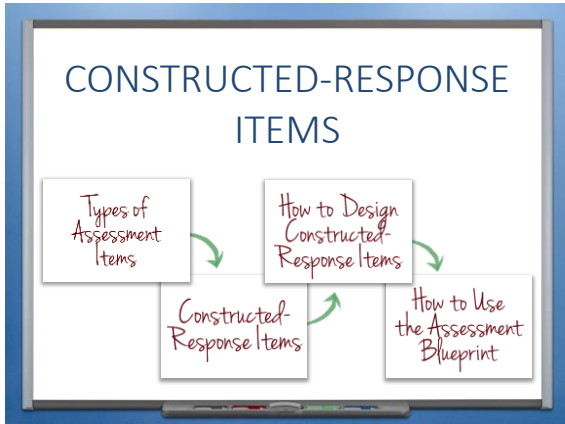
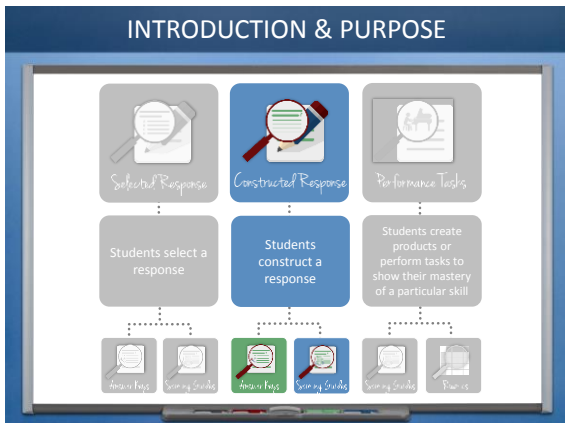
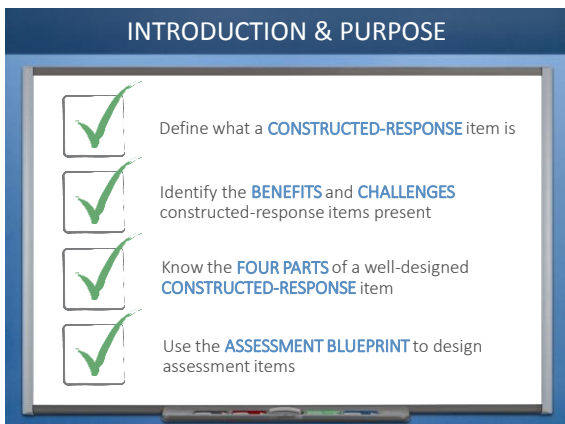


