**Facilitators’ Guide for Assessment Literacy Module 2**

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| **After Slide 1:**Use the “Anticipation Guide—Module 2: Assessment Items and Forms” found in the Module 2 Training Set to preview participant knowledge regarding assessment design. (Answers to Agree/Disagree are provided here, but not in the Training Set for Module 1.)

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| **Anticipation Guide—Module 2: Assessment Items and Forms**  |

Use the following Anticipation Guide to preview your current knowledge about designing assessments. Before you begin Module 2, mark whether or not you agree or disagree with each statement. After completing Module 1, fill in the slide number where you found information to support learning of the statement, tell whether or not you were right, and reflect on what you found.

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|  Agree/Disagree Slide # Were you right? Reflect |
| 1. There are four types of test questions: true/false, multiple choice, matching and short answer. | *Disagree* | 11-12 |  | *There are many types of questions that can be classified in four basic categories.* |
| 2. Passage-based test items to assess reading comprehension should be based on reading passages that students have studied. | *Disagree* | 27 |  | *Previous study of a passage assess rehearsal or memorization skill as opposed to reading comprehension* |
| 3. Short answer questions require scoring rubrics. | *Agree* | 40 |  | *Short answer question are SCR type, and require rubrics.* |
| 4. Text Dependent Analysis items are a unique item type in Pennsylvania. | *Disagree* | 57 |  | *PA provides very rich training on this item type, but it is not unique to our state.* |
| 5. Performance tasks are unique to assessment in the “non-tested” content areas. | *Disagree* | 64-72 |  | *Performance Tasks can be developed in all content areas.* |
| 6. An assessment’s operational form can be reviewed through examining its specification tables and blueprint. | *Agree* | 74 |  | *While the blueprint is not the only review process, it’s a good place to start!* |

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| **After slide 23:** 2.1.1 SR Stand-Alone ItemsTag the SR item found in Handout 2.1.1 (Slide 23) using the item tagging system found on Slide 15 and in the chart below.

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| Item # | Course | Grade | Test Type | Item Type | DoK | Standard ID |
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| **1** | **Science** | **7** | **Mid-term** | **SR Stand-Alone****(Multiple Choice)** | **3** | **S7.A.2.1.1** |

**After Slide 23 (Cont’d):** Examine the following SR question for the purpose of identifying some structural problems:When it is sunny and 95˚ outside, you would expect to see people wearing aa. heavy coat with boots, top hat and sunglasses. *(item distractor is longer than the others)*b. umbrella and raincoat *(item is illogical—you don’t wear and umbrella—and grammatically incorrect—“an” umbrella)*c. t-shirt and shortsd. wife-beater shirt and pajama pants *(slang term is sensitive, item nouns have adjectives where most of the other distractor nouns do not)*e. none of the above *(avoid using all-none, one too many distractors)* |

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| **After Slide 23:**a. Using Template 2.1, “Item Framework” create a Selected Response Multiple Choice Question to support this standard for 8th grade History: **8.3.8.A:** Examine the role groups and individuals played in the **social, political,** cultural, and **economic** development of the United States.(Use your general knowledge, since you did not undergo a specific course of instruction.) |

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| **After Slide 26:**a. Identify the following item topics as bias, sensitivity or fairness topics and how they can cause an item to be unsuitable toward assessing student learning of content standards. Add to the list. *(The purpose of the activity is to promote conversations around the issues of bias, sensitivity and fairness in the development of test items, passages, etc. More information will be provided in Modules 3 and 5. Consider the “x” placed below as “conversation starters and not absolute correct answers.”*

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| *Item Topics* | *Bias* | *Sensitivity* | *Fairness* | *Why unsuitable? (Consider unique populations of test-takers.* |
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| 1. Child abuse/neglect |  | x |  |  |
| 2. Sexual Orientation |  | x |  |  |
| 3. Gender stereotypic roles | x |  | x |  |
| 4. Birth Control |  | x |  |  |
| 5. Abortion |  | x |  |  |
| 6. Suicide |  | x |  |  |
| 7. The occult |  | x |  |  |
| 8. Divorce/Single Parent Families |  | x |  |  |
| 9. Disabilities as a negative |  | x |  |  |
| 10. Torture of humans or animals |  | x |  |  |
| 11. Family dysfunction |  | x |  |  |
| 12. Graphic depictions of accidents, death, etc. |  | x |  |  |
| 14.  |  |  |  |  |
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| 17. |  |  |  |  |
| 18. |  |  |  |  |
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b. Share the grade 8 History items previously written. Use the QA Checklist and Item Topic list (above) to review the shared items. |

