SELECTED-RESPONSE ITEMS

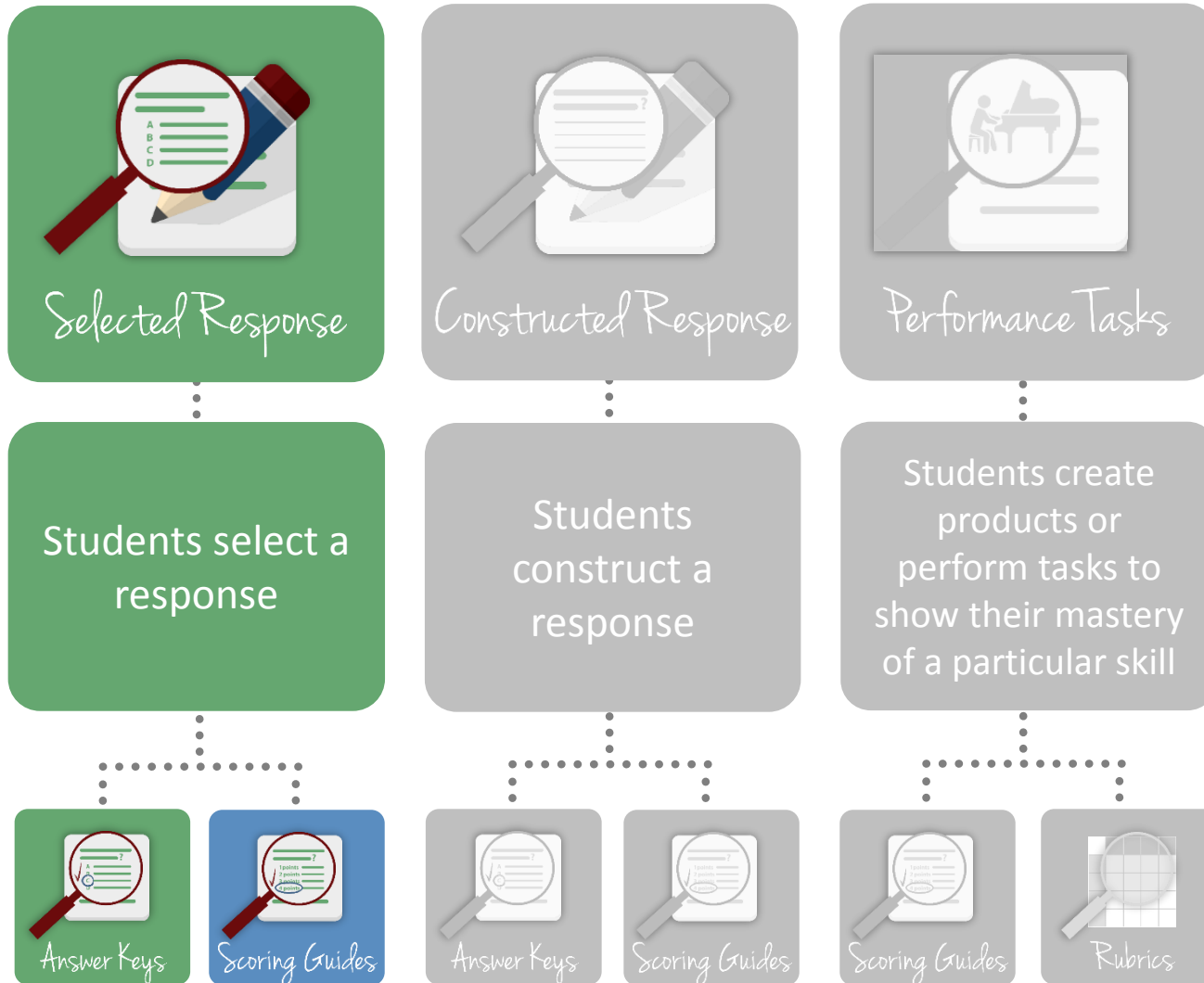Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

INTRODUCTION & OBJECTIVES

INTRODUCTION & OBJECTIVES

Define what a **SELECTED-RESPONSE** item is

Identify the **BENEFITS** and **CHALLENGES** selected-response items present

Know the **FOUR PARTS** of a well-designed **MULTIPLE-CHOICE** item

Use the **ASSESSMENT BLUEPRINT** to help you design assessment items

Types of Assessment Items

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Selected Response

Constructed Response

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice 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."