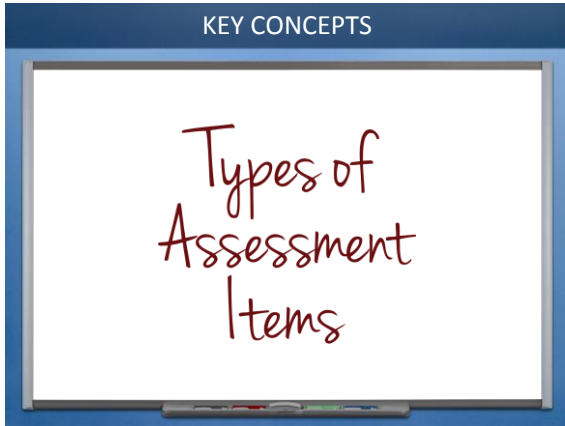
Constructed-Response Items

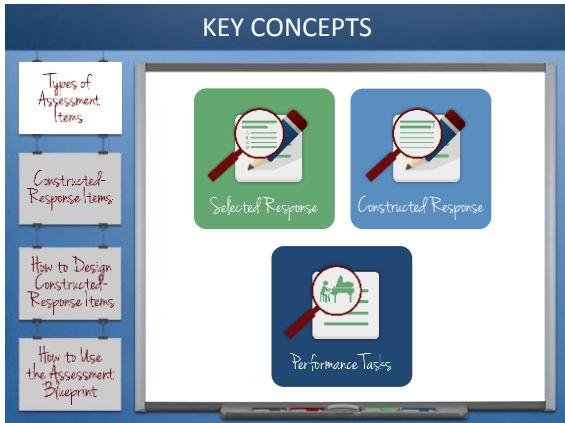


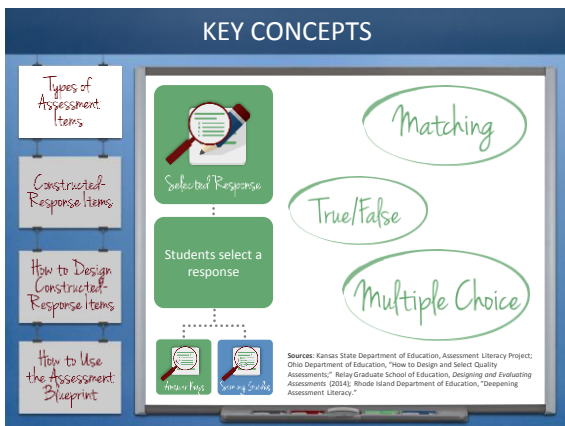




Constructed-Response Items







Constructed-Response Items

KEY CONCEPTS

The diagram illustrates the components of constructed response items. On the left, a vertical list of four items is shown: 'Types of Assessment Items', 'Constructed Response Items', 'How to Design Constructed Response Items', and 'How to Use the Assessment Blueprint'. The main content area features a central box labeled 'Performance Tasks' with a magnifying glass icon. Below it, a box states 'Students create products or perform tasks to show their mastery of a particular skill'. To the right, a cluster of five ovals contains the terms 'Extended Response', 'Essays', 'Experiment', 'Speech', and 'Research Paper'. At the bottom left, two small icons labeled 'Writing Samples' and 'Products' are shown. A source note at the bottom right reads: '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

Performance Tasks

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

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."

KEY CONCEPTS

A whiteboard with a blue border and a silver frame. The text 'Constructed-Response Items' is written in a large, dark red, cursive font across the center of the board.

Constructed-Response Items

KEY CONCEPTS

The diagram illustrates the components of constructed response items. On the left, a vertical list of four items is shown: 'Types of Assessment Items', 'Constructed Response Items', 'How to Design Constructed Response Items', and 'How to Use the Assessment Blueprint'. The main content area features a central box labeled 'Constructed Response' with a magnifying glass icon. Below it, a box states 'Students construct a response'. To the right, a cluster of three ovals contains the terms 'Fill in the Blank', 'Short Answer', and 'Longer Answer'. At the bottom left, two small icons labeled 'Writing Samples' and 'Products' are shown. A source note at the bottom right reads: '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

Students construct a response

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."

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 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

KEY CONCEPTS

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**

KEY CONCEPTS

How to Design Constructed-Response Items

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

Short Answer

Fill in the Blank

Short Essays

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

Anatomy of a Constructed-Response Item

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

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 →

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

Anatomy of a Constructed-Response Item

Item Number → 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).

Constructed-Response Items

KEY CONCEPTS

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).

KEY CONCEPTS

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

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

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).

Constructed-Response Items

KEY CONCEPTS

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.

Prompt →

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).

Constructed-Response Items

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.

Assessment Item

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

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)

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).

Constructed-Response Items

KEY CONCEPTS

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

Constructed-Response Items

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

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

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

Standard

Skills

→ a

→ b

Scoring Guide

2 points: _____

1 point: _____

0 points: _____

Exemplar answer: _____

KEY CONCEPTS

How to Use the Assessment Blueprint

Constructed-Response Items

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

KEY CONCEPTS

5th Grade

Reading and Writing about Informational Texts

Standards → Classroom Assessments → Instruction

Sources: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2018), Student Achievement Partners, "Mini Assessment for Who Was Marco Polo?" by Joan Holub and The Adventures of Marco Polo by Russell Freedman" (2014).

