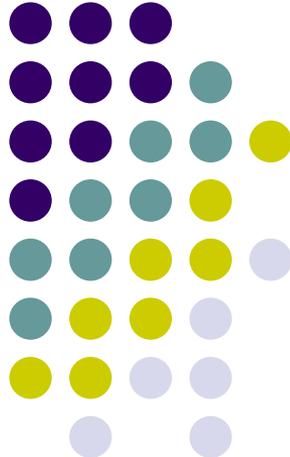


Cortney Junior High School

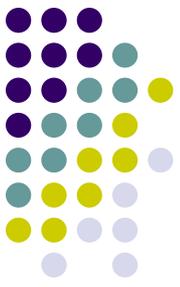
Breaking Down Constructed Response



“Anticipation Questions”



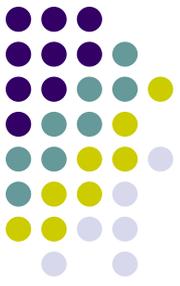
- What is a constructed response question?
- What makes a “good” constructed response question?
- On a scale of 1-5, how confident are you in showing students how to complete a constructed response question? (Give a reason for the score you listed)
- On a scale of 1-5, how confident are you in helping students mark text to support their answers for constructed response questions? (Give a reason for the score you listed.)



Levels of Questioning: A1

- Forming an Initial Understanding
- Answers can be found directly in the text or as a simple restatement of information found in the text
- Correlates to Bloom's levels Knowledge and Comprehension
- No Constructed Response questions written at this level
- Example: The word retrograde comes from two words meaning "backward" and "to go." What does retrograde mean in paragraph 2?

Levels of Questioning: A2



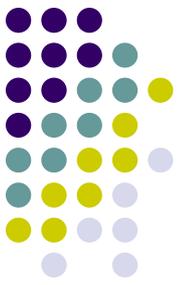
- Developing an Interpretation
- Assess the ability to extend initial understanding to develop a more complete understanding of what was read. Involves linking information across parts of a text as well as focusing on specific information.
- Correlates to Bloom's Application and Analysis levels
- Constructed Response questions at this level are geared toward informational/non-fiction text
- Example: What is the author suggesting in the final sentence?

Levels of Questioning: A3



- Determining a Critical Stance
- Require the students to stand apart from the text, consider the entire text objectively, and evaluate its quality and appropriateness. Critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor, and organization.
- Correlates to Bloom's Synthesis and Evaluation levels
- Constructed Response questions at this level are geared toward fictional text/literature
- Example: What effect does the author intend for this passage to have on the reader?

Anatomy of a good constructed response question...



This article tells about the lives of some Korean students.

PROMPT

- a. Describe two ways that the lives of Korean and American students are alike.
- b. Describe two of the ways that the lives of Korean and American students are different.

Use details from the passage to support your response.

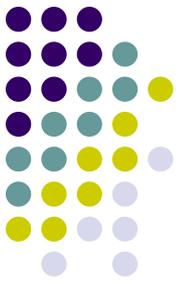
DIRECTIONS FOR THE TASK

Student Samples



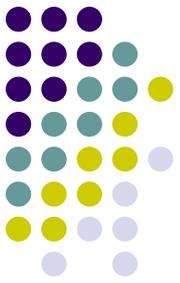
- Use the story to answer the following question: Choose two words from the word bank on the front board to describe Joel and provide evidence from the story that supports your selection.

Breaking down a CR question



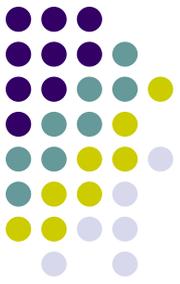
- First, read the question (complete the constructed response questions **before** any of the “bubble” questions)
- If the first sentence of the question is just general information and does not ask you to DO anything, draw a line through it.
- Put a box around the words (verbs/action words) that tell you to DO something (explain, describe, tell, etc...)
- Circle any numbers that follow the actions.
- Underline the key words left over that tell you specifically what the question is asking.
- If the question tells you to use the passage to find your support, go BACK to the passage and **highlight** the information you find that you will use in your answer.

Give it a try...



- The passage states that Lincoln's friends were worried about his safety. Describe the precautions taken to protect the president, giving at least three examples of protective measures.

Check your answer...



- ~~The passage states that Lincoln's friends were worried about his safety.~~ Describe the precautions taken to protect the president, giving at least three examples of protective measures.



Practice set...

- Using the example CR questions, use the coding strategy to map out your response.
- Once you have done each of them, check your answers with a partner.
- Think/Pair/Share: How do you see this working/not working with students? How can you use this strategy in your own classroom to model CR questions?

Comparing CR questions...



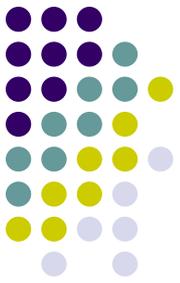
- The story “The Three Little Pigs” has many characters. Identify three characters in the story. Tell what each made their house out of.
- The story “The Three Little Pigs” has many characters. Choose one character and describe two traits of the character. Explain how the character’s traits lead him to act the way he does.

