



Innovative Assessment Professional Learning Series

Session 3: Understanding Item Types:
Selected-Response and Constructed Response



November 2023



Professional Learning Series

Understanding the IAP	The IAP Items	Using IAP Data
<ol style="list-style-type: none">1. Introduction to the Innovative Assessment2. Understanding Grade-Level Standards	<ol style="list-style-type: none">3. Selected -Response and Constructed Response4. Synthesis Essay	<ol style="list-style-type: none">5. Understanding The Score Reports6. Using The Classroom Questions Guide7. Using CSV Files for In Depth Analysis

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Objectives

Participants will

- use pp. 16-17 of the IAP Assessment Guide for Grades 5-8 Guidebooks Operational Tests to increase their knowledge of sample selected response and constructed response test items; and
- use pp. 11-19 of the IAP Score Report Guidance document to engage in a scoring activity for the constructed response sample item.

We will use the Participant Guide as a note catcher along the way.





Agenda

Agenda Items

1. Let's Set the Context
2. Sample Selected-Response Items
3. Constructed Response Items



Louisiana's ELA Goal

Louisiana's ELA goal is for all students to read, understand, and express their understanding of complex, grade-level texts.



READ

+



UNDERSTAND

+



EXPRESS





Let's Set the Context

By the end of this unit, we will have read texts about the Puritans in America to understand how a person's identity is influenced by family, religion, race, class, and society and how this can affect the choices a person makes.



The Witch of Blackbird Pond

To access the texts for this unit:

- Purchase bundles of the purchased texts through the [Text Portal](#);
- Purchase [The Witch of Blackbird Pond Unit Reader](#) for each student to access the additional texts for the unit, and
- Download and print The Witch of Blackbird Pond Student Materials for each student.

Text Title	Excerpt	Author/Source	Use in Unit	Access Type
<i>The Witch of Blackbird Pond</i>		Elizabeth George Speare	Student copy (Anchor Text)	Text Portal
"Choices"		Nikki Giovanni	Student copy	The Witch of Blackbird Pond Unit Reader
"Identity"		Julio Noboa Polanco	Assessment (Student copy)	The Witch of Blackbird Pond Unit Reader
"Puritans"		Michael Kaufman (The New Book of Knowledge, Grolier Online)	Student copy	The Witch of Blackbird Pond Unit Reader
"The Road Not Taken"		Robert Frost	Student copy	The Witch of Blackbird Pond Student Materials
<i>History of the United States of America</i>	"Puritan Laws and Character"	Henry William Elson (transcribed by Kathy Leigh)	Student copy	The Witch of Blackbird Pond Student Materials
Strange Phenomena of New England in the 17th Century including the "Salem Witchcraft,	Title and last page of Confession of Salem Jurors	The Library of Congress	Student copy	The Witch of Blackbird Pond Student Materials

Grade 6: The Witch of Blackbird Pond

Let's Set the Context



Culminating Writing Task Directions

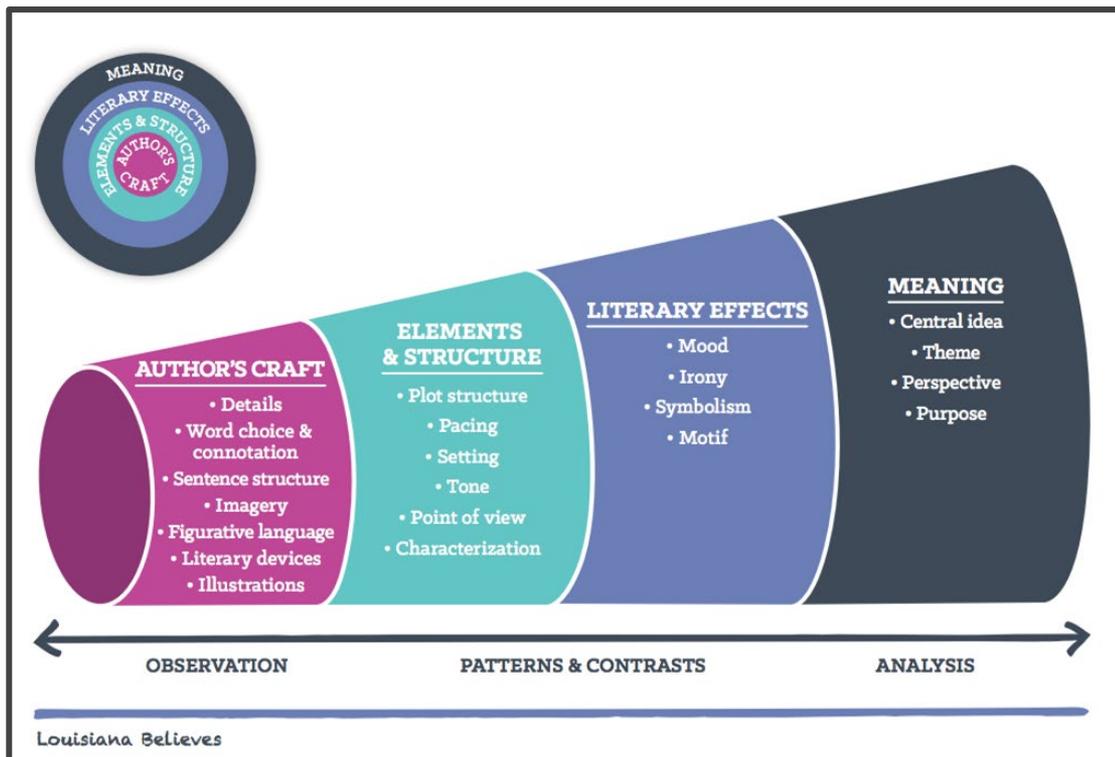
Who is Kit most loyal to in *The Witch of Blackbird Pond*?

