CONSTRUCTED-RESPONSE ITEMS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

INTRODUCTION & PURPOSE

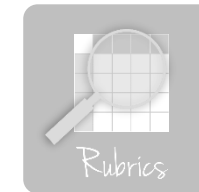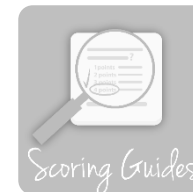| Selected Response	Constructed Response	Performance Tasks
Students select a response	Students construct a response	Students create products or perform tasks to show their mastery of a particular skill
Answer Keys / Scoring Guides	Answer Keys / Scoring Guides	Scoring Guides / Rubrics

INTRODUCTION & PURPOSE

Define what a CONSTRUCTED-RESPONSE item is

Identify the BENEFITS and CHALLENGES constructed-response items present

Know the FOUR PARTS of a well-designed CONSTRUCTED-RESPONSE item

Use the ASSESSMENT BLUEPRINT to design assessment items

Types of Assessment Items

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint
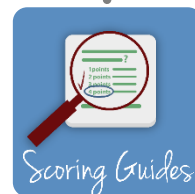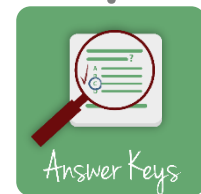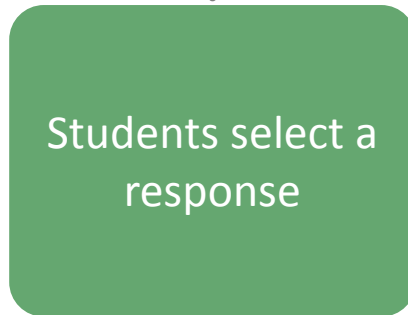
Selected Response

Constructed Response

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Selected Response

Students select a response

Answer Keys

Scoring Guides

Matching

True/False

Multiple Choice

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Performance Tasks

Students create products or perform tasks to show their mastery of a particular skill

Scoring Guides

Rubrics

Extended Response

Essays

Experiment

Speech

Research Paper

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

Constructed-Response Items

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Constructed Response

Students construct a response

Answer Keys

Scoring Guides

Fill in the Blank

Short Answer

Longer Answer

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

- Types of Assessment Items
- Constructed-Response Items
- How to Design Constructed-Response Items
- How to Use the Assessment Blueprint

Constructed-Response Items vs. Selected-Response Items

Benefits

- Constructed-response items are less susceptible to error from **guessing**

- Easier to assess **higher-order thinking skills** with constructed-response items

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Constructed-Response Items vs. Selected-Response Items

Benefits

- Constructed-response items are less susceptible to error from **guessing**

- Easier to assess **higher-order thinking skills** with constructed-response items

Challenges

- Constructed-response items can take **longer to score**

How to Design Constructed-Response Items

KEY CONCEPTS

- Types of Assessment Items
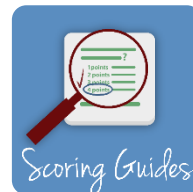- Constructed-Response Items
- How to Design Constructed-Response Items
- How to Use the Assessment Blueprint

Constructed Response

Students construct a response

Answer Keys

Scoring Guides

Short Answer

Fill in the Blank

Short Essays

KEY CONCEPTS

Anatomy of a Constructed-Response Item

Item Number →

← **Directions**

1. Directions: Take about 5 minutes to answer the following question (2 points):

Prompt →

Bill's best friend describes him as "sharp" in the story. What is another word that you could use to describe Bill as a character? Provide evidence from the story to explain your choice.

_____
_____ ← **Response Space**
_____
_____

→ Student scoring guide:

Student Scoring Guide

2 points: Word accurately describes Bill. Evidence from the story directly related to the chosen word is provided.

1 point: Word accurately describes Bill, but evidence from the story is not included or is not related to the chosen word.

0 points: Word does not accurately describe Bill.

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Anatomy of a Constructed-Response Item

Item Number →

1. Directions: Take about 5 minutes to answer the following question (2 points):

Bill's best friend describes him as "sharp" in the story. What is another word that you could use to describe Bill as a character? Provide evidence from the story to explain your choice.

_____
_____
_____
_____

Student scoring guide:

2 points: Word accurately describes Bill. Evidence from the story directly related to the chosen word is provided.

1 point: Word accurately describes Bill, but evidence from the story is not included or is not related to the chosen word.

0 points: Word does not accurately describe Bill.

