The purpose of the TAMI™ Accessibility Rating Matrix (ARM) is to facilitate a comprehensive analysis of individual test items with regard to their accessibility for all test-takers.

**Definition**

Test accessibility is defined as the extent to which a test and its constituent item set permits the test-taker to demonstrate knowledge of the target construct. Accessibility involves an interaction between the test and individual test-taker characteristics.

**Instructions**

1. Write the item’s ID number on the ARM Record Form.
2. Analyze the item using the Item Analysis rubric of the ARM to determine accessibility levels (1-4) for each of the five essential elements of the item (i.e., Passage/Stimulus*, Item Stem, Visuals, Answer Choices, Page/Item Layout). Record these accessibility levels on the ARM Record Form. "If the item contains both a passage and a separate stimulus, rate each individually."
3. Select modifications from the Modification Guide on the ARM Record Form that are likely to improve the accessibility of the item.
4. Record an Overall Accessibility Rating (1-4) for the item after reviewing your analytical ratings and using the Overall Analysis rubric of the ARM.

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**Overall Analysis**

**Maximally Accessible for Nearly All Test-Takers**

- Item contains only content (words, visuals) that is essential for responding to the item.
- All item text is minimal in length and written as plainly as possible.
- All answer choices are necessary, plausible, and balanced with regard to length, content, and order. Only one option is correct.
- Entire item and all information essential for responding is presented together on one page/screen in a manner that facilitates responding.
- Any included visuals are necessary and clearly depict the intended image(s).
- All answer choices are necessary, plausible, and balanced with regard to length, content, and order.
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<table>
<thead>
<tr>
<th><strong>Item Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
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<td><strong>Level 2</strong></td>
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<tr>
<td><strong>Level 3</strong></td>
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<tr>
<td><strong>Level 4</strong></td>
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</tbody>
</table>

**Passage / Item Stimulus**
- Contains many words that are not essential for responding to the item(s).
- The majority of text is likely to be difficult to understand for some test-takers.
- Vocabulary and sentence structure are not grade-appropriate.
- Directions / pre-reading text highly complex, very confusing.

**Visuals** (applies only to items with pictures, charts, tables, or figures)
- Included visuals are irrelevant, unnecessary, and may cue the test-taker to an incorrect response.
- Visuals are not integrated with the item stem.
- Visual(s) are unlikely to distract test-takers.

**Answer Choices** (applies only to multiple-choice items)
- Contains many nonessential words.
- Key and distractors are unbalanced with regard to order, length, and content in a manner that is likely to cue test-takers to an incorrect response.
- Some text is likely to be difficult to understand for test-takers.

**Page / Item Layout**
- A large amount of information is spread across multiple pages/screens.
- Page and/or item layout appears very cluttered and confusing; font sizes are too small.
- Nonessential page elements are distracting, draw attention from item elements that are necessary for responding.
- Visuals are not integrated with the item stimulus and stem.

**Accessibility**
- Beddow, Elliott, & Kettler (2009) http://peabody.vanderbilt.edu/tami.xml © 2009 Vanderbilt University. All rights reserved.
Mr. Murphy uses his car to get to work three days each week.

How many miles does Mr. Murphy drive to and from his job each week?

A. 60 miles  
B. 120 miles  
C. 200 miles

Overall Page & Item Layout

Accessibility Rating Matrix

Test Name

Content Area / Grade Level

Item Numbers

Rater ID

Comments

Item Stimulus

Visual

Item Stem

Answer Choices

key (B) and distractors (A and C)

Item Accessibility Levels

4 Maximally Accessible for Nearly All Test-Takers

3 Maximally Accessible for Most Test-Takers

2 Maximally Accessible for Some Test-Takers

1 Inaccessible for Many Test-Takers

http://peabody.vanderbilt.edu/tami.xml
<table>
<thead>
<tr>
<th>Passage / Item Stimulus</th>
<th>Item Stem</th>
<th>Visuals</th>
<th>Answer Choices</th>
<th>Page / Item Layout</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Add a passage or item stimulus.</td>
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<tr>
<td>E = Eliminate passage or item stimulus.</td>
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<tr>
<td>S = Simplify / shorten text.</td>
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<tr>
<td>R = Reorganize information.</td>
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<td>D = Modify the directions.</td>
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<tr>
<td>F = Change text formatting (bold, etc.)</td>
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<td>Note: Write X in the Rating Box if the item has no passage or stimulus.</td>
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<tr>
<td>S = Simplify / shorten stem.</td>
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<td>C = Clarify question or directive.</td>
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<td>O = Change stem to a question.</td>
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<tr>
<td>A = Use active voice.</td>
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<td>N = Eliminate negative stem.</td>
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<td>F = Change text formatting (bold, etc.)</td>
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<td>Note: Write X in the Rating Box if the item does not have a stem.</td>
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<tr>
<td>A = Add a visual.</td>
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<tr>
<td>E = Eliminate visual(s).</td>
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<tr>
<td>M = Move visual(s).</td>
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<td>Note: Write X in the Rating Box if the item does not have a picture, chart, table, or figure.</td>
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<td>R = Revise answer choices.</td>
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<td>E = Eliminate distractor(s).</td>
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<td>O = Change the order of choices.</td>
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<tr>
<td>B = Balance issues.</td>
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<tr>
<td>M = More than one correct response.</td>
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<td>Note: Write X in the Rating Box if the item is not a multiple-choice item.</td>
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<td>E = Embed item in passage.</td>
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<td>W = Increase white space.</td>
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<td>S = Change size of item elements.</td>
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<tr>
<td>Other codes:</td>
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