Writing CR questions...



- Read the passage silently to yourself.
- Reviewing the constructed response question examples that you broke down and the list of Bloom's stems, create a constructed response question based on the passage with your partner.
- Once you have the question written, break it down using the breakdown "coding" strategy.
- Go back into the passage and **highlight** the information you would use to support your answer.

State Scoring Rubric...



Full Credit 3 pts.	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses all parts of the question.• Your response includes enough related details to support your answer.
Partial Credit 2 pts.	<ul style="list-style-type: none">• Your response demonstrates understanding of the reading.• Your response addresses only part of the question.• Your response includes some details to support your answer.• Your response may include details that do not support your answer.
Minimal Credit 1 pt.	<ul style="list-style-type: none">• Your response demonstrates a limited understanding of the reading.• Your response includes few details to support your answer.• Your response includes unrelated and inaccurate details.
No Credit 0 pts.	<ul style="list-style-type: none">• Your response is incorrect.

7

The narrator's view about a girl being good at math is different from that of her classmates.

A Describe the narrator's view about a girl being good at math.

B Explain how she developed that view. Use details from the passage to support your response.



Question: 7

Score	Description
3	Response provides a complete description of the narrator's view about a girl being good at math and a complete explanation of how she developed that view. Response is supported by details from the passage.
2	Response provides a limited description of the narrator's view and explanation of how she developed it. Response is supported by limited details (number or quality) from the passage. OR Response provides either a complete description of the narrator's view or a complete explanation of how she developed that view. The other element of the task may not be addressed. Response is supported by details from the passage.
1	Response provides a minimal description of the narrator's view and/or a minimal explanation of how she developed that view. Response is supported by few or no details from the passage.
0	Response is totally incorrect or irrelevant.
Blank	No response.

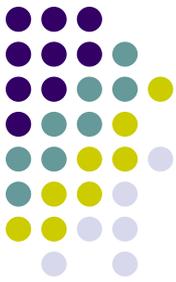


Create a rubric...

- Based on the question you just wrote, create a rubric that you would use to score student answers to the question.
- Be specific and use information from the question—the more specific the rubric, the better.

Constructed Response Organizer

Prompt/Question:	
I Restatement of question in own words	
Simple Answer	
Detailed body of evidence that supports answer be sure to include enough details to answer the question Make sure that all details address the question and are not off-topic.	
Restated question Concluding thoughts (if needed)	



Moving from bullets to sentences...



- The “good” thing about CR scoring: conventions aren’t the focus, the answer IS
- However...bulleted lists can leave out important details in an effort to “outline” the answer.
- How do we move them from outline to written response?

The “final draft”...



WRITTEN RESPONSE
READING

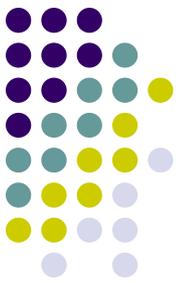
Handwriting practice area with 20 horizontal red lines.

DO NOT WRITE IN THIS SPACE

DO NOT WRITE IN THIS SPACE

STOP

Using the rubric to score...



Sample 3-point response:

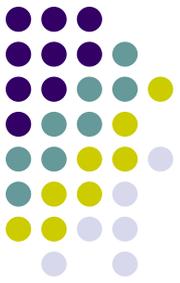
Even though her American friends think it is strange, the narrator does not find it a bit unusual for girls to do well at math. There are two reasons for this: her cultural heritage and her own family circumstances. The narrator says that women in China regularly keep the household accounts and manage the budgets, which is (or was) unusual in the United States. And her family circumstances prove that point. The narrator herself, though she struggled in a math class as a child, excelled at math when she got older with the help of her father. Also, in the narrator's house, the mother made the major financial decisions. When the mother bought a piece of land that a realtor tried to get from her, the father did not urge her to sell. This shows that he trusted her decision.

Using Authentic Texts...



- CR questions are not just reading and math questions—they are, essentially, well-written, higher-level questions and can be implemented in every subject area
- Using the textbook from your class or content area reading, can you construct a CR that you could use with your own students?

“Common Language”



- Success depends on everyone working together for a common goal. In order to meet that goal, a common language should be shared by every teacher—regardless of content—to set the expectation for student work. What are some ways your departments can share a common language in regard to constructed response questions?
- How might this help in meeting AYP targets?
- How might this help students as they continue to grow as learners?

“Reflection Questions”



- What is a constructed response question?
- What makes a “good” constructed response question?
- On a scale of 1-5, how confident are you in showing students how to complete a constructed response question? (Give a reason for the score you listed)
- On a scale of 1-5, how confident are you in helping students mark text to support their answers for constructed response questions? (Give a reason for the score you listed)