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| 2.1.2 SR Passage Based Items**After Slide 32:** *(Trainer Information: for the first passage, no item answers are provided. For all items, participants may need to review DoK information to consider the relationship between the item and the intent of the standards listed.)*Review the items aligned to the passages below using the Quality Assurance Checklist found with Handout 2.1.2. and the “Guidelines” provided in the training to this point. Use the following ELA PA Core Standards for Grades 9-10 as the standard to be assessed.Reading Informational TextStudents read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.\ CC.CC.1.2.9-10.BCite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.CC.1.2.9–10.DDetermine an author’s particular point of view and analyze how rhetoric advances the point of view.CC.1.2.9–10.FAnalyze how words and phrases shape meaning and tone in texts.CC.1.2.11–12.DEvaluate how an author’s point of view or purpose shapes the content and style of a text*Sample Passage 1*

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| 510152025303540 | *The following passage discusses the scientific life of Galileo Galilei in reference to the political, religious, artistic, and scientific movements of the age.*         Galileo Galilei was born in 1564 into a Europe wracked by cultural ferment and religious strife. The popes of the Roman Catholic Church, powerful in their roles as both religious and secular leaders, had proven vulnerable to the worldly and decadent spirit of the age, and their personal immorality brought the reputation of the papacy to historic lows. In 1517, Martin Luther, a former monk, attacked Catholicism for having become too worldly and politically corrupt and for obscuring the fundamentals of Christianity with pagan elements. His reforming zeal, which appealed to a notion of an original, “purified” Christianity, set in motion the Protestant Reformation and split European Christianity in two.         In response, Roman Catholicism steeled itself for battle and launched the Counter-Reformation, which emphasized orthodoxy and fidelity to the true Church. The Counter-Reformation reinvigorated the Church and, to some extent, eliminated its excesses. But the Counter-Reformation also contributed to the decline of the Italian Renaissance, a revival of arts and letters that sought to recover and rework the classical art and philosophy of ancient Greece and Rome. The popes had once been great patrons of Renaissance arts and sciences, but the Counter-Reformation put an end to the Church’s liberal leniency in these areas. Further, the Church’s new emphasis on religious orthodoxy would soon clash with the emerging scientific revolution. Galileo, with his study of astronomy, found himself at the center of this clash.         Conservative astronomers of Galileo’s time, working without telescopes, ascribed without deviation to the ancient theory of geocentricity. This theory of astronomy held that the earth (“geo,” as in “geography” or “geology”) lay at the center of the solar system, orbited by both the sun and the other planets. Indeed, to the casual observer, it seemed common sense that since the sun “rose” in the morning and “set” at night, it must have circled around the earth. Ancient authorities like Aristotle and the Roman astronomer Ptolemy had championed this viewpoint, and the notion also coincided with the Catholic Church’s view of the universe, which placed mankind, God’s principal creation, at the center of the cosmos. Buttressed by common sense, the ancient philosophers, and the Church, the geocentric model of the universe seemed secure in its authority. The Ptolemaic theory, however, was not impervious to attack. In the 16th century, astronomers strained to make modern observations fit Ptolemy’s geocentric model of the universe.         Increasingly complex mathematical systems were necessary to reconcile these new observations with Ptolemy’s system of interlocking orbits. Nicholas Copernicus, a Polish astronomer, openly questioned the Ptolemaic system and proposed a heliocentric system in which the planets—including earth—orbited the sun (“helios”). This more mathematically satisfying way of arranging the solar system did not attract many supporters at first, since the available data did not yet support a wholesale abandonment of Ptolemy’s system. By the end of the 16th century, however, astronomers like Johannes Kepler (1571–1630) had also begun to embrace Copernicus’s theory.     Ultimately, Galileo’s telescope struck a fatal blow to the Ptolemaic system. But, in a sense, the telescope was also nearly fatal to Galileo himself. The Catholic Church, desperately trying to hold the Protestant heresy at bay, could not accept a scientific assault on its own theories of the universe. The pressures of the age set in motion a historic confrontation between religion and science, one which would culminate in 1633 when the Church put Galileo on trial, forced him to recant his stated and published scientific beliefs, and put him under permanent house arrest. |
| **1. Which of the following best states the main idea of the passage?**(A) Science always conflicts with religion.(B) Science is vulnerable to outside social forces.(C) Ideally, scientific theories should reinforce religious doctrine.(D) Science operates in a vacuum.(E) Advanced technology is the only route to good scientific theories.**2. The author’s tone in this passage can best be described as**(A) analytical.(B) disturbed.(C) skeptical.(D) dramatic.(E) reverent.**3. In the second paragraph, the passage implies that during the Renaissance, the Catholic Church**(A) saw little conflict between its own goals and those of the arts and sciences.(B) promoted the arts as a way to limit the social influence of scientists. (C) supported Martin Luther’s views on religion and the Church.(D) had limited interaction with the religious affairs of commoners.(E) focused on spirituality as opposed to worldly matters.**4. Which of the following best explains why the Catholic Church started the Counter-Reformation? (lines 7–9)**(A) to fight scientific heresy(B) to clean out its own ranks(C) to reinvigorate artists and intellectuals(D) to elect a new pope(E) to counter Protestant challenges **5. The author’s description of Galileo’s telescope as having “struck a fatal blow” is an example of a(n)**(A) simile.(B) metaphor.(C) personification.(D) allusion.(E) irony.**6. The term “ferment” in line 1 most closely means**(A) alienation.(B) turmoil.(C) consolidation.(D) decomposition.(E) stagnation. |