Write an argumentative essay to support your claim with clear reasons. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

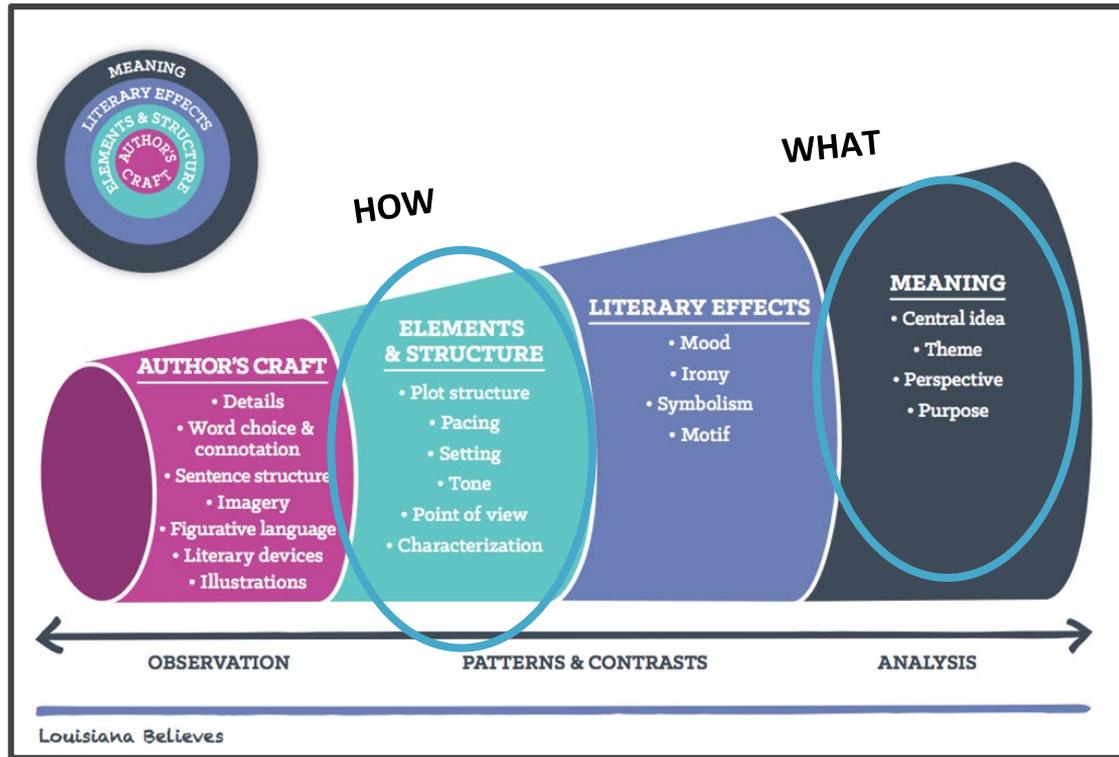
To answer this question:

- Identify the major events or episodes in *The Witch of Blackbird Pond* and with whom Kit aligns during those various events.
- Describe how Kit responds and/or changes over the course of the various events, including the impact Kit's family's expectations and religious values have on her loyalty.
- Locate relevant evidence to support each change.
- Determine to whom Kit is most loyal based on the information gathered from the text.