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice 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."

Selected-
Response Items

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice 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."

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Selected-Response Items

Benefits

- Selected-response items are **efficient**

- You can use selected-response items to assess **a range of student knowledge and skills**

- You can **score** selected-response items **faster** than other types of items

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Selected-Response Items

Benefits

- Selected-response items are **efficient**

- You can use selected-response items to assess **a range of student knowledge and skills**

- You can **score** selected-response items **faster** than other types of items

Challenges

- Selected-response items **cannot directly measure higher-order thinking** in the same way that, for example, an essay prompt can

- **Students can guess the answers** to selected-response items, which makes the results **less accurate**

- **A long assessment** that contains only selected-response items **can overwhelm and frustrate students**

How to Design Multiple-Choice Items

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Selected Response

Students select a response

Answer Keys

Scoring Guides

Matching

True/False

Multiple Choice

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Multiple Choice

KEY CONCEPTS

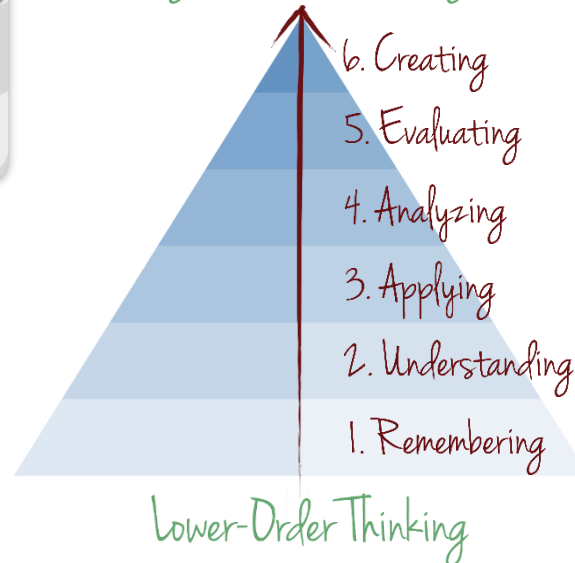Types of Assessment Items

Selected-Response Items

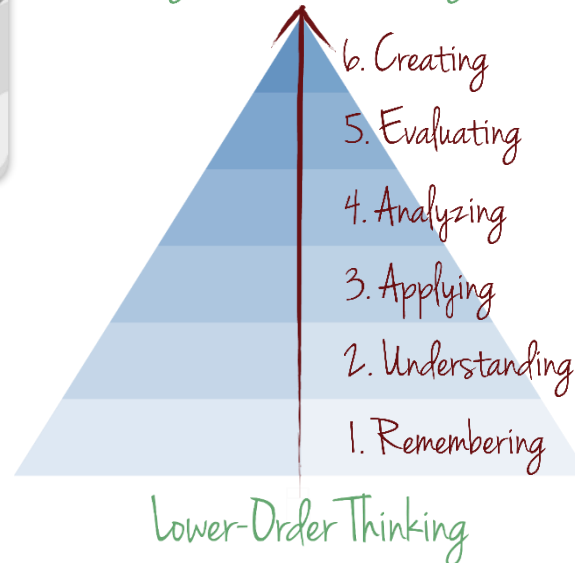How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Multiple Choice

Higher-Order Thinking

6. Creating

5. Evaluating

4. Analyzing

3. Applying

2. Understanding

1. Remembering

Lower-Order Thinking

Answer Keys

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Matching

Multiple Choice

True/False

Answer Keys

Higher-Order Thinking

6. Creating

5. Evaluating

4. Analyzing

3. Applying

2. Understanding

1. Remembering

Lower-Order Thinking

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Anatomy of a Multiple-Choice Item

The shapes shown are part of a design. ← Background Information

Item Number → 1. What do all of these shapes appear to have in common? ← Prompt

Incorrect Answers/ Distractors (a, b, c) →
- a. All have four right angles.
- b. All have four equal sides. ← Choices (a-d)
- c. All have at least one set of perpendicular lines.

Correct Answer (d) →
- d. All have at least one set of parallel sides.

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Anatomy of a Multiple-Choice Item

The shapes shown are part of a design.

Item Number →

1. What do all of these shapes appear to have in common?

   a. All have four right angles.

   b. All have four equal sides.

   c. All have at least one set of perpendicular lines.

   d. All have at least one set of parallel sides.