*Sample Passage 2*But man is not destined to vanish. He can be killed, but he cannot be destroyed, because his soul is deathless and his spirit is irrepressible. Therefore, though the situation seems dark in the context of the confrontation between the superpowers, the silver lining is provided by amazing phenomenon that the very nations which have spent incalculable resources and energy for the production of deadly weapons are desperately trying to find out how they might never be used. They threaten each other, intimidate each other and go to the brink, but before the total hour arrives they withdraw from the brink. 1. **The main point from the author's view is that**
	1. Man's soul and spirit cannot be destroyed by superpowers.
	2. Man's destiny is not fully clear or visible.
	3. Man's soul and spirit are immortal.
	4. Man's safety is assured by the delicate balance of power in terms of nuclear weapons.
	5. Human society will survive despite the serious threat of total annihilation.
2. **The phrase 'Go to the brink' in the passage means**
	1. Retreating from extreme danger.
	2. Declare war on each other.
	3. Advancing to the stage of war but not engaging in it.
	4. Negotiate for peace.
	5. Commit suicide.
3. **In the author's opinion**
	1. Huge stockpiles of destructive weapons have so far saved mankind from a catastrophe.
	2. Superpowers have at last realized the need for abandoning the production of lethal weapons.
	3. Mankind is heading towards complete destruction.
	4. Nations in possession of huge stockpiles of lethal weapons are trying hard to avoid actual conflict.
	5. There is a Silverlining over the production of deadly weapons.
4. **'Irrepressible' in the second line means**
	1. incompatible
	2. strong
	3. oppressive
	4. unrestrainable
	5. unspirited
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| 2.1.3.SR Evidence-Based Items**After Slide 38:** **Night Flight** (Evidence Based SR Gr. 5 DoK 3)*by William Gwaltney***1** I walk out into the hot summer night and head across the lawn to the barn. Fresh dew covers the lush grass, and I lift the small red backpack that hangs by my side so that it will not get wet. Fireflies flash silently through the air, gleaming like tiny flying diamonds. The full moon shines almost as brightly as the sun. I reach the barn, where my horse, Athena, stands in her stall. When she hears me coming, she lifts her head and pricks up her ears. She snorts softly. I reach into my backpack for an apple, and place it on the top of her door. She devours it happily. I open her stall and she prances out. I take off the thick wool blanket which covers her. She trembles with excitement. She knows what comes next.**2** I slide her bridle over her head, and fasten the tiny buckles. I take a moment to slide my backpack over my shoulders. Then I slip up onto her broad bare back. It wouldn’t be the same to ride her with a saddle. I turn her out of the barn and we walk down the driveway until we are out of earshot of the house. Then we walk a little farther just in case. I don’t want to wake my parents.**3** When we have gone a safe distance, I ask her for a gallop. She responds immediately, taking off, her neck stretching out, and her hooves striking the ground in a quickening rhythm. The gentle thundering of her hooves ripples through the still night air. She pulls hard, asking for some extra rein. I let her have it, allowing it to slip easily through my fingers. Faster and faster we go. I feel as though we’re flying and suddenly, *we are*. She gives one last push with her mighty back hooves, then spreads her giant wings and we begin to soar through a black velvet sky.**4** We fly low over the tops of trees, startling birds that are already asleep. They awake unhappily, squawking and shrieking, flapping and fluttering. We are the largest thing they have ever seen in the night sky. Then we clear the trees and we are flying over open ground, sparkling with the same dew that I walked through earlier on my way to the barn. I keep Athena down low so that people cannot see us easily. We fly over backyards where dogs look up at us and bark an alarm. But when people come out to investigate they do not see us, for we are flying so fast we are already gone.