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

item number

part of a constructed-response assessment item that orients students to where the item fits within the assessment

✓ Number each item

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Anatomy of a Constructed-Response Item

1. Directions: Take about 5 minutes to answer the following ← Directions
question (2 points):

Bill's best friend describes him as "sharp" in the story. What is another word that you could use to describe Bill as a character? Provide evidence from the story to explain your choice.

_____
_____
_____
_____

Student scoring guide:

2 points: Word accurately describes Bill. Evidence from the story directly related to the chosen word is provided.

1 point: Word accurately describes Bill, but evidence from the story is not included or is not related to the chosen word.

0 points: Word does not accurately describe Bill.

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

KEY CONCEPTS

directions

part of a constructed-response assessment item that provides students with instructions about how to answer the item

☑ Include how long students have to answer the item

☑ Include how many points the item is worth

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Anatomy of a Constructed-Response Item

1. Directions: Take about 5 minutes to answer the following question (2 points):

Prompt →

Bill's best friend describes him as "sharp" in the story. What is another word that you could use to describe Bill as a character? Provide evidence from the story to explain your choice.

_____
_____
_____
_____

Student scoring guide:

2 points: Word accurately describes Bill. Evidence from the story directly related to the chosen word is provided.

1 point: Word accurately describes Bill, but evidence from the story is not included or is not related to the chosen word.

0 points: Word does not accurately describe Bill.

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

prompt
part of a constructed-response assessment item that asks a question or describes a task

✓ Make sure prompts are clear

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item

Fill in the blank (1 point):

In 2009, _____ became the president.

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay and J.H. McMillan, *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction* (2011).

KEY CONCEPTS

Assessment Item

Fill in the blank (1 point):

In 2009, _____ became the president.

Assessment Item

In 2009, _____ was inaugurated president of the United States of America.

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item

What does the term mammal mean? (3 points)

Source: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013).

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item

What does the term mammal mean? (3 points)

Assessment Item

Name three characteristics of mammals.
(3 points)
1. _____
2. _____
3. _____

Source: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013).

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Anatomy of a Constructed-Response Item

1. Directions: Take about 5 minutes to answer the following question (2 points):

Bill's best friend describes him as "sharp" in the story. What is another word that you could use to describe Bill as a character? Provide evidence from the story to explain your choice.

_____

_____

_____   ← Response Space

_____

Student scoring guide:

2 points: Word accurately describes Bill. Evidence from the story directly related to the chosen word is provided.

1 point: Word accurately describes Bill, but evidence from the story is not included or is not related to the chosen word.

0 points: Word does not accurately describe Bill.

Sources: Relay Graduate School of Education, *Rules for Constructed Response Item Design* (2013); Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013).

KEY CONCEPTS
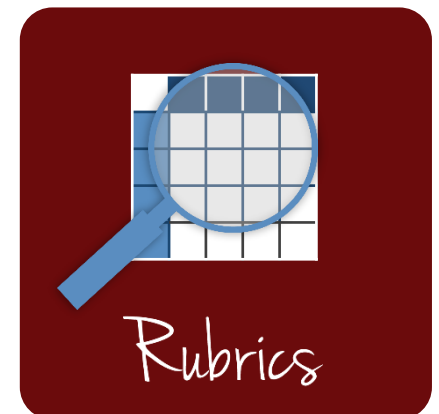
Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Constructed Response

Students construct a response

Answer Keys

Scoring Guides

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

answer keys
scoring tools that provide the correct answer to an assessment item

Answer Key

Option a: Rationale

Option b: Rationale

✓ Option c: Rationale

Option d: Rationale

KEY CONCEPTS

scoring guides
scoring tools that assign points to different levels of student performance

Standard

Skill(s)

→ a
→ b

Scoring Guide

2 points: _____

1 point: _____

0 points

Exemplar answer:

_____

_____

How to Use the Assessment Blueprint

KEY CONCEPTS

Types of
Assessment
Items

Constructed-
Response Items

How to Design
Constructed-
Response Items

How to Use
the Assessment
Blueprint

5th Grade

Reading and Writing
about Informational Texts

4 weeks

Standards → Classroom Assessments → Instruction

Sources: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman" (2014).

