to Part A and which standard is most aligned to Part B— usually Reading Standard 1 of every grade level.

For these items, a reviewer should question:

- How often did students get Part A correct, but not Part B?
- How often did students get Part B correct, but not Part A?
- Which distractor did students most often select in Part A?
- When answering Part A correctly, which distractor did students most often select in Part B?

\*Of note: In many data platforms, a student must correctly answer Part A and Part B to demonstrate mastery. If a student correctly answers Part B but not Part A, it should not be considered evidence of learning unless there is an overwhelmingly clear pattern of students selecting the same incorrect option for Part A and correct option for Part B.

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