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

KEY CONCEPTS

5th Grade

Reading and Writing about Informational Texts

Standards → Classroom Assessments → Instruction

Summative Assessment

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

KEY CONCEPTS

Primary Purpose

1. Primary Purpose of the Assessment	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 5: Analyze how a text uses evidence to support a main idea or thesis.	Reading Informational Text 5: Analyze how a text uses evidence to support a main idea or thesis.	Analyze how the text uses evidence to support a main idea or thesis.	2	OR
Reading Informational Text 6: Compare the central ideas or subjects of two texts and analyze how each text treats the subject.	Reading Informational Text 6: Compare the central ideas or subjects of two texts and analyze how each text treats the subject.	Determine the meaning of new vocabulary words.	4	OR
Writing 5: Write opinion pieces on topics or issues, supporting a point of view with reasons and information.	Writing 5: Write opinion pieces on topics or issues, supporting a point of view with reasons and information.	Explain how the author uses evidence to support their thesis.	5	OR, PT
Writing 6: Write opinion pieces on topics or issues, supporting a point of view with reasons and information.	Writing 6: Write opinion pieces on topics or issues, supporting a point of view with reasons and information.	Support your point of view with evidence.	5	OR, PT

Standards Skills Levels of Rigor Types of Items

Constructed-Response Items

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					

Constructed-Response Items

KEY CONCEPTS

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

KEY CONCEPTS

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

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

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.

Constructed-Response Items

KEY CONCEPTS

Types of Assessment Items

Constructed-Response Items

How to Design Constructed-Response Items

How to Use the Assessment Blueprint

Assessment Item #2

SCORING GUIDE (CONTINUED)

Potential exemplar response

<p>Evidence from the text that Marco Polo may have told the truth in his book</p> <p>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.</p> <p>RATIONALE: The author offers this evidence to explain that just because Marco doesn't mention tea doesn't mean he was lying.</p> <p>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."</p> <p>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.</p>	<p>Evidence from the text that Marco Polo may not have told the truth in his book</p> <p>EXEMPLAR ANSWER: There wasn't enough food near the battlefield for so many troops, nor enough grass to feed that many horses.</p> <p>RATIONALE: The author offers this as evidence that Marco had to be exaggerating about the number of soldiers and horses he recorded.</p> <p>EXEMPLAR ANSWER: When he died, he didn't leave his family a great fortune. That makes his stories about going to China seem false.</p> <p>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.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KEY CONCEPTS

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.

<p>Evidence from the text that Marco Polo may have told the truth in his book</p> <p>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.</p>	<p>Evidence from the text that Marco Polo may not have told the truth in his book</p> <p>He said the Chinese city of Hangchow had 12,000 bridges, but it had far fewer.</p>

CHECK FOR UNDERSTANDING

Types of Assessment Items

How to Design Constructed-Response Items

Constructed-Response Items

How to Use the Assessment Blueprint

Constructed-Response Items

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

CHECK FOR UNDERSTANDING



Assessment Items

CHECK FOR UNDERSTANDING



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 _____.

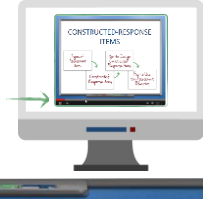
Constructed-Response Items

CHECK FOR UNDERSTANDING



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 _____.



CHECK FOR UNDERSTANDING



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.

CHECK FOR UNDERSTANDING



Assessment Item

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

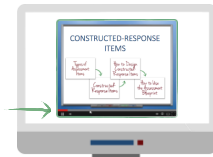
Constructed-Response Items

CHECK FOR UNDERSTANDING



Assessment Item

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



CHECK FOR UNDERSTANDING



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

