

# Chapter10.

## Constructed-Response Items

# Contents

- **Relative Merits of Selected-Response and Constructed-Response Item**
- **Short-Answer Items**
- **The Essay Item**

# Constructed- response test

Constructed- response test

A test call for student to *produce* something instead of merely choosing two or more alternatives.



Product



Behavior

# Relative Merits of Selected- and Constructed-Response Item

## ◆ Types of outcomes measured

**Selected-Response Item: knowledge of factual information**

**Constructed-Response Item: synthesize ideas, complex intellectual operations**

◆ **Item preparation**

◆ **Item scoring**

# **Relative Merits of Selected- and Constructed-Response Item**

## **◆ Form of student's response**

### **Selected-Response Item:**

**the student is forced to deal with the kinds of responses made available**

### **Constructed-Response Item:**

**permitting frequent flight of verbal fancy**

# **Relative Merits of Selected- and Constructed-Response Item**

## **◆ Instructional impact**

**Selected-Response Item:**

**master comprehensive collection of factual information**

**Constructed-Response Item:**

**manage broader kinds of subject-matter, organization**

# **Relative Merits of Selected- and Constructed-Response Item**

- ◆ **Item-types to use**
- ◆ **The allure of alternative assessment**

# Short- Answer Items

## Short- Answer Items

**A test item eliciting a brief response, usually a word or phrase, from students.**



**Completion**



**Direct Question**

# Dividends and Deficits

## Dividends

1. Easy to construct
2. They require the student to **create an answer** (rather than merely recognize it)

## Deficits

1. The **difficulty in scoring**
2. The problem of **legibility**
3. Much more **time-consuming** to score

# Short-Answer Item-writing guidelines

**1**

**A direct question is generally preferable to an incomplete states**

**2**

**Structure an items so that the required response should be concise**

# Short-Answer Items

**3**

**Place the blank near the end of an incomplete sentence or in the margin for a direct question**

**4**

**For incomplete-statement types of items, restrict the number of blanks to one or, at most, two**

# Short-Answer Items

**5**

**Blanks for answers should be equal in length**

**6**

**Provide sufficient answer space**

# The Essay Item

## Essay Item

A test item eliciting a response of one or more paragraphs from students



Restricted Responses



Extended Responses

# Restricted-response item

## Restricted-response item

An essay item that markedly **limits** the form and content of a student's response

**EX)**

1. Describe, in a paragraph of no more than **fifty words**, the **three most common causes** of HIV infection among teenagers.
2. List, in brief statements, **three similarities** between the United States's involvement in the Vietnam and Gulf War conflicts.

Straightforward  
reliable

**But**

Organization  
Originality

# Extended-response item

## Extended-response item

An essay item that give students few constrains in how they are to respond

**EX)**

**Explain the meaning** of the two phrases formative evaluation and summative evaluation, and then **describe the relationship** between these two concepts.

Sophisticated  
responses

**But**

Consistent  
scored

# Dividends and Deficits

## Dividends

1. A tactic to assess kind of **complex** learning.
2. Provide an opportunity for students to improve their **composition skills**.
3. Easy to create.

## Deficits

1. The **unreliability** of scoring
2. The amount of **time** necessary to score students' answers.
3. Students' **deceiving**

# Item-writing and Item-scoring Guideline

**1** Frame questions so that the student's task is **explicitly** defined.

**2** Specify the **point value** and approximate **time** limit for Each question

**3** Employ **a larger number** of questions that require relatively **short answer** rather than only a few question that require long answers.

# Item-writing and Item-scoring Guideline

4

Do not employ **optional** questions.

5

Verify a question' s quality **by writing a trial** response to the question.

6

Prepare a **scoring guide** in advance of considering Students responses .

