

Writing Constructed Response Items - Assignment #4

Construct the designated number of items of the following types:

- a. three (3) short answer items – verbal, symbolic or numeric response (2 points with rubric*),
- b. two (2) extended response items (4 points with rubric**).
- c. one (1) essay, proof, or other essay-type item (10 points with rubric***).

Hmmm . . . I would like to provide (from me to you) some more definition on these three types
Let's think of short answer and extended response items as directed responses. This means that the student is expected to **“come up with a predetermined (by the teacher) correct answer”**.

a) Example of a short answer question: “Which constitutional amendment prohibited the manufacture, sale, or transportation of liquors in the United States?”

b) Example of an extended response question: “What is the poet’s attitude toward nature as apparent in lines 1 to 8? What words in these lines make this apparent?”

Let's think of an essay items as problems, situations or questions which allow students to **“express their own thinking”** regarding ideas (and interrelationships among ideas) and they use their own strategy for organization. The assessment focus is on logical argument used . . . NOT ON A PREDETERMINED CORRECT ANSWER . . . the teacher may need to be open and accepting to uncomfortable responses. In terms of length of response, my suggestion is have students limit their response to a paragraph or two.

c) Example of an essay item: “Consider the following statement - **Scientific inquiry is rooted in the desire to discover, but there is no discovery so important that in its pursuit a threat to human life can be tolerated.** If there is no situation in which a threat to human life might be tolerated in the pursuit of scientific discovery, explain your thinking. Or, discuss what you think determines when, if ever, the pursuit of scientific discovery is more important than the protection of human life.”

Provide brief instructions for each item as well as a sample correct answer for each item.

Be sure to avoid the pitfalls discussed in class materials.

*For the purpose of this assignment your rubric may describe what is required for each of the point values awarded, i.e. 2-point answer, 1-point answer, 0-point answer.

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***This rubric should have 4 descriptive categories for level of response and 2 or 3 criteria on which the response is assessed.