CONSTRUCTED-RESPONSE ITEMS

INTRODUCTION & PURPOSE

- Define what a CONSTRUCTED-RESPONSE item is
- Identify the BENEFITS and CHALLENGES of constructed-response items present
- Know the FOUR PARTS of a well-designed CONSTRUCTED-RESPONSE item
- Use the ASSESSMENT BLUEPRINT to design assessment items
Constructed-Response Items

KEY CONCEPTS

Types of Assessment Items

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."
Construct-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

**KEY CONCEPTS**

- 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."
- Rhode Island Department of Education, "Deepening Assessment Literacy."
KEY CONCEPTS

**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.

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**How to Design Constructed-Response Items**

- Types of Assessment Items
- Constructed-Response Items
- How to Design Constructed-Response Items
- How to Use the Assessment Blueprint
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 relates 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.
Constructing an Answer:

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.

Directions: Include how long students have to answer the item.

Number each item

Student scoring guide:

2 points: Word accurately describes Bill. Evidence from the story directly relates 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.
Constructive Response Items

**KEY CONCEPTS**

**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 relates to the chosen word, 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.


**Fill in the blank (1 point):**

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. ________________________________
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).
Constructed-Response Items

KEY CONCEPTS

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

Option a: __________________________________________
Option b: __________________________________________
Option c: __________________________________________
Option d: __________________________________________

2 points:  ________________________________________________________
1 point:    ________________________________________________________
0 points   ________________________________________________________
Exemplar answer:  ______________________________________________________________________________________
________________________________________________________________

How to Use the Assessment Blueprint

How to Design Constructed-Response Items
Constructed-Response Items

Key Concepts

**5th Grade**

**Reading and Writing about Informational Texts**

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

**KEY CONCEPTS**

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 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
### Constructed-Response Items

#### KEY CONCEPTS

<table>
<thead>
<tr>
<th>Item #</th>
<th>Standard(s) and/or Skill(s)</th>
<th>Type of Item</th>
<th>Level(s) of Rigor</th>
<th># of Points</th>
<th>% of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>SR-MC</td>
<td>1-3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quote accurately, identify main ideas and explain how the author uses evidence.</td>
<td>CR-Short Answer</td>
<td>3-4</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

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### Constructed-Response Items

#### KEY CONCEPTS

#### Assessment Item #2

**ITEM**

**ANSWER KEY, SCORING GUIDE OR RUBRIC**

<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>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>He said the Chinese city of Hangchow had 12,000 bridges, but it had far fewer.</td>
</tr>
</tbody>
</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).

### KEY CONCEPTS

#### Assessment Item #2

**ITEM**

**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.
KEY CONCEPTS

Assessment Item #2

SCORING GUIDE (CONTINUED)
Potential exemplar response

Evidence from the text that Marco Polo may have told the truth in his book

EXEMPLAR ANSWER:
People wonder why his book doesn’t mention the Chinese custom of tea drinking. This may be because the custom was more popular in southern China. Marco spent most of his time in northern China.

RATIONALE: The author offers this evidence to explain why Marco may not have mentioned the custom of tea drinking in his book.

Evidence from the text that Marco Polo may not have told the truth in his book

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 evidence to demonstrate that Marco may have exaggerated the size of the army and the number of horses he reported.

EXEMPLAR ANSWER:
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.

EXEMPLAR ANSWER:
He said the Chinese city of Hangchow had 12,000 bridges, but it had far fewer.

RATIONALE: The author offers these facts as evidence that Marco Polo may have been lying in his book.

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 presents this fact as evidence that Marco Polo stood by his book even when dying, suggesting he may have been truthful.

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 Polo had been honest about the jewels he supposedly brought back from China, he would have had enough money to leave a fortune to his family. The fact that he didn’t leave a fortune suggests he may not have been telling the truth.
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

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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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1. ________________

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CHECK FOR UNDERSTANDING
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**.

CHECK FOR UNDERSTANDING

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

...
CHECK FOR UNDERSTANDING

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