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

5th Grade

Reading and Writing about Informational Texts

4 weeks

Standards → Classroom Assessments → Instruction

Summative Assessment

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Primary Purpose

Standard(s)

Skill(s)

Level(s) of Rigor

Type(s) of Items

1. Primary Purpose of the Assessment		Summative	
2. Standard(s) (one per row)	**3. Skill(s) (one per row)**	**4. Level(s) of Rigor**	**5. Possible Type(s) of Items**
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from the text explicitly and make inferences.	1	SR
Reading Informational Text 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine two or more main ideas and how the key details support them.		
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of new vocabulary words.	2	SR
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explain how the author uses evidence to support his or her claims.	4	CR
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write an opinion piece on texts.	5	CR, PT
	Support your point of view with evidence.	5	CR, PT
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL					

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	
TOTAL					

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	
2	Quote accurately, identify main ideas and explain how the author uses evidence.				
TOTAL					

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1–4	12	
TOTAL					

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item #2

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item #2

ITEM

The text *Who Was Marco Polo?* gives reasons that Marco Polo may have been truthful in his book and also gives reasons that he may not have been truthful. The headings in the chart below list these two ideas. Complete each row of the chart by writing facts and details from the text to support each idea. The first row has been done for you.

Evidence from the text that Marco Polo may have told the truth in his book	Evidence from the text that Marco Polo may not have told the truth in his book
But a list of his belongings around the time of his death suggests that he did leave behind *one of Kublai Khan's gold tablets.*	*He said the Chinese city of Hangchow had 12,000 bridges, but it had far fewer.*

Sources: Student Achievement Partners, "Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman" (2014).

KEY CONCEPTS

Assessment Item #2

SCORING GUIDE

3 points: Student completes all four cells of the chart with facts and details from the text that effectively support the relevant idea, that is, that Marco Polo may or may not have told the truth in his book.

2 points: Student completes all four cells of the chart but uses facts and details from the text that only partially support the relevant idea, OR student effectively writes facts and details from the text to support each idea but completes only two or three cells of the chart.

1 point: Student completes only one or two cells of the chart, OR student uses facts and details from the text that are only tangentially related to the relevant idea.

0 points: Student leaves item blank or does not incorporate any facts or details from the text.

KEY CONCEPTS

Assessment Item #2

SCORING GUIDE (CONTINUED)
Potential exemplar response

Evidence from the text that Marco Polo may have told the truth in his book	Evidence from the text that Marco Polo may not have told the truth in his book
EXEMPLAR ANSWER: *People wonder why his book doesn't mention the Chinese custom of tea drinking. This may be because tea was most popular in southern China. Marco spent most of his time in northern China.* RATIONALE: The author offers this evidence to explain that just because Marco doesn't mention tea doesn't mean he was lying.	EXEMPLAR ANSWER: *There wasn't enough food near the battlefield for so many troops, nor enough grass to feed that many horses.* RATIONALE: The author offers this as evidence that Marco had to be exaggerating about the number of soldiers and horses he recorded.
EXEMPLAR ANSWER: *As he was dying, his friends begged him to confess the truth and say that he'd been lying. He refused. His answer to them is now famous. He told them, "I never told half of what I saw."* RATIONALE: The author offers this fact as evidence that Marco, even when dying, stood by his book. Therefore, he may have been being truthful in his account.	EXEMPLAR ANSWER: *When he died, he didn't leave his family a great fortune. That makes his stories about going to China seem false.* RATIONALE: The author implies that if Marco was being honest about the jewels he supposedly brought back from China, he would have had money to leave to his family when he died. But because he didn't leave them a fortune, he may not have been telling the truth.

KEY CONCEPTS

Assessment Item #2

ITEM

The text *Who Was Marco Polo?* gives reasons that Marco Polo may have been truthful in his book and also gives reasons that he may not have been truthful. The headings in the chart below list these two ideas. Complete each row of the chart by writing facts and details from the text to support each idea. The first row has been done for you.

Evidence from the text that Marco Polo may have told the truth in his book	Evidence from the text that Marco Polo may not have told the truth in his book
But a list of his belongings around the time of his death suggests that he did leave behind *one of Kublai Khan's gold tablets.*	*He said the Chinese city of Hangchow had 12,000 bridges, but it had far fewer.*