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

item number

part of a multiple-choice assessment item that orients students to where the item fits within the assessment

☑ Number each item

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Anatomy of a Multiple-Choice Item

The shapes shown are part of a design.

← Background Information

1. What do all of these shapes appear to have in common?

    a. All have four right angles.

    b. All have four equal sides.

    c. All have at least one set of perpendicular lines.

    d. All have at least one set of parallel sides.

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

background information
part of a multiple-choice assessment item that includes what students need in order to select the correct answer

☑ Include all necessary information students need in order to to select the correct answer

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

Choose the <u>one</u> answer that best solves the problem.

If one card is taken at random from a deck of playing cards, what is the probability that the card will be an ace?

a. 8 percent

b. 50 percent

c. 25 percent

d. 10 percent

Source: New Jersey Department of Education, *SGO 2.0—From Compliance to Quality* (2014).

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items
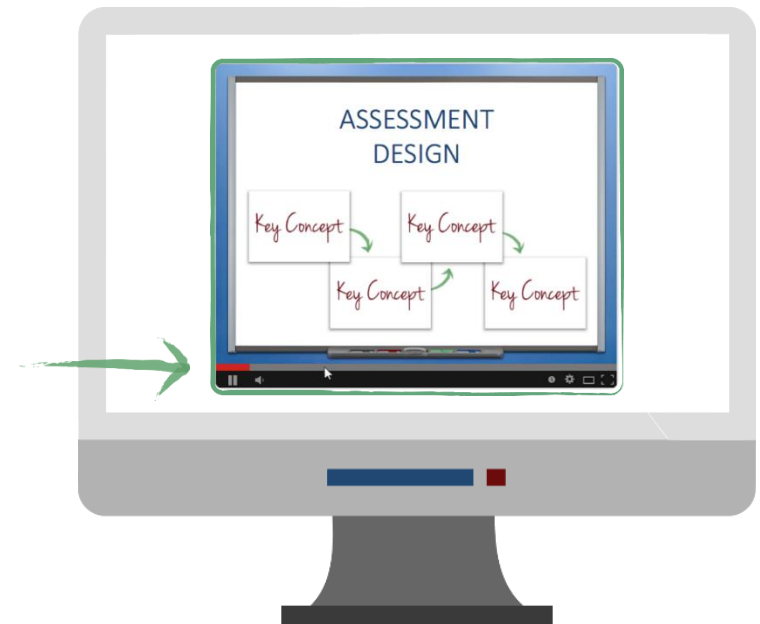
How to Use the Assessment Blueprint

Assessment Item

Choose the <u>one</u> answer that best solves the problem.

If one card is taken at random from a deck of playing cards, what is the probability that the card will be an ace?

   a. 8 percent

   b. 50 percent

   c. 25 percent

   d. 10 percent

ASSESSMENT DESIGN

Key Concept   Key Concept

Key Concept   Key Concept

KEY CONCEPTS

Assessment Item

Directions: Choose the <u>one</u> answer that best solves the problem.

There are 4 aces in a deck of 52 playing cards. If one card is taken at random from a deck of playing cards, what is the probability that the card will be an ace?

a. 8 percent

b. 50 percent

c. 25 percent

d. 10 percent

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Anatomy of a Multiple-Choice Item

The shapes shown are part of a design.

1. What do all of these shapes appear to have ← Prompt in common?

   a. All have four right angles.

   b. All have four equal sides.

   c. All have at least one set of perpendicular lines.

   d. All have at least one set of parallel sides.

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

prompt

part of a multiple-choice assessment item that asks a question or describes a task

✓ Frame prompts positively or emphasize negative key words

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

KEY CONCEPTS

Assessment Item

A student is revising this paragraph and needs to take out information that does not support why birds make good pets.

There are many reasons why people keep birds as pets. Canaries sing beautiful songs. Parakeets will sit on your shoulder. Parrots can talk to you. Birds fly outdoors. Pet birds can be fun.

Which of the following sentences does not support why birds make good pets?

a. "Canaries sing beautiful songs."

b. "Parakeets will sit on your shoulder."

c. "Parrots can talk to you."

d. "Birds fly outdoors."

Source: Haywood County Schools, "Smarter Balanced Test Items Samples: ELA Grade 3."

KEY CONCEPTS

Assessment Item

A student is revising this paragraph and needs to take out information that does <u>NOT</u> support why birds make good pets.