Reader's Circles for Literary Texts



Reader's Circles for Literary Texts



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Item Types



2023-2024 IAP Assessment Guide for Grades 5-8 ELA Guidebooks Operational Tests

Item Types

Descriptions of the various item types on the LEAP ELA Guidebooks Innovative Assessment follow:

- **Multiple Choice (MC):** Students select the correct response from among four answer choices. The MC items are worth one point.
- **Multiple Select (MS):** This item type is a one-part item that asks students to choose two answer options. The MS items are worth two points.
- **Evidence-Based Selected Response (EBSR):** This item type consists of two parts; part A asks students to show their understanding of a text, and part B asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point) if they answer only part A correctly. Students do not receive any credit if they answer only part B correctly.
- **Technology Enhanced (TE):** This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). For a summary of the different kinds of TE items and where to find examples of each type, refer to [LEAP 2025 Technology-Enhanced Item Types](#). To have students practice responding to a TE item, refer to the [Online Tools Training](#).
- **Writing Task (grade 5):** This item type appears in Section 2 and asks students to create an extended and complete written response showing their understanding and synthesis of the key knowledge of the unit and the new text(s) in section 1. See the Writing Task rubrics on the next few pages for information on the different types of writing and the dimensions assessed.
- **Constructed Response (grades 6-8):** This item appears at the end of Section 1 and asks students to respond in writing. Since the response is shorter than the prompt in section 2, it is scored for reading comprehension only and not for written expression or use of language conventions. This item type is worth up to four points. An item-specific version of the [General Rubric for Constructed-Response Items](#) is used to score these responses.
- **Writing Prompt (Grades 6, 7, 8):** This item type appears in Section 2 of the assessment and asks students to create an extended and complete written response showing their understanding and synthesis of the key knowledge of the unit and unit texts. Students support their response with information they recall from the unit texts and evidence from the new text that appears in Section 1 and Section 2. See the [Grades 6-8 Writing Prompt Rubric](#) for more information about the dimensions assessed.



Sample Items

At this time,

- re-read the passages from *The Heretic's Daughter*,
- take notes about the following elements of the text: **setting**, **characters**, and **conflict**, and
- answer the questions on pp. 16 and 17 of the IAP Assessment Guide.



Sample Items



SAMPLE TEST ITEMS

Sample Multiple-Choice Item

Read the excerpt from *The Witch of Blackbird Pond*.

"No danger," Kit shuddered. "I wouldn't go near your freezing river again for the world." She had made them both laugh, but underneath her **nonchalance**, Kit felt uneasy."

What is the meaning of the word **nonchalance** as it is used in the excerpt?

- A. growing fear
- B. welcome relief
- C. failed attempt at humor
- D. absence of visible concern

Sample Technology-Enhanced Item:

Jonas and Jonas's father each view release differently. Match each adjective to the character's view it **best** describes. Drag and drop **two** responses into each box. Each response can be used only once.

How Jonas Views Release	How Jonas's Father Views Release

normal

violent

pleasant

cruel



Sample Items



2023-2024 IAP Assessment Guide for Grades 5-8 ELA Guidebooks Operational Tests

Sample Evidence-Based Selected-Response (EBSR) Item:

PART A

What does paragraph 2 of Excerpt 1 reveal about Sarah's point of view?

- A. Sarah no longer feels she is part of the Puritan community.
- B. Sarah still does not understand the events of her childhood.
- C. Sarah wishes to relieve herself of the guilt and unhappy memories of her past.
- D. Sarah does not agree with the actions of the councilmen who wish to change the name of Salem.

PART B

Which sentence from paragraph 2 of Excerpt 1 **best** supports the correct answer in PART A?

- A. "As God in heaven knows, changing a name cannot change the history of a place."
- B. "The history has for so long lived like a spider in my breast."
- C. "With this letter I hope to sweep away the terror and the sadness and to have my heart made pure again by God's grace."
- D. "That is truly the meaning of the word 'Puritan.'"

Sample Multiple-Select (MS) Item:

How do paragraphs 13 through 16 of Excerpt 2 contribute to the plot? Choose **two** correct answers.

- A. They emphasize Martha's determination to act.
- B. They reveal the conflict that Sarah experiences.
- C. They show how the family's problems will be resolved.
- D. They indicate that Martha and Sarah share the same feelings.
- E. They suggest the role that Sarah's brothers will play in the story.