**5** I look down to see a series of tiny ponds below me. The moonlight is shining on Athena’s snow-white coat, and I can see her image reflected in the ponds as we glide past. I ease her down out of the sky and we land softly by the water’s edge. I slide off of her back. Athena slips her delicate muzzle into the water and drinks noisily. When she is done she lifts her head and water dribbles from her lips. I cup the water in my hands and bring it to my mouth. It is cool and refreshing. I remove my canteen from my backpack and fill it. I scoop up some water and pour it over my head. Athena watches me closely, enviously. I pour the contents of my canteen over her back and she closes her eyes in bliss. I refill my canteen and relax on the bank of the pond as I sip from it. I am suddenly aware of just how beautiful the night is. The moon’s reflection dances across the water. Crickets sing from the nearby meadow. Tiny bats flutter over the pond, snatching mosquitoes out of the air and swooping down low for an occasional drink. The scent of summer flowers lingers in the air. After a short rest, I mount Athena again and we are off.**6** As we soar beneath the stars, the gentle notes of “Pachelbel’s Canon” drift lazily below me. I look down and see that there is a concert on the lawn of the museum. This is one of my favorite pieces of music, and hearing it played live is a special treat. I guide Athena down behind the museum and together we sit and listen to the beautiful notes hanging in the still night air. Even though I have no saddle, the feathers of Athena’s furled wings feel so soft and comfortable that I feel as if I am sitting on a down comforter.**7** When the last note has been played and the concert is over, I turn Athena around and we run again. I am reminded once more of how much I love the way it feels when she finally lifts off. Her speed creates a wind that ruffles my hair and lifts the mane off her neck. It makes the feathers dance on her wings. As she flies, the beating of her wings makes a comforting sound similar to the sound made by my mother’s sheets, snapping on the clothesline on a windy afternoon. I feel as if I could fly forever. I wish that everyone could see her, she is so beautiful as she flies, but I know that this secret must be mine alone. I shudder when I think of what might happen if people knew that she existed. She might be taken or stolen from me. My parents might decide that it is too dangerous for me to fly. Someone might kill her, just because she’s different. Even if none of that happened, publicity could be the end of all that we love. There would never be quiet times again for us to just fly silently through the darkness; under a canopy of glowing stars enjoying ourselves and all the night has to offer.**8** As we fly, I look down at my watch and realize that it is getting late. I turn her slowly in the air and she soars back towards home. I ease her downward and she lands gently on the grass, running at first but slowing down gradually until she is walking once again. I walk her slowly around the pasture, giving her only sips of water until she is cool. Then I lead her back to her stall.**9** I approach her with the blanket and she dances away. She shakes her head. I know that it must be terrible to wear this thing on such a hot summer evening, but I also know that this is one of the only ways to keep my secret. I speak to her soothingly as I put the blanket on and fasten the straps. I pat her and tell her what a good girl she is. She nuzzles me before moving over to check her feed bin. When she finds the carrots I have placed there, the look on her face is one of pure joy. In small ways, she is just like any other ordinary horse.*This question has two parts. Make sure to answer both parts of the question.***1. In Section 1, what effect do the descriptions of nature have on the story?**A. They make the events more believable.B. They build foreshadowing and suspense.C. They show the point of view of Athena more clearly.D. They show the relationship between the narrator and Athena.**2. Which evidence from the story best supports the answer above?**A. “Fireflies flash silently through the air, gleaming like tiny flying diamonds.” (Section 1)B. “They awake unhappily, squawking and shrieking, flapping and fluttering.” (Section 4)C. “There would never be quiet times again for us to just fly silently through the darkness; under a canopy of glowing stars enjoying ourselves and all the night has to offer.” (Section 7)D. “I ease her downward and she lands gently on the grass, running at first but slowing down gradually until she is walking once again.” (Section 8) |