There are many reasons why people keep birds as pets. Canaries sing beautiful songs. Parakeets will sit on your shoulder. Parrots can talk to you. Birds fly outdoors. Pet birds can be fun.

Which of the following sentences does not support why birds make good pets?

a. "Canaries sing beautiful songs."

b. "Parakeets will sit on your shoulder."

c. "Parrots can talk to you."

d. "Birds fly outdoors."

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

prompt
part of a multiple-choice assessment item that asks a question or describes a task

☑ Frame prompts positively or emphasize negative key words

☑ Ensure that prompts do not require that students know information not included in the prompt

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

The word "attribute" means:

a. to regard something as being caused by someone or something

b. a quality or feature regarded as a characteristic or inherent part of someone or something

c. to give someone a gift

d. blame

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

The word "attribute" means:

a. to regard something as being caused by someone or something

b. a quality or feature regarded as a characteristic or inherent part of someone or something

c. to give someone a gift

d. blame

Assessment Item

Marlena said in her victory speech that she must **attribute** her success to her supportive parents and teachers. In this context, the word "attribute" means _____.

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

prompt
part of a multiple-choice assessment item that asks a question or describes a task

☑ Frame prompts positively or emphasize negative key words

☑ Ensure that prompts do not require that students know information not included in the prompt

☑ Do not include words or grammatical cues that might give away the answer

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

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

A frog is an example of an:

    a.   mammal

    b.   amphibian

    c.   reptile

    d.   fish

Navigation

- Types of Assessment Items
- Selected-Response Items
- **How to Design Multiple-Choice Items**
- How to Use the Assessment Blueprint

Assessment Item

A frog is an example of an:

a. mammal

b. amphibian

c. reptile

d. fish

Assessment Item

Frogs belong to which class of animals?

KEY CONCEPTS

prompt
part of a multiple-choice assessment item that asks a question or describes a task

- ✓ Frame prompts positively or emphasize negative key words

- ✓ Ensure that prompts do not require that students know information not included in the prompt

- ✓ Do not include words or grammatical cues that might give away the answer

- ✓ Include words in the prompt that would otherwise be repeated in choices

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

KEY CONCEPTS

Assessment Item

The three parts of the Constitution include:

a. the Preamble, the Articles and the Bylaws

b. the Preamble, the Articles and the three branches of government

c. the Preamble, the Articles and the Articles of Confederation

d. the Preamble, the Articles and the Amendments

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

The three parts of the Constitution include the Preamble, the Articles and the:

a. Bylaws

b. three branches of government

c. Articles of Confederation

d. Amendments

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Anatomy of a Multiple-Choice Item

The shapes shown are part of a design.

1. What do all of these shapes appear to have in common?

    a. All have four right angles.

    b. All have four equal sides.

    c. All have at least one set of perpendicular lines.

    d. All have at least one set of parallel sides.

Incorrect Answers/ Distractors (a, b, c)

Correct Answer (d)

Choices (a-d)

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

KEY CONCEPTS

choices

part of a multiple-choice assessment item that include answers to the item prompt

✓ Use the same number of choices on a single assessment

Option a: _____

Option b: _____

Option c: _____

Option d: _____

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

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

choices
part of a multiple-choice assessment item that include answers to the item prompt

☑ Use the same number of choices on a single assessment

☑ Use choices that are consistent in form, content and length

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

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

What role did many colonial women play during the American Revolution?

a. They served as officers in the army.

b. They gave speeches to rally the people.

c. They kept the farms and shops running during the war, which was vital for the American economy.

d. They helped run the government.

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

What role did many colonial women play during the American Revolution?

a. They served as officers in the army.

b. They gave speeches to rally the people against the British.

c. They kept the farms and shops running during the war.

d. They helped to run the government while the men were away fighting.

KEY CONCEPTS

choices
part of a multiple-choice assessment item that include answers to the item prompt

✓ Use the same number of choices on a single assessment

✓ Use choices that are consistent in form, content and length

✓ Order choices in a logical sequence

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

KEY CONCEPTS

Assessment Item

There are 30 students in a class. The ratio of boys to girls in the class is 2:3. How many boys are there in the class?

a. 18

b. 12

c. 6

d. 20

Assessment Item

There are 30 students in a class. The ratio of boys to girls in the class is 2:3. How many boys are there in the class?

a. 6

b. 12

c. 18

d. 20

Sources: Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013); International Association for the Evaluation of Educational Achievement, *TIMSS 2007 User Guide for the International Database, Released Items Science—Fourth Grade* (2009).