Sample Items

At this time,

- make a poster with your group based on your assignment: focusing on **setting**, **characters**, and **conflict**. Share your observations about your assigned literary element.
- consider how students' background knowledge would have aided them as they approached the text and items.





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Constructed Response

Sample CR for Grades 6, 7, 8 Only



2023-2024 IAP Assessment Guide for Grades 5-8 ELA Guidebooks Operational Tests

Sample Constructed-Response (CR) Item (Grades 6, 7, 8 only):

Based on Excerpt 2 from *The Heretic's Daughter* by Kathleen Kent, respond to the following prompt in the space provided.

Write a paragraph explaining why in Excerpt 2 Martha reacts to the accusation of being a witch in the way that she does. Support your explanation with evidence from Excerpt 2 of *The Heretic's Daughter*.

Constructed Response Rubric

For Grades 6, 7, 8 only

Scoring Rubrics

General Rubric for Constructed-Response Items

SCORE	DESCRIPTION
4	The response includes a thorough and accurate explanation or analysis, supported by relevant and specific evidence from the text(s).
3	The response includes an accurate and mostly complete explanation or analysis, supported by relevant but often general evidence from the text(s).
2	The response is a partial explanation or analysis, includes limited evidence from the text(s) and may include misinterpretations.
1	The response is minimal , with little or no evidence from the text(s), and may include misinterpretations; <i>or</i> the response relates minimally to the task.
0	The response is blank, incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.



Constructed Response Rubric

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	ANALYSIS	EVIDENCE
4	THOROUGH ACCURATE	RELEVANT SPECIFIC
3	ACCURATE MOSTLY COMPLETE	GENERAL
2	PARTIAL	LIMITED
1	MINIMAL	–
0	–	–



Scoring Notes (some possible responses, not inclusive):

- Martha is independent, strong, and a fighter.
- She believes Puritans are acting without good reason and judgment. “They’ve had so many shambling, half-witted women in front of them that the magistrates are starting to harken to this nonsense. Well, I am not confused and I am not afraid of them. They are lawyers and judges and must rule by law.”
- As a young mother, Martha stands up for what she believes in for the sake of what's right, her family, and others who have been falsely accused--even when her husband and daughter don't want her to do so. “If I do not do this thing, then it may go on and on. ‘Nothing of the greater good comes without struggle and sacrifice in equal measure, be you man or woman, and in this way are we freed from tyranny.’”
- She is determined to speak the truth (“Because someone must speak for the truth of things.”)
- She is also protective of her family; she gives instructions to Sarah about what to do and say if “they come for you.”



Martha reacts to the accusation of being a witch by being fearless. She reacts this way because she believes she can speak the truth to them and they will have to listen and stop the accusations. She does this because she knows if she doesn't do this it will continue on. In the text it says, "If I do not do this thing, then it may go on and on. 'Nothing of the greater good comes without struggle and sacrifice in equal measure, be you man or woman, and in this way are we freed from tyranny.'" This shows how she knows she must make a sacrifice in order to be free from the accusations or for everyone to be free.

Scoring Rubrics
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Martha reacts to the accusation of being a witch the way she does because she knows that she did not do anything wrong. Martha also reacted like the way she did was because she knows that Mary and Margret did not do anything. In the text it states, "And do you know why Mary and Margaret are arrested?" she asked. And I responded, "Because they are believed to be witches also. No." in the text it also states, "Because they say you are a witch." Evidence from Excerpt 2 from The Heretic's Daughter.

Hannah

Scoring Rubrics
General Rubric for Constructed-Response Items

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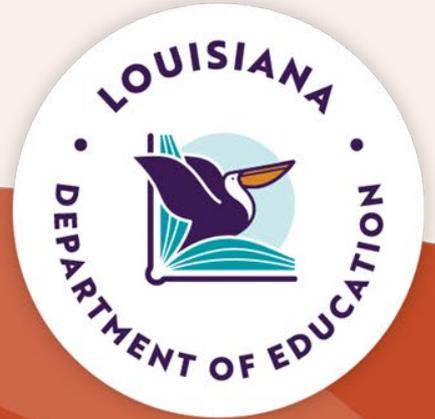
Bob

Constructed Response



Reflection and Closing

What did you learn from the scoring activity?



For questions about the IAP, please contact
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Send general assessment questions to
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