CONSTRUCTED-RESPONSE ITEMS

Types of Assessment Items

How to Design Constructed-Response Items

Constructed-Response Items

How to Use the Assessment Blueprint
INTRODUCTION & PURPOSE

Selected Response
Students select a response

Answer Keys
Scoring Guides

Constructed Response
Students construct a response

Answer Keys
Scoring Guides

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

Scoring Guides
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
Students select a response

Matching

Selected Response

True/False

Multiple Choice

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

**KEY CONCEPTS**

- **Performance Tasks**
  - Students create products or perform tasks to show their mastery of a particular skill.

Constructive Response Items
**KEY CONCEPTS**

**Types of Assessment Items**

**Constructed-Response Items**

**How to Design Constructed-Response Items**

**How to Use the Assessment Blueprint**

**Sources:**
- Kansas State Department of Education, Assessment Literacy Project
- Rhode Island Department of Education, “Deepening Assessment Literacy.”
KEY CONCEPTS

Constructured-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

How to Design Constructed-Response Items

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

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**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

**Students construct a response**

- **Short Answer**
- **Fill in the Blank**
- **Short Essays**

**Answer Keys**

**Scoring Guides**
### 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.

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

   **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.

Anatomy of a Constructed-Response Item

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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).
**item number**

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

Number each item

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

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____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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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

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.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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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).
prompt

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

Make sure prompts are clear

Fill in the blank (1 point):

In 2009, __________________ became the president.

In 2009, ________________ became the president.

In 2009, ________________ was inaugurated president of the United States of America.
What does the term mammal mean? (3 points)
Name three characteristics of mammals. (3 points)

1. ________________________________
2. ________________________________
3. ________________________________

What does the term mammal mean? (3 points)

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.

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### KEY CONCEPTS

**Types of Assessment Items**

**Constructed-Response Items**

**How to Design Constructed-Response Items**

**How to Use the Assessment Blueprint**

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**Assessment Item #**

**ITEM**

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**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

Students construct a response

Constructed Response

Answer Keys

Scoring Guides
KEY CONCEPTS

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

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**Answer Key**

Option a: Rationale
Option b: Rationale
Option c: Rationale
Option d: Rationale
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
5th Grade

Reading and Writing about Informational Texts

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

Standards

Classroom Assessments

Instruction

Summative Assessment

4 weeks
### Key Concepts

#### Primary Purpose of the Assessment
Summative

<table>
<thead>
<tr>
<th>2. Standard(s) (one per row)</th>
<th>3. Skill(s) (one per row)</th>
<th>4. Level(s) of Rigor</th>
<th>5. Possible Type(s) of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Quote accurately from the text (explicitly and making inferences).</td>
<td>1 SR</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Identify main ideas and how key details support them.</td>
<td>2 CR</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>2 SR</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>Explain how the author uses evidence to support his or her claims.</td>
<td>4 CR</td>
<td></td>
</tr>
<tr>
<td>Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>Write an opinion piece on texts.</td>
<td>5 CR, PT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support your point of view with evidence.</td>
<td>5 CR, PT</td>
<td></td>
</tr>
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</table>

#### How to Design Constructed-Response Items

#### How to Use the Assessment Blueprint

#### Types of Assessment Items

- Constructed-Response Items
- Open-Ended Items
- Multiple-Choice Items
- Short-Answer Items
- Essay Items

#### How to Use the Assessment Blueprint

- **Standard(s):** The specific level of knowledge or skill that the item is designed to assess.
- **Skill(s):** The specific skill or ability that the item is designed to measure.
- **Level(s) of Rigor:** The difficulty of the item, ranging from basic to complex.
- **Possible Type(s) of Items:** The format of the item, such as multiple-choice, short-answer, or constructed-response.
### 6. Write and/or Select Assessment Items

<table>
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<tr>
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<td>1</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>SR-MC</td>
<td>1–3</td>
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**TOTAL**
6. Write and/or Select Assessment Items

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<td>2</td>
<td>Quote accurately, identify main ideas and explain how the author uses evidence.</td>
<td>CR-Short Answer</td>
<td>1–4</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
KEY CONCEPTS

Assessment Item #2

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC
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.

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

**Sources:** Student Achievement Partners, “Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman” (2014).
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.
### Assessment Item #2

#### SCORING GUIDE (CONTINUED)

**Potential exemplar response**

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| **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. |
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.

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CHECK FOR UNDERSTANDING

Types of Assessment Items

How to Design Constructed-Response Items

Constructed-Response Items

How to Use the Assessment Blueprint
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
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 ______________.
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**Assessment Item**

**CHECK FOR UNDERSTANDING**
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.
2. Describe one benefit and one challenge of constructed-response items.
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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.*