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

KEY CONCEPTS

Assessment Item

Where do plants get energy from to make food?

a. sunlight
b. air
c. water
d. soil

Assessment Item

Where do plants get energy from to make food?

a. air
b. soil
c. sunlight
d. water

Sources: Relay Graduate School of Education, *Rules for Multiple Choice Item Design* (2013); International Association for the Evaluation of Educational Achievement, *TIMSS 2007 User Guide for the International Database, Released Items Science—Fourth Grade* (2009).

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

choices
part of a multiple-choice assessment item that include answers to the item prompt

✓ Use the same number of choices on a single assessment

✓ Use choices that are consistent in form, content and length

✓ Order choices in a logical sequence

✓ Include only one clearly correct answer, but make sure that your incorrect answers, "distractors," are plausible

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

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item

A hungry wolf spied a goat at the top of a steep cliff where he could not possibly get at her. "That is a very dangerous place for you," he called out, pretending to be very anxious about the goat's safety. "What if you should fall? Please listen to me and come down! Here you can get all you want of the finest grass in the country." The goat looked over the edge of the cliff. "How very, very anxious you are about me," she said, "and how kind you are with your grass! But I know you! It's your own food you are thinking of, not mine!"

What does the word "anxious" mean in the text?

a. selfish

b. hungry

c. hopeful

d. worried

KEY CONCEPTS

Assessment Item

A hungry wolf spied a goat at the top of a steep cliff where he could not possibly get at her. "That is a very dangerous place for you," he called out, pretending to be very anxious about the goat's safety. "What if you should fall? Please listen to me and come down! Here you can get all you want of the finest grass in the country." The goat looked over the edge of the cliff. "How very, very anxious you are about me," she said, "and how kind you are with your grass! But I know you! It's your own food you are thinking of, not mine!"

What does the word "anxious" mean in the text?

a. selfish

b. hungry

c. hopeful

d. worried

KEY CONCEPTS

choices
part of a multiple-choice assessment item that include answers to the item prompt

✓ Use the same number of choices on a single assessment

✓ Use choices that are consistent in form, content and length

✓ Order choices in a logical sequence

✓ Include only one clearly correct answer, but make sure that your incorrect answers, "distractors," are plausible

✓ Avoid using "all of the above" or "none of the above"

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

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

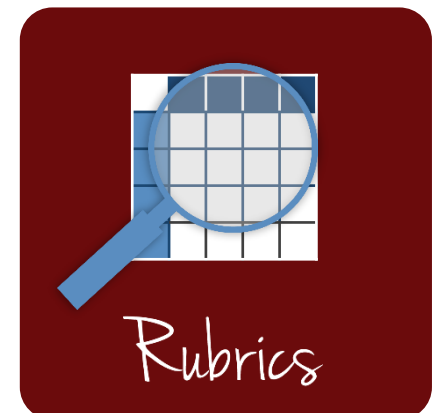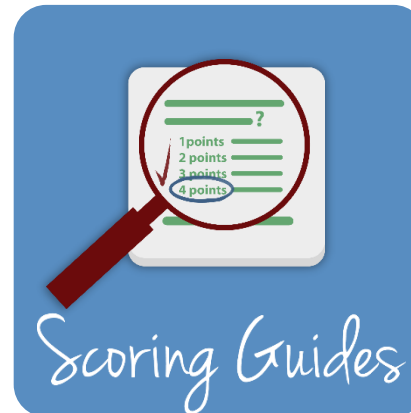How to Design Multiple-Choice Items