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| **After Slide 46:** The simplest forms of constructed response questions are fill-in-the-blank or short answer questions. For example, the question may take one of the following forms:1. Who was the 16th president of the United States?
2. The 16th president of the United States was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

These assessments are relatively easy to construct, yet they have the potential to test recall, rather than simply recognition.  They also control for guessing, which can be a major factor, especially for T/F or multiple choice questions.“Google” key terms that include *short answer questions, short constructed response items, fill-in-the-blank questions, item writing,* etc., and add to the list of best practice items for developing Short Constructed Response items, found below. Include both an example and a “non-example” of the identified best practice.

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| **Short Constructed Response Item Development “Best Practice” List** |
| **1. Ask a direct question that has a definitive answer.** | ***Example*** Ms. Joyce has dinner with three of her friends. The four friends decide to split the cost equally. The bill comes to $32.80, and the women plan to leave a 15% tip. How much should Ms. Joyce pay for her share of the dinner?  |
| ***Non-Example*** Ms. Joyce has dinner with three of her friends. The four friends decide to split the cost equally. The bill comes to $32.80, and the women plan to leave a small tip. How much should Ms. Joyce pay for her share of the dinner?  |
| **2.** If using fill-in-the blank, use only one blank per item. | ***Example*** Salt consists primarily of sodium and \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| ***Non-Example*** \_\_\_\_\_\_\_\_\_\_\_\_\_ consists primarily of \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **3. If using fill-in-the blank, place the blank near the end of the sentence.** | ***Example*** A ball is dropped from a height of 20 meters above the ground. As the ball falls, it increases in speed. The kinetic and potential energies of the ball will be equal at \_\_\_\_\_\_\_\_\_\_ meters. |
| ***Non-Example*** A ball is dropped from a height of 20 meters above the ground. As the ball falls, it increases in speed. At \_\_\_\_\_\_\_\_ meters, the kinetic and potential energies of the ball will be equal. |
| **4. For short essay questions, specify how the student should respond.** | ***Example*** Using details and information from the article (America’s Saltiest Sea: Great Salt Lake), summarize the main points of the article. For a complete and correct response, consider these points.* its history
* its interesting features
* why it is a landmark
 |
| ***Non-Example*** Using details and information from the article (America’s Saltiest Sea: Great Salt Lake), summarize the main points of the article. |
| **5.** Provide a suggested length in terms of paragraphs or pages. | ***Example*** In one paragraph, state three reasons cited by historians that you feel best explain America's entry into World War II. |
| ***Non-Example*** Why did we enter World War II? |

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| **Following Slide 46:**Additional ideas for SCR Stand-Alone items:1. Label a Diagram:2.Show your work:Suppose you are asked to run a crafts booth at an upcoming school fair in honor of Veteran’s Day. In the space below, show a draft design for an easy craft activity with a patriotic theme that young children could make at the school fair. 3. On your music instrument, perform a Db minor scale, ascending and descending, two octaves, using eighth notes at MM ♪=120. |

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| **After Slide 52:**2.1.5 SCR Passage Based Items*Think/Pair/Share*1. ThinkRead the following passage, designed for use as part of a 5th grade state level reading assessment.**Settlement**PA Core Standards: 1.2 Reading Informational TextStudents read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.CC.1.2.5.BCite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences..Settlers came to this area to build farms. While they found the land difficult to plant in because of the thick root system, trees were not in the way—the area was mostly an open grassland. When settlers came, they traded goods with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi asked that they could stay “on the land given to us by the great spirit,” but they could not continue to live here. By 1831, they had to move.*Here is what one woman wrote about her trip to live in Illinois.*I have dragged one foot after the other so long and hope for the best. Friday Eve. We commence a fourteen mile prairie after we got to Paris, Illinois, hot though it was as the sun was setting it was very good some part of the way—Many bad slews. The Doctor got stuck, twice, the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them— and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it’s hard time. Saturday 15th. Today have been traveling through prairie and timber, both, and got lost in the bargain—we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses’ back. Night came we pitched our tent after mowing the grass down and made as comfortable as could be expected amongst the mosquitoes.*Here is what one woman’s life was like after settling.*The woman told me that they spun and wove all the cotton and woolen garments of the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their livestock during the winter.”*Here are the problems these settlers faced each season:*Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and their cabinWinter—freezing cold, deep snow, people got lost in the drifts when the trails were coveredSpring—the prairie became swampy when the snow meltedSummer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.2. Pair with a table partner.Consider the following ways (Section A and Section B) to assess the standard based on the item types below. List pros and cons to assessing the standard from the item types provided.A. Short Constructed Response Passage Based Items**READ CLOSELY**What do you think the main idea is of this passage? Underline or list five facts that support it.**THINK MORE**Illustrate the passage. Draw pictures that show what each paragraph explains.**Writing Connections**Write a letter that a settler might have sent to a family member living in another part of this country. Describe the situation here. Deliver your letter to another student who takes the role of that other family member and writes a response.B. Selected Response Items1. Why did many settlers come to this area?a. to build homesb. to herd cattlec. to hunt animalsd. to farm2. Why did the Potawatomi have to leave this area?a. they sold their landb. they wanted to move westc. they fought with the settlersd. the settlers wanted their land3. If you traveled to Illinois in 1840, which of these problems would you have faced?a. Potawatomi warsb. too many settlersc. not enough moneyd. poor roads4. What did settlers fear most in 1850?a. firesb. warsc. insectsd. hunger5. What do you think a prairie slew is?a. something that fliesb. a dangerous animalc. a wet placed. a lot of something6. Which word best describes these prairie settlers?a. angryb. determinedc. afraidd. lonely7. Which animal was the biggest problem for the settlers?a. oxenb. horsesc. insectsd. bears8. Why would a settler want to farm here?a. good transportationb. open landc. trading postsd. prairie plantsC. Share your list of pros and cons with all members of the training group. |

