

Constructed-Response Items

- What is a constructed-response item?

Constructed-Response Item

(Sometimes called Written-Response Item)

- Students are required to respond to given questions in written form
- Greater depth of knowledge required

Reading Behaviors

- Students required to:
 - Recall knowledge from passage
 - Organize
 - Summarize
 - Compare/contrast
 - Analyze
 - Infer
 - Predict
 - Make conclusions
 - Solve, and or/apply

Goal

- Participants will be able to understand, create, and teach how to formulate constructed-response items.

Format

- Short response
 - Couple of sentences
 - Short paragraph
- Longer response
 - One page or longer

Example

- In the story “Sean O’Conner’s Choice,” Sean made many choices before he met the king. (Prompt)
 - a. Name two choices Sean made before he met the king.
 - b. Explain how each of these choices helped Sean in his meeting with the king.

Read “The Little Armored One” and answer the questions

- The armadillo has many unusual characteristics.
- A. Describe three characteristics of the armadillo.
- B. Explain how two of the characteristics have helped the armadillo to thrive.

Score yourself

3 points – student described three characteristics of the armadillo, and explained why two of the characteristics helped the armadillo thrive using relevant details from the passage

- armored shell made up of separate plates
- curls up into tight ball to protect underbelly
- fast runner, strong digger, sharp sense of smell, large appetite, can hold breath for 6 minutes

2 points – 3 characteristics described
1 characteristic explained

or

2 characteristics described
1 or 2 characteristics explained

1 point = 1 or 2 characteristics named
NO relevant details used from the passage to explain

0 points = No attempt to answer

Example

- In the story “Sean O’Conner’s Choice,” Sean made many choices before he met the king. (Prompt)
 - a. Name two choices Sean made before he met the king.
 - b. Explain how each of these choices helped Sean in his meeting with the king.

Characteristics

- What are the distinguishing characteristics of constructed-response items?

Guidelines for Writing Constructed-Response Items

- The prompt sentence(s) should set the stage for the tasks that follow.
- Students should be able to *clearly* understand what is expected of them.
- Clear link between the prompt and the directions for the tasks.

Example

- Explain why this is a weak example.

In this story, there is both a problem and a solution.

a. Describe the setting of the story.

b. Describe the problem in the story.

- *Prompt not linked to both parts of the directions. Prompt and directions are too general, need to be specific to passage.*

- Good Example

In this story, Jake has a problem, which he solves.

- a. Describe Jake's problem in the story.
- b. Describe how Jake solves his problem.

Language

- Grade appropriate vocabulary. You are not assessing students' knowledge of vocabulary, but rather their knowledge of content.
- Avoid needlessly long or complex sentences. Break sentences into two or more short, simple sentences.

Content

- No extraneous or misleading information
- Explain why this is a **weak example**
 - Characters in a story may solve a problem in different ways. In the story “Amy Goes to the Movies,” Amy has a problem that she solves. Describe Amy’s problem and explain how she solves it.
- *The first sentence of the prompt is extraneous – that is, it is not needed to answer the item.*

■ Good Example

- In the story, “Amy Goes to the Movies,” Amy has a problem that she solves. Describe Amy’s problem and explain how she solves it.

Content

■ Achievable Task(s)

- Make sure the directions ask the students to do a task or tasks that are achievable. The passage must include all of the information needed and doesn't rely on outside knowledge that students may not have.

Example

In the passage "Learning Close at Hand," information is organized in a variety of ways. Describe how the organization of information in the passage is similar to or different from the organization of information in a newspaper.

Not all students will be familiar with how information in a newspaper is organized.

Bias/Sensitivity Issues

- Appropriate portrayal of groups
- Equal opportunity and access for all students
 - Make sure the content, language, and structure of the item will provide all students with a fair opportunity to demonstrate what they know.
- Privacy, Sensitivity, Non-offensive
 - Does not encroach on their values and beliefs
 - Content does not contain sensitive issues, such as violence, suicide, divorce
 - The content of the item could not be considered offensive in any way

Create A Constructed-Response Item

- Using the story “Toddy Boy” write a Constructed-Response Item

Writing A Rubric

- When writing a rubric include facts from the passage – these help the scorer to know what to look for:

student described three characteristics of the armadillo, and explained why two of the characteristics helped the armadillo thrive using relevant details from the passage

- armored shell made up of separate plates
- curls up into tight ball to protect underbelly
- fast runner, strong digger, sharp sense of smell, large appetite, can hold breath for 6 minutes

- Language “relevant details from the passage” is usually included

Create A Rubric

- Create a rubric for your Constructed-Response Item.

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- Read the given article and formulate a constructed-response item and rubric (by yourself).
 - Share with a partner