

Chapter10.

Constructed-Response Items

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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

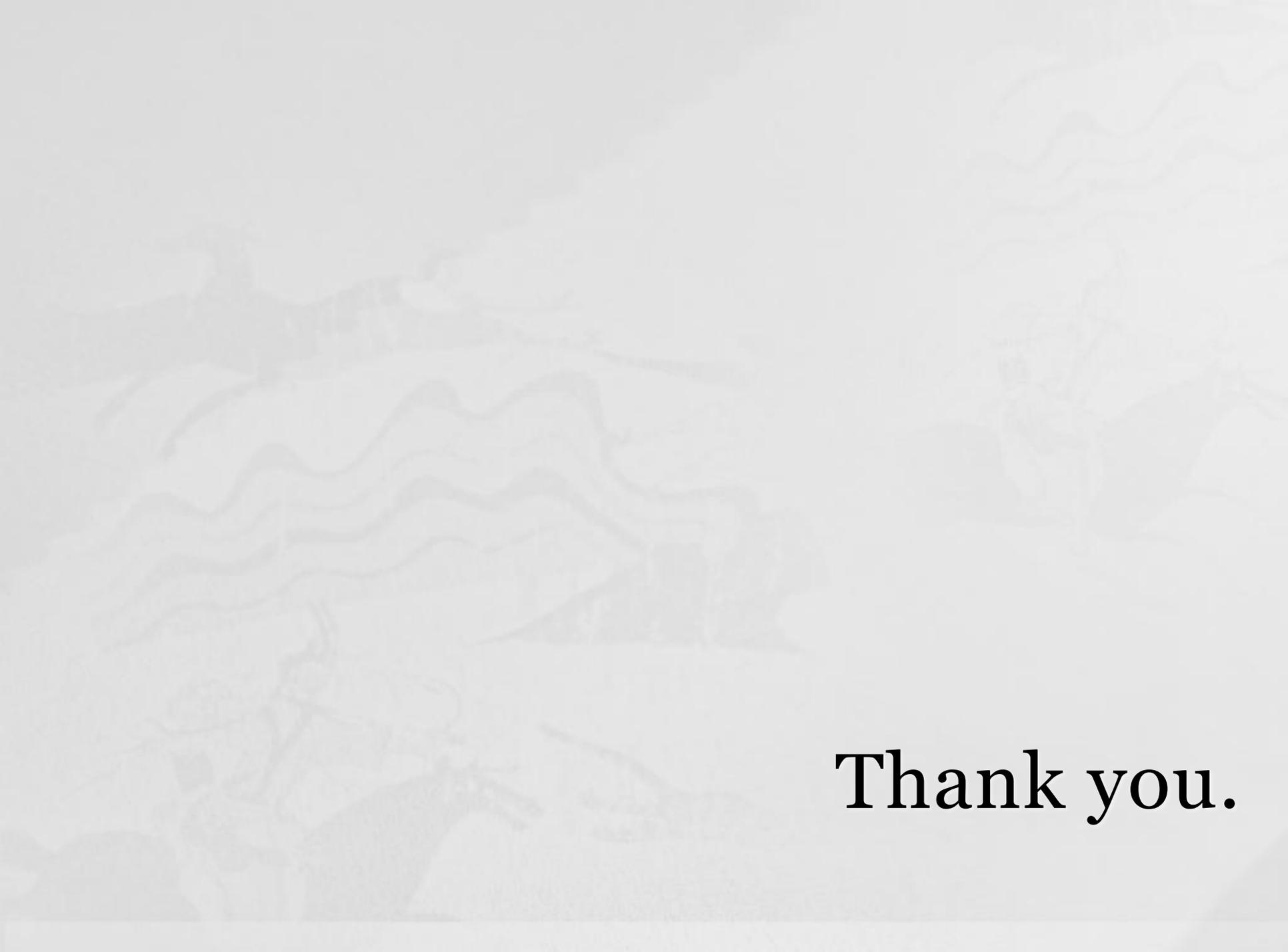
Score all answers to **one question** before scoring the next question.

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.



Thank you.