

ITEM WRITING REVIEW AND CHECKLIST

Please check off that you have read each instruction

Content

- Does the question include supporting documentation (references) or attribution?
- Is the content linked to a specific objective in the CBCCT or CBNC Blueprint?
- Does the question refer to material or information presented in another item? Check that it does not.
- Does the question focus on a single idea or concept?
- Does the question test meaningful (i.e., not trivial) content?

Style

- Does the question use acronyms? (a list of acceptable acronyms is provided; all others must be spelled out.)
- Does the question avoid the use of “NOT” and “EXCEPT”?
- Does the question avoid gender pronouns?
- Does the question avoid absolutes (e.g., always, never)?
- Does the question avoid vague modifiers? Instead, provide criteria for making judgments.
- Does the question use basic vocabulary appropriate for all examinee groups? Let the content be the test; not the language.
- Does the question use correct grammar, punctuation, capitalization, spelling?
- Does the question use active voice and present tense?

Item Stems

- Has the question/issue/problem been stated as clearly and concisely as possible? Ideally, the examinee would know the correct response without looking at the options.
- Does the question focus on one, central idea? Has it been included in the stem (as opposed to a response option)?
- Does the question use which before a noun, and what before a verb?
- Does the question avoid the use of “would”? Rather, use “should” or “what is recommended” and provide attribution (e.g., “According to the XX guidelines, what is the recommended solution?”).
- Does the question avoid negatives? Any negatives used in questions should be capitalized and bolded.

Response Options

- Do the response options use homogeneous in terms of grammar, vocabulary and text length?
- Are the options logically consistent with the stem?
- Are the options independent of one another?
- Do the options avoid use of “All of the above” or “None of the above”?
- Are the options phrased positively (avoid **NOT**)?
- Have cues to the correct option been avoided? Cues include:
 - Specific determiners (e.g., always, never, completely, and absolutely)
 - Choices identical to or resembling words in stem

- Grammatical inconsistencies
- Obvious correct choice
- Absurd/ridiculous distractors
- Does the question have only one correct or best answer? If a case could be made for another option, don't use it!
- Have the response options been placed in logical or numerical order?
- Are all distractors plausible and attractive?
- Does the question use common trainee/practitioner errors as distractors?

Validity

- Does the question measure knowledge, skills, and abilities for Base Level Competence in cardiovascular computed tomography?
- Does the question focus on the knowledge, skills, and abilities appropriate for the Minimally Qualified Candidate?
- Will performance on this question provide an indication of how someone will work in the real world? In other words, is the content of the item important to deciding who will be ready for the job role?

Fairness

- Is the question is fair for all examinees (e.g., gender, age, location, etc)?
- Does the question avoid jargon, local terminology, workplace-specific verbiage, and complex language?