INTRODUCTION & OBJECTIVES

- Students select a response
- Students construct a response
- Students create products or perform tasks to show their mastery of a particular skill
- Students use the ASSESSMENT BLUEPRINT to help design assessment items
Selected-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."
Selected-Response Items

KEY CONCEPTS

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

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

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- Kansas State Department of Education, Assessment Literacy Project
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Selected-Response Items

- Extended Response
- Essays
- Experiment
- Speech
- Research Paper

Matching

True/False

Multiple Choice

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- Ohio Department of Education, "How to Design and Select Quality Assessments;"
- Relay Graduate School of Education, Designing and Evaluating Assessments (2014);
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Selected-Response Items

**KEY CONCEPTS**

- 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

**Benefits**

- 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**

**Challenges**

**How to Design Multiple-Choice Items**

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

KEY CONCEPTS

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

Matching
True/False
Multiple Choice

Students select a response

Multiple Choice

High-Difficulty
1. Question
2. Evidence
3. Analysis
4. Synthesis
5. Evaluation
6. Unpredictable
7. Reasoning

Low-Difficulty
Selected-Response Items

**KEY CONCEPTS**

**SELECTED RESPONSE ITEMS**

<table>
<thead>
<tr>
<th>Types of Assessment Items</th>
<th>Selected Response Items</th>
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<tr>
<td>How to Design Multiple-Choice Items</td>
<td>How to Use the Assessment Blueprint</td>
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</table>

**KEY CONCEPTS**

**ANATOMY OF A MULTIPLE-CHOICE ITEM**

The shapes shown are part of a design.

**Item: Petxxx**

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.

Selected-Response Items

**KEY CONCEPTS**

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

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**item number**

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

Number each item

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**KEY CONCEPTS**

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

---

**KEY CONCEPTS**

**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 select the correct answer
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
KEY CONCEPTS

Anatomy of a Multiple-Choice Item

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1. What do all of these shapes appear to have in common?
   a. All have four right angles.
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KEY CONCEPTS

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

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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
Selected-Response Items

KEY CONCEPTS

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

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 ___________.

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

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

KEY CONCEPTS

A frog is an example of an:

a. mammal
b. amphibian
c. reptile
d. fish
A frog is an example of an:

a. mammal  
b. amphibian  
c. reptile  
d. fish

Frogs belong to which class of animals?

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
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

What do all of these shapes appear to have in common?
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Use the same number of choices on a single assessment
Selected-Response Items

KEY CONCEPTS

Selected-Response Items

How to Design Multiple-Choice Items

How to Use the Assessment Blueprint

Types of Assessment Items

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 Items Design (2013).

KEY CONCEPTS

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

- They served as officers in the army.
- They gave speeches to rally the people.
- They kept the farms and shops running during the war, which was vital for the American economy.
- They helped to run the government while the men were away fighting.

Source: National Center on Education Statistics, NAEP Questions Tool “What role did many colonial women play during the American Revolution?”

KEY CONCEPTS

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

- They served as officers in the army.
- They gave speeches to rally the people against the British.
- They kept the farms and shops running during the war.
- They helped to run the government while the men were away fighting.
Selected-Response Items

KEY CONCEPTS

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

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


KEY CONCEPTS

Where do plants get energy from to make food?

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

Selected-Response Items

### KEY CONCEPTS

- 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

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

*Source: Haywood County Schools, “Smarter Balanced Test Items Samples: ELA Grade 3.”*
Selected-Response Items

KEY CONCEPTS

- 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).
Selected-Response Items

**KEY CONCEPTS**

**Types of Assessment Items**

**Selected-Response Items**

**How to Design Multiple-Choice Items**

**How to Use the Assessment Blueprint**

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**Answer Keys**

Scoring tools that provide the correct answer to an assessment item

Option a: ____________________________________________

Option b: ____________________________________________

Option c: ____________________________________________

Option d: ____________________________________________

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**Sources:**
Selected-Response Items

**KEY CONCEPTS**

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### KEY CONCEPTS

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.

### 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.

### 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.

### 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).

### Writing 1:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### Write and/or Select Assessment Items

<table>
<thead>
<tr>
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<th>Level(s) of Rigor</th>
<th># of Points</th>
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**TOTAL**

19
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<tr>
<td>1</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>SR-MC</td>
<td>3-3</td>
<td>5</td>
<td></td>
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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 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.
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CHECK FOR UNDERSTANDING

Assessment Items

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

CHECK FOR UNDERSTANDING

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.

CHECK FOR UNDERSTANDING

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

CHECK FOR UNDERSTANDING
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.