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| **For additional information:** Test your knowledge about SR and SCR item development and use by completing this 22 item Selected Response test from Pearson.<http://wps.prenhall.com/chet_brookhart_assessment_1/68/17543/4491024.cw/index.html> |

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| **For additional information:** 2.1.6 ECR Stand Alone ItemsFor additional guidelines on how to write ECR Stand-Alone items, follow this link:<http://www.mdk12.org/instruction/curriculum/hsa/government/ss_guidelines.html> |

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| **For additional information OR as an alternative activity following slide 52:** *(The following is intended to engage the participant in an “abbreviated” ECR task while drawing upon knowledge provided in the training to this point and looking forward to learning provided in Module 3.)*After reading the following passage,A. Create an imaginary “anchor standard statement” for a content area called *Assessment 101* and an anchor area called *Item Development.*B. Create a SR or SCR item at DoK 2 that assesses important learning for your standard statement, as presented in the passage.C. Provide three criteria on which you could score the quality of the item you created based on knowledge presented in this training.**What Is Constructed Response?**Let's start with a definition of what constructed-response items are so we have a common understanding of what the term means. *Constructed-response questions* are assessment items that ask students to apply knowledge, skills, and critical thinking abilities to real-world, standards-driven performance tasks. Sometimes called “open-response” items, constructed-response questions are so named because there is often more than one way to correctly answer the question, and they require students to “construct” or develop their own answers without the benefit of any suggestions or choices.Constructed-response items can be very simple, requiring students to answer with only a sentence or two, or quite complex, requiring students to read a prompt or a specified text article, reflect on the key points, and then develop a meaningful essay or analysis of the information. Whether simple or complex, all constructed-response questions measure students' ability to apply, analyze, evaluate, and synthesize the knowledge that they have acquired in a more abstract way.Although most states primarily use open-ended response questions on their state assessment instruments, some use constructed-response questions in a “closed” format. Closed constructed-response questions are similar to more traditional fill-in-the-blank types of questions and have only one right answer. They ask students to fill in a word or a phrase in a specific text and usually require only simple recall or, at best, an inference. Here's an example of a closed type of question: “According to the passage, Allen did not want \_\_\_\_\_\_\_ to go with the group to the park.” Although students might have to make an inference from the text passage, there is still only one correct answer that can complete the question, so divergent thinking or unique responses are unnecessary. Despite the fact that making an inference is considered a higher-order skill, the question still merely requires students to identify the correct answer. Closed questions generally do not stretch a student's thinking to any great extent.In contrast, open-ended questions require students to think deeply about the question and to provide a much more in-depth response. Here's an example of such a question: “The principal thinks students need more time for learning and wants to do away with recess for all grades at your school. Write a persuasive essay telling him why you either agree or disagree with this idea.” This type of question requires students to think about a specific issue, evaluate their position on it, and then organize their thoughts and compose a meaningful, persuasive essay on the topic. This is a complex, high-level task that can demonstrate what the student knows and is independently able to do.As we have already discussed, constructed-response questions may be simple or complex in nature, as in the example just given. Here's an example of a simple prompt, commonly referred to as a “brief response” question: “Briefly tell why Mary was afraid in the story.” Test makers might be looking for a student response such as “Mary was afraid because it was dark, and she has lost her key to get into her house. No one was home to let her in when she got home.” Students who could identify losing the key and being locked out as two main concepts causing Mary to be afraid would likely be awarded the complete point allowance for the response. A student who simply noted that “It was dark” might be awarded only a portion of the possible response points because although one piece of the answer was correct, the response was missing other key details that were also required for full points. In this response, the student did not demonstrate a thorough understanding of the fact that Mary's loss of the key was the event that caused her to be locked out in the dark.Sometimes test makers provide a specific stimulus for students to use in constructing a response. Students may be presented with a graphic organizer, a map, a picture, or a diary excerpt that they must use as background information for the task they are asked to do. They may be asked to process the information, make inferences, or analyze information based on this stimulus. Students are then expected to write anything from a sentence to a fully developed essay using the information presented and the connections and interpretations they have made. For example, in language arts, students may be asked to identify and cite examples from a short story to highlight changes in attitude that occur in the lead character from the beginning to the end of the story. In math, students may be asked to draw a diagram, interpret data, or develop a sequential solution that solves a specific problem. In social studies, they may be asked to discuss the meaning of a theme such as “nationalism” or to create a graphic organizer comparing two regions or two contrasting concepts such as communism and capitalism.Alternatively, sometimes students must use information to create a graphic organizer, create and correctly label a diagram, or draw a diagram showing a solution. Extended constructed-response questions require substantially more response time and require that students have an understanding of the processes that will be needed to complete the task. More often than not, in a complex response, students will be asked to provide examples or illustrations or to justify their thinking on a particular topic. When text passages are used as the stimulus for the response, students are often asked to refer directly to the text to show connections or examples of the points they are trying to make. When students regularly practice justifying their thoughts and linking information back to their own ideas, their ability to do the same at assessment time increases substantially.Constructed-response questions are generally criterion referenced and may measure one broad content standard or several specific content standards. Test items will usually be scored manually against a pre-established rubric and sets of pre-scored sample papers (called *anchor papers*) that identify the range of allowable responses for each score level. The anchor papers help raters establish a degree of uniformity in how each paper is scored on the established rubric. Scoring is holistic and relatively objective, based on the actual components included in the response. Students may receive full credit or partial credit based on the pre-established rubric criteria.**Scoring Constructed-Response Questions**Almost every state now incorporates constructed-response items into its state grade-level assessment instruments or graduation exams. While multiple-choice test items typically only carry 1 point per item, constructed-response items can account for as few as 2 points or as many as 10 points of the total raw score for each question. Depending on the state, constructed-response items may account for as much as 25 to 50 percent of the composition of the total test that students will be facing each year.Not only are constructed-response questions more demanding, but their placement in the test booklet can add an additional challenge. Although these questions require more intense effort and processing power, most test writers put them at the end of the multiple-choice test segments. Because students may already be beginning to tire when they reach this point on the assessment, some have a tendency to gloss over the very items that require their most concentrated and deliberate efforts. As a result, some students lose points simply because they are too tired to devote the energy needed to complete the task. Each question is scored against a pre-established rubric, with partial credit being awarded for answers that may have some accuracy but are less fully developed. Unlike a multiple-choice question, which is scored either right or wrong, a constructed-response question can earn students partial credit for having some degree of accuracy in their response. In any case, with a constructed-response question, students have multiple options for organizing, processing the information, and creating a response that derives from their own thoughts, skills, and experiences. Helping students improve their ability to provide high-quality responses on the constructed-response test items can significantly improve students' scores because each constructed-response item may hold many points that could affect the overall score.Teachers who routinely teach for deep understanding find that their students are also more motivated, interested, and involved in the learning process. Despite the increased use of constructed-response items on state and national assessments, many teachers have not changed their instructional approaches to help students practice responding in more comprehensive, open-ended ways. Deep thinking and processing must become the rule rather than the exception. While building superficial knowledge may have worked when tests were written entirely in a multiple-choice format, it is not enough now. We have seen that students lose the most points on the constructed-response sections, so clearly we must change how we work with students every day. Our daily instruction must help students delve deeper and go beyond the superficial knowledge. By understanding and incorporating open-ended activities into the regular instructional program, teachers can feel confident that their students will quickly become better prepared for meeting the challenges they will face on the constructed-response sections of assessments. |

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| **For additional information:** 2.1.7 ECR Text Dependent Analysis ItemsThe SAS Portal (pdesas.org) holds a Professional Learning Community titled “Text Dependent Analysis (TDA) Professional Development.” This community contains training modules and materials specific to TDA topics.Many of the PA IUs and PIIC provide TDA training. Following are some links to online materials, items and scoring tools that are available:<http://cliu21cng.wikispaces.com/file/view/Text-dependent%20Analysis%20Overview.pdf/528592700/Text-dependent%20Analysis%20Overview.pdf><http://moodle.wiu.k12.pa.us/course/view.php?id=231><http://pacoaching.wikispaces.com/file/view/TDA-Concurrent%20PLO-final.pdf/537130164/TDA-Concurrent%20PLO-final.pdf><https://sites.google.com/site/elatda/course-materials> |

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| **For additional information:** Test your knowledge about Performance Task item development and use by completing this 22 item Selected Response test from Pearson.<http://wps.prenhall.com/chet_brookhart_assessment_1/68/17543/4491084.cw/index.html> |

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| **After Slide 74:** 2.1.8 Performance TasksCreate a graphic organizer that provides, at minimum, a visual representation of three steps for developing a Performance Task. Use one or both of the sets of supporting information found below.