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

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Selected Response

Students select a response

Answer Keys

Scoring Guides

KEY CONCEPTS

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_ _____

How to Use
the Assessment
Blueprint
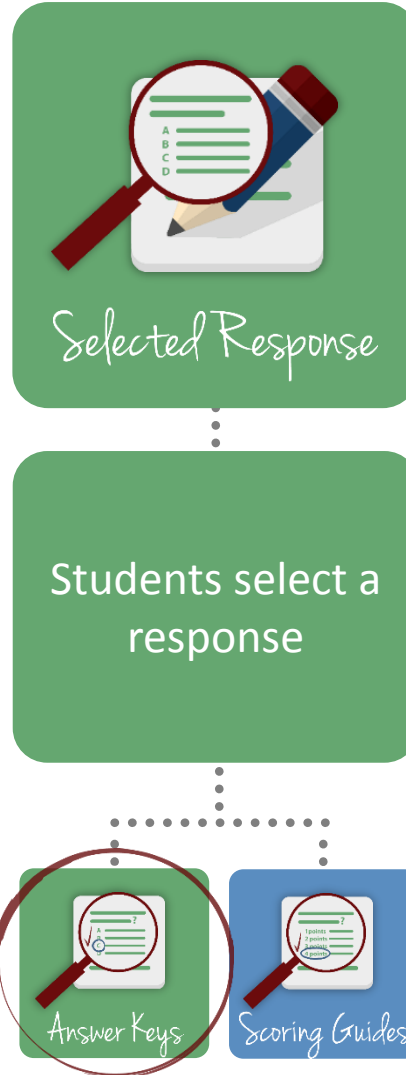
Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice 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

Sidebar labels:
- Types of Assessment Items
- Selected-Response Items
- How to Design Multiple-Choice Items
- How to Use the Assessment Blueprint

Callout labels: 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 the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea and explain how details support it			
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

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

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 making 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.	Identify main ideas and how key details support them.	2	CR	
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	
Rea... Exp... sup... rea...	Explain how the author uses evidence to support his or her claims.	4	CR	
Wr... Wr... of vi...	Write an opinion piece on texts.	5	CR, PT	
	Support your point of view with evidence.	5	CR, PT	

Write and/or Select Assessment Items

6. Write and/or ... t 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

Selected-Response Items

How to Design Multiple-Choice 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
TOTAL					

Assessment Item #

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

KEY CONCEPTS

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

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 making 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.	Identify main ideas and how key details support them.	2	CR	
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**
1	Determine the meaning of new vocabulary words.				
TOTAL					

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice 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					

Types of Assessment Items

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Assessment Item #1

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

KEY CONCEPTS

Assessment Item #1

ITEM

In paragraph 4 of Who Was Marco Polo? the author states that an exaggeration became known as a "Marco Polo." What is the meaning of the word "exaggeration"?

The choices are:

a. a misunderstanding of factual information

b. a long journey taken over several years

c. an individual who does exciting and interesting things

d. a statement that things are bigger or better than they are

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 #1

ITEM

In paragraph 4 of Who Was Marco Polo? the author states that an exaggeration became known as a "Marco Polo." What is the meaning of the word "exaggeration"?

The choices are:
   a. a misunderstanding of factual information
   b. a long journey taken over several years
   c. an individual who does exciting and interesting things
   d. a statement that things are bigger or better than they are

ANSWER KEY

Option a, "a misunderstanding of factual information," implies that the reader has some confusion, but an exaggeration is an act on the part of the speaker/writer that shows the speaker/writer is deliberately not telling the whole truth.

Option b, "a long journey taken over several years," describes Polo's trip rather than his possible stretching of the truth.

Option c, "an individual who does exciting and interesting things," describes Polo's life rather than the possibility he didn't tell the truth.

Option d is the correct answer. "A statement that things are bigger or better than they are" is the definition of the word "exaggeration." When one makes an exaggeration, one is misrepresenting what really happened, or exaggerating.

KEY CONCEPTS

Assessment Item #1

ITEM

In paragraph 4 of Who Was Marco Polo? the author states that an exaggeration became known as a "Marco Polo." What is the meaning of the word "exaggeration"?

The choices are:
  a.   a misunderstanding of factual information
  b.   a long journey taken over several years
  c.   an individual who does exciting and interesting things
  d.   a statement that things are bigger or better than they are

ANSWER KEY

Option a, "a misunderstanding of factual information," implies that the reader has some confusion, but an exaggeration is an act on the part of the speaker/writer that shows the speaker/writer is deliberately not telling the whole truth.

Option b, "a long journey taken over several years," describes Polo's trip rather than his possible stretching of the truth.

Option c, "an individual who does exciting and interesting things," describes Polo's life rather than the possibility he didn't tell the truth.

Option d is the correct answer. "A statement that things are bigger or better than they are" is the definition of the word "exaggeration." When one makes an exaggeration, one is misrepresenting what really happened, or exaggerating.