CHECK FOR UNDERSTANDING

Types of Assessment Items

How to Design Constructed-Response Items

Constructed-Response Items

How to Use the Assessment Blueprint

CHECK FOR UNDERSTANDING

Define what a CONSTRUCTED-RESPONSE item is

Identify the BENEFITS and CHALLENGES constructed-response items present

Know the FOUR PARTS of a well-designed CONSTRUCTED-RESPONSE item

Use the ASSESSMENT BLUEPRINT to design assessment items
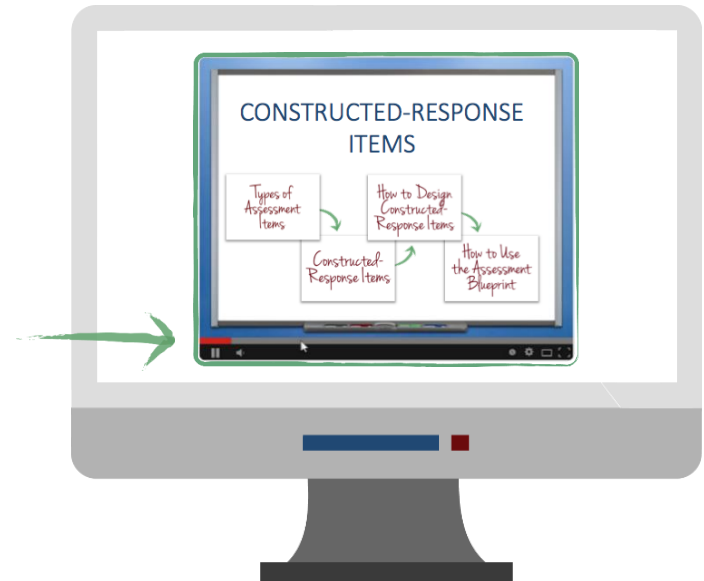
Assessment Items

Assessment Item

1. A well-designed constructed-response item usually contains four parts: an item number, directions, a prompt and response space. It is good practice for the directions to include both _____ and _____.

Assessment Item

1. A well-designed constructed-response item usually contains four parts: an item number, directions, a prompt and response space. It is good practice for the directions to include both _____ and _____.

Answer

1. A well-designed constructed-response item usually contains four parts: an item number, directions, a prompt and response space. It is good practice for the directions to include both _____ and _____.

   A well-designed constructed-response item usually contains four parts: an item number, directions, a prompt and response space. It is good practice for the directions to include both how long the student should spend on the item and the number of points the item is worth.

Assessment Item
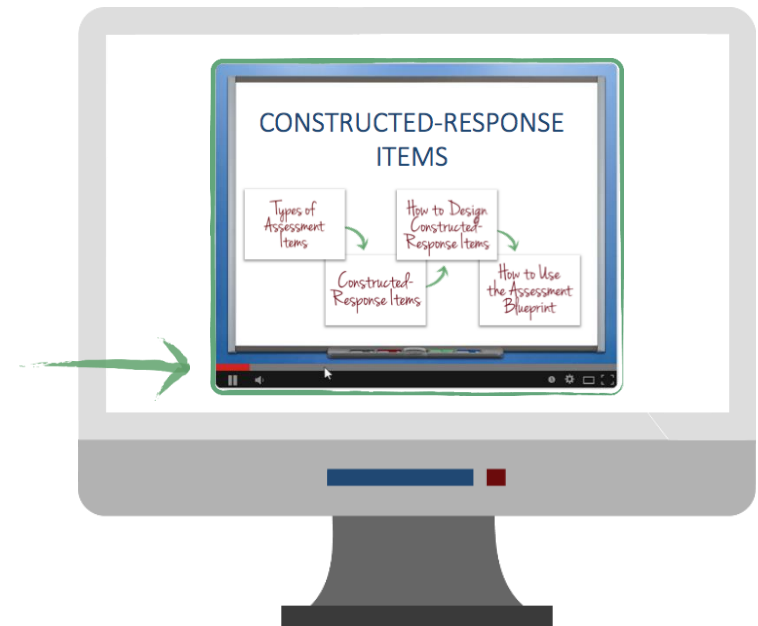
2. Describe one benefit and one challenge of constructed-response items.

CHECK FOR UNDERSTANDING

Assessment Item

2. Describe one benefit and one challenge of constructed-response items.

CONSTRUCTED-RESPONSE ITEMS

Types of Assessment Items

How to Design Constructed-Response Items

Constructed-Response Items

How to Use the Assessment Blueprint

Answer

2. Describe one benefit and one challenge of constructed-response items.

    Constructed-response items are less susceptible than selected-response items to error from guessing because students have to generate an answer versus select it from a list of potential answers.

    However, depending on the type of constructed-response item, they can take longer to score.

CONCLUSION