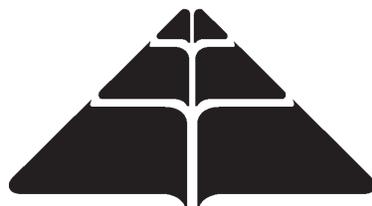
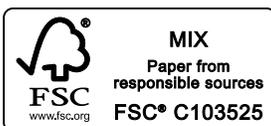


Writing Rigorous Selected Response

Nicole Dimich Vagle



Solution Tree



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Writing Rigorous Selected Response

There is significant power in looking at student work to improve the design of the assessment and effectively plan instruction. This session will offer a protocol to examine student work to improve achievement and raise expectations.

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Design in Five: Phases of the Protocol

Adapted from Design in 5: Essential Phases to Create Engaging Assessment Practice, N. Vagle, 2014, Solution Tree Press

Phase 1. Choose Standards and Plan Engagement.

- a. Choose the standards to be assessed.
- b. Determine the big idea, relevant connection or essential question.

Phase 2. Sketch out the Learning Goals

- a. Analyze the standards.
- b. Write out learning goals.
- c. Put learning goals in cognitive order.

Phase 3. Craft an Assessment Plan

- a. Identify learning goals for the assessment.
- b. Choose the method to best assess proficiency of each learning goal.
- c. Determine the percentage of importance and/or number of items for each learning goal.

Phase 4. Create or Revise the Assessment

- a. Create or revise (if using an assessment from the past) items and tasks for each learning goal.
- b. Develop the student documents and gather necessary materials.

Phase 5. Determine the Student Investment & Reporting Method

- a. Create a scoring scheme that reflects the learning.
- b. Choose strategies to ensure student investment.

Multiple-choice Guidelines

Following are characteristics to consider when writing the stem (Angello, Bjork, Bjork, & Little, 2012; Davidson, 2011; Gareis & Grant, 2008; Stiggins, Chappuis, Arter, & Chappuis, 2004):

A multiple choice item consists of three parts:

- The stem (the question)
- The key (correct answer)
- The distractors (plausible choices)

The stem:

- Use clear wording (be sure vocabulary is understood; no more than four lines; if more than four lines, break lines into paragraphs and set question separately)
- Ask a full question, avoid statements that call for completion in the distractors (if using completion, make blanks same length)
- Ensure vocabulary in stem and distractors is clear and familiar to students
- State in the positive whenever possible (Avoid – Which one of these is NOT)
- Avoid all of the following except.... Whenever possible.
- Highlight critical words (most, only, except, best)

Which measurement unit below would be best to use if you wanted to measure the mass of a bumblebee?

- A. gram
- B. kilogram
- C. millimeter
- D. centimeter

The distractors:

- Provide one, and only one, correct answer (i.e. $\frac{1}{2}$ and $\frac{3}{6}$; natural numbers vs. counting numbers)
- Include plausible options that demonstrate a student's level of understanding (to get quality distractors, ask the question as a short answer and then use the incorrect student responses as probable distractors the next time around)
- Keep distractors as brief and succinct as possible
- Maintain a homogeneous feel in style, length, and visual display; if one distractor is shorter than another, make another one equally short so there is balance
- Stack distractors, when possible
- Use capital letters
- Limit use of "all" or "none of the above" or if using them, be sure some are the right answer and others are not
- Put in a logical order (alphabetical; short to long; numerical order)
- Make sure distractors don't give away the answer

EXAMPLE: Sample NAEP question taken from the Nation's Report Card at nces.ed.gov

A teacher is planning a field trip and will need school buses to transport students. A school bus holds 36 students. If 1,128 students will be transported, how many buses are needed?

- A. 31 B. 31.33
C. 32 D. 36

Deeper Cognitive-Level Considerations—Rigorous Multiple Choice

Adapted from *Design in 5: Essential Phases to Create Engaging Assessment Practice*, N. Vagle, 2014, Solution Tree Press

Multiple choice questions can offer information about high-cognitive-level learning goals when written carefully. The following characteristics can offer insight into how to write higher level multiple choice items:

- **Set up a scenario and ask multiple questions that build on each other.** For example, pull a part of the text or a quote and ask students to select the choice that best reflects the meaning of the excerpt. Then, offer another question that asks which of the following sentences (choices are directly from the text) supports what they chose in question one. Assessment items posted on Smarter Balance (www.smarterbalanced.org/sample-items-and-performance-tasks) and PARCC (<http://www.parcconline.org/samples/item-task-prototypes>) websites provide excellent models from which to learn.