CHECK FOR UNDERSTANDING

✓ Define what a SELECTED-RESPONSE item is

✓ Identify the BENEFITS and CHALLENGES that selected-response items present

✓ Know the FOUR PARTS of a well-designed MULTIPLE-CHOICE item

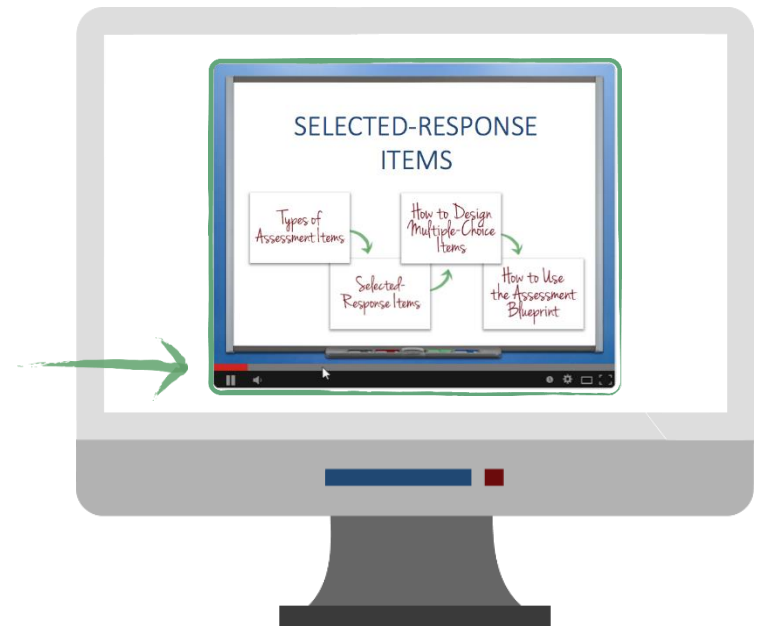✓ Use the ASSESSMENT BLUEPRINT to help you design assessment items

Assessment Items

Assessment Item

1. Describe one benefit and one challenge of selected-response items.

Assessment Item

1. Describe one benefit and one challenge of selected-response items.

Answer

1. Describe one benefit and one challenge of selected-response items.

    Selected-response items are efficient. You can use selected-response items to assess a range of student knowledge and skills, and you can score them faster than other types of items. However, students can guess the answer to selected-response items, which makes the results less accurate.

Assessment Item

2. Describe in one or two sentences why you should make sure that the distractors in your multiple-choice items are plausible.
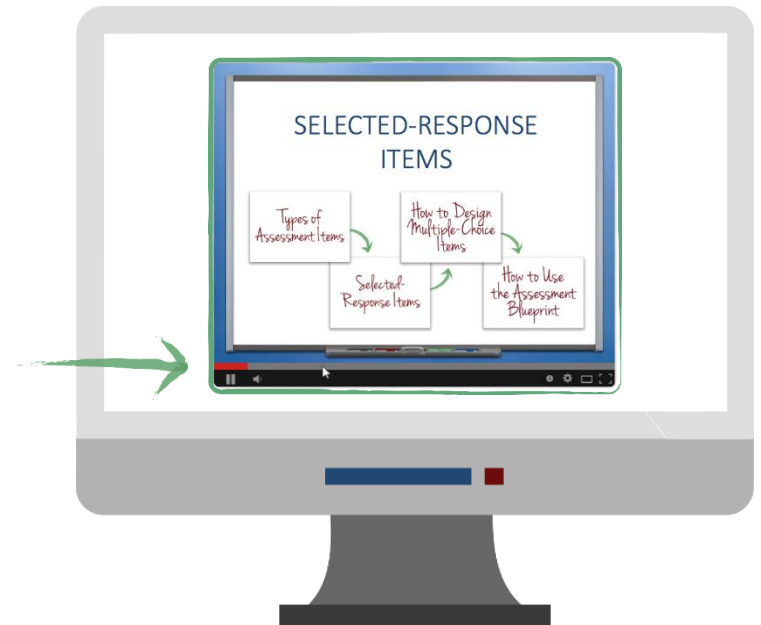
Assessment Item

2. Describe in one or two sentences why you should make sure that the distractors in your multiple-choice items are plausible.

Answer

2. Describe in one or two sentences why you should make sure that the distractors in your multiple-choice items are plausible.

   If distractors are too obvious, my students may be able to guess correctly, whether or not they have mastered the content. Strong distractors should reflect common student misconceptions and errors so that if my students answer items incorrectly, I can gain information about where and how student understanding breaks down.

CONCLUSION