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| The first step in creating a performance task is defining the target -- determining what is it you are going to assess. This can generally be accomplished by reviewing the standards and objectives. For example, the following benchmarks clearly require assessments other than objective quizzes. * Language Arts (3-5):  Responds to speakers by asking questions, making contributions, and paraphrasing what is said.
* Science (3-5):  Determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).
* Visual Arts (6-8):  Creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship gained from the visual arts that can enhance and deepen understanding of life.
* Mathematics (6-8):  Constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.
* Language Arts (9-12):  Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

After the target is defined, the next step is to create a task that will allow the students to demonstrate their knowledge, reasoning, skills, and/or attitudes. These tasks should be authentic (real-world), feasible (in time, space, and cost), fair (not biased based on gender, race, etc.), flexible (allow multiple outcomes), and observable. For example, the performance task may be that students conduct a science experiment, create a clay sculpture, or write a position paper that advocates a change in the school dress code. After the task is defined, a rubric can be developed to assess the task. |

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| <http://www.learner.org/workshops/socialstudies/pdf/session7/7.PerformanceAssessment.pdf>*1. List the skills and knowledge you wish to have student learn as a result of completing a task.**2. Design a performance task which requires the students to demonstrate these skills and knowledge.**3. Develop explicit performance criteria which measure the extent to which student have mastered the skills and knowledge.* |

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| **After Slide 82:** Find Five Faulty FactsPlace a check mark by 5 statements about Operational Test Form construction and administration from the lists below that are incorrect. Reword those statements to make them correct.**A. Arranging and assembling the test items**\_\_\_\_\_1) Similar items should be grouped together by type (short answer, matching, binary choice [True-False, Yes-No, etc.], or multiple choice) of item. \_\_\_\_\_2) Items should be sequenced in this order:\_\_\_\_\_True/False or (binary response) items\_\_\_\_\_Matching items\_\_\_\_\_Short-answer items\_\_\_\_\_Multiple choice items\_\_\_\_\_Short constructed response items \_\_\_\_\_3) Similar items should be grouped together by content standard being measured.\_\_\_\_\_4) Items should be arranged in ascending order by difficulty or complexity. \_\_\_\_\_5) Do not present both performance tasks and objective test items in the same administration \_\_\_\_\_6) Space items so they can be read, answered, and scored with the least amount of difficulty, allowing for generous borders and margins on each page. \_\_\_\_\_7) Multiple choice items should have alternatives horizontally across the page. *Multiple choice items should have alternatives listed in a vertical column below the item, not listed across the page.* \_\_\_\_\_8) Avoid splitting one item over two pages\_\_\_\_\_9) Space for answers should be placed down one side of the page (preferably on the left) or on a separate answer sheet.\_\_\_\_10) Test items should be numbered consecutively throughout the test. **B. Preparing Directions**\_\_\_\_\_11) Directions should be read, only test items should be on the operational form. *Directions should be written, avoiding reliance on the test-taker’s auditory memory*\_\_\_\_\_12) Directions should include: \_\_\_\_\_a) Purpose of the test or assessment [*optional*] \_\_\_\_\_b) Time allowed for completion [*required*]\_\_\_\_\_c) Basis for responding (for example, only one right answer or more than one) [*required*] \_\_\_\_\_d) Procedure for recording the responses (on bubble sheets or on test itself) [*required*]\_\_\_\_\_e) How test takers should approach guessing, if applicable\_\_\_\_\_f) Rubrics for scoring constructed response items**C. Administering Tests**\_\_\_\_\_13) Make sure all students are given a fair opportunity to display their achievement of the learning objectives. \_\_\_\_\_14) Within your control, be sure that environmental conditions are comfortable (e.g. noise level, room temperature, ventilation, lighting, etc.). \_\_\_\_\_15) Have something planned for those who finish early (e.g. read a book, do work from another class, start the next section, etc.).\_\_\_\_\_16) Tell students they must work fast in order to finish on time.  *Inappropriate practice*\_\_\_\_\_17 Provide consequences for failing the test.  *Inappropriate practice* \_\_\_\_\_18) Do not talk unnecessarily before administering an exam. \_\_\_\_\_19) Keep interruptions to a minimum. \_\_\_\_\_20) Give additional directions to students who ask about individual items.  *Inappropriate practice*  |