7

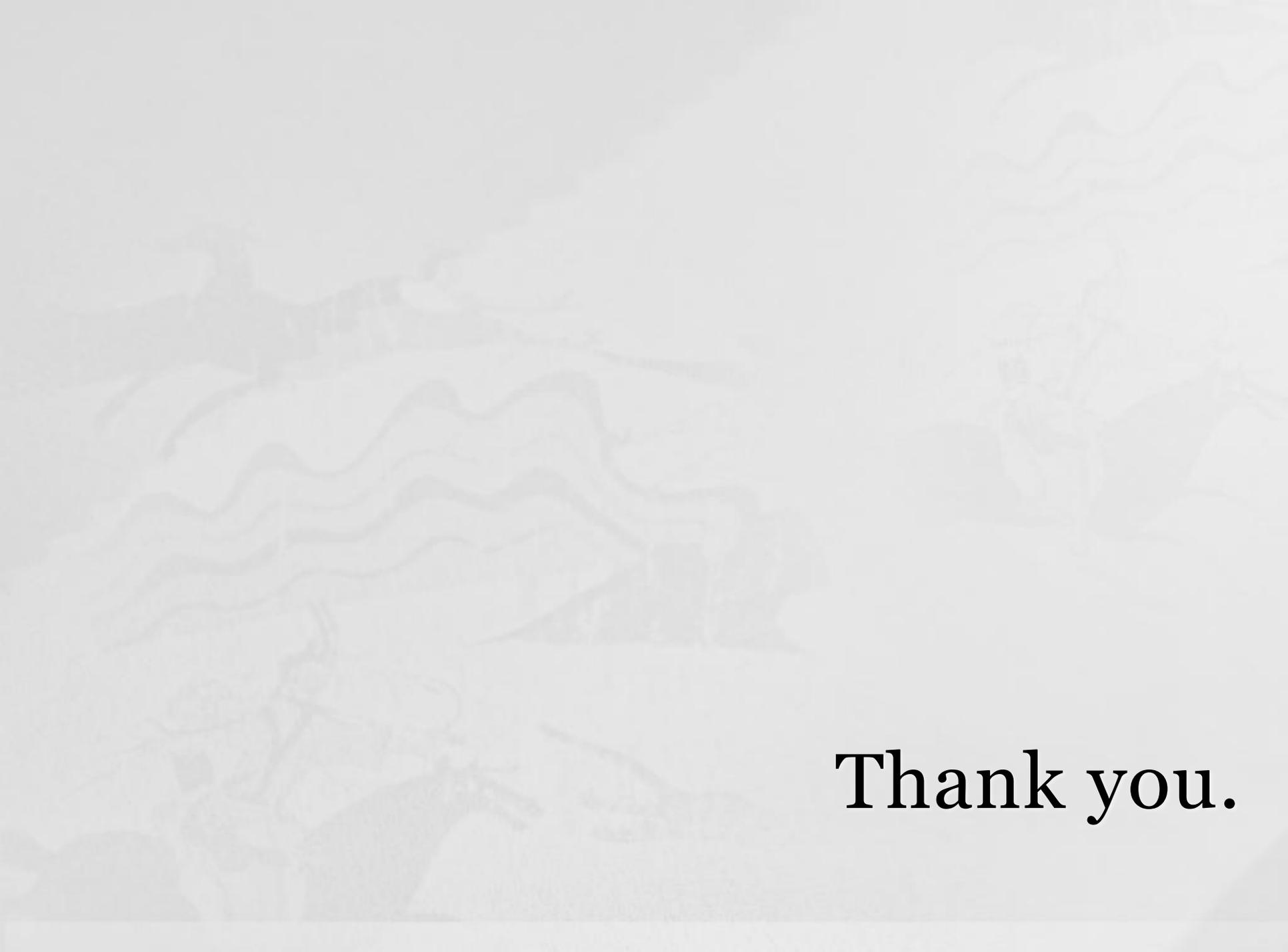
Score all answers to **one question** before scoring the next question.

# Item-writing and Item-scoring Guideline

Problem Area	Identified	Described	Solution
	(1 p)	(1-2 p)	(1-2 p)
Local Control	1	2	1
Federal Support	1	1	
Legal Constraints	1	2	2
The Media	1		
	Total Points		12



Score essay responses via **analytic** or **holistic** rubrics.

The background features a faint, light-colored illustration of a landscape. On the left, there are stylized, layered mountain ranges. In the center and right, a figure is depicted in a dynamic, possibly dancing or expressive pose, with arms raised and legs in a wide stance. The overall style is reminiscent of traditional East Asian ink wash painting, rendered in a very light, almost ethereal tone.

**Thank you.**