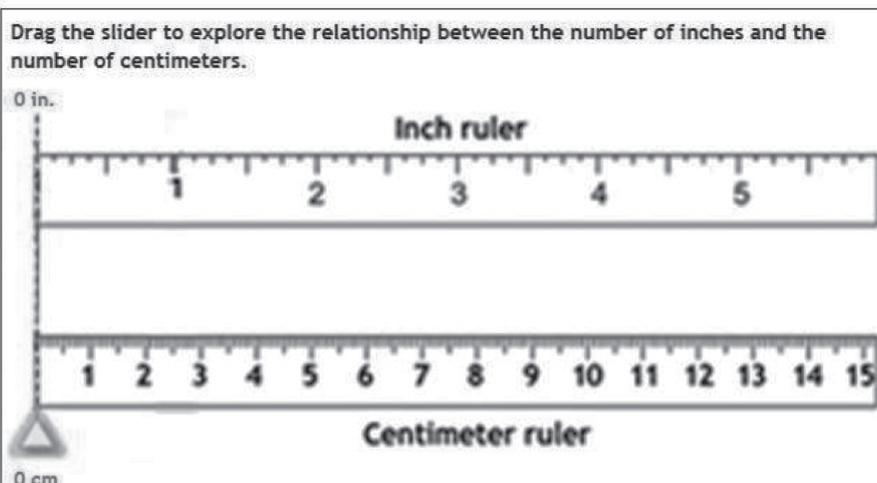
Sample Items for Grade 3 “How Animals Live” by Lisa Oram	
Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
<p>Part A Question: What is one main idea of “How Animals Live?”</p> <ol style="list-style-type: none"> There are many types of animals on the planet. Animals need water to live. There are many ways to sort different animals.* Animals begin their life cycles in different forms. 	<p>Part A Item Advances: The first part of this Evidence-Based Selected-Response item resembles main idea questions that have traditionally appeared on reading assessments. However, it critically sets the stage for Part B, which is an advance on past testing practice. Part A calls on students to show their understanding of one of the key ideas of the passage, namely that animals can be classified by their traits. It meets Standard 2 by asking students to provide a statement of a main idea of the text.</p> <p>Part A Answer Choice Rationales: Option A, although it is a general statement and might be inferred from the passage, is not one of the main ideas explored in the text. Options B and D each provides a detail from the passage rather than a main idea.</p>
<p>Part B Question: Which sentence from the article best supports the answer to Part A?</p> <ol style="list-style-type: none"> “Animals get oxygen from air or water.” “Animals can be grouped by their traits.”* “Worms are invertebrates.” “All animals grow and change over time.” “Almost all animals need water, food, oxygen, and shelter to live.” 	<p>Part B Item Advances: Part B of this Evidence-Based Question takes the item in a new direction that calls for deeper insight. Students not only must determine a main idea (Part A) but also must provide evidence to establish the accuracy of their answer. Part B asks students to find a quotation from the text that supports their answer, illustrating one of the key shifts in CCSS assessment: use of textual evidence.</p> <p>Part B Answer Choice Rationales: Option A simply identifies how animals access air, without a text-based relationship to classification. Option C provides a detail about the classification for only one animal. Option D is unrelated to the idea that animals can be grouped in many ways. Option E focuses on similarities among animals rather than classification based on differences.</p>

- Provide data, graphs, pictures, cartoons, and diagrams, and then ask questions that require analysis or application. Be sure to include distracters that represent possible misconceptions or surface-level interpretations.

Grade 6 – Slider Ruler

SAMPLE ITEM

Drag the slider to explore the relationship between the number of inches and the number of centimeters.



Select all of the statements that accurately represent the relationship between the number of inches and the number of centimeters.

- The ratio of centimeters to inches is 1 to 2.54.
- The ratio of centimeters to inches is 2.54 to 1.
- $i = 2.54c$, where i represents the number of inches and c represents the number of centimeters
- $c = 2.54i$, where i represents the number of inches and c represents the number of centimeters
- For every centimeter, there are 2.54 inches.
- For every inch, there are 2.54 centimeters.

- Make sure the content and verb in the question match or exceed the level required by the standard. For example, the question, “Who wrote the Magna Carta?” is basic recall, while asking “Which item best represents the purpose of the Magna Carta?” also involves recall but has a little more depth.

If a physician heals the broken bone or diseased soft part of a man, the patient shall pay the physician five shekels in money. If he were a freed man, he shall pay three shekels. If he were a slave, his owner shall pay the physician two shekels.

2. The above excerpt from Hammurabi’s Code might be used to BEST support which of the following conclusions?
- Babylonian physicians attended formal medical school for many years of training much like training of doctors today.
 - Babylonian physicians healed most cases of broken bones in Mesopotamia.
 - Babylonian medical practice reflected prevailing patterns in social status.**
 - Babylonian doctors heeded the Hippocratic oath.

Explain your response:

- **Focus on complexity rather than difficulty.** The most a multiple-choice item can do is call for students to evaluate and select from a list of options. Asking students to explain their choice can also add depth to the item.

Teachers may select some questions from a multiple-choice section for students to explain. To expedite scoring of these items, students can fill in their items on a response sheet like the one below, which teachers can then score.

Provide an explanation of the items below. You need to describe your response only for the items listed in column 1.

Item	Your Explanation	Scoring = 3 Points Possible
12		<input type="checkbox"/> Explanation is convincing and well-supported. <input type="checkbox"/> Explanation is plausible. <input type="checkbox"/> Explanation uses clear language and sentence structure.
13		<input type="checkbox"/> Explanation is convincing and well-supported. <input type="checkbox"/> Explanation is plausible. <input type="checkbox"/> Explanation uses clear language and sentence structure.
14		<input type="checkbox"/> Explanation is convincing and well-supported. <input type="checkbox"/> Explanation is plausible. <input type="checkbox"/> Explanation uses clear language and sentence structure.

Phase Four. Multiple Choice Template

Writing a multiple choice item requires intentional design of the stem (question), the distractors (plausible choices that tell you about student's misunderstanding), and the key (the correct answer). Use the quality characteristics of multiple choice items on pages 63-66 to craft your items. Use the template to below to ensure high quality distractors.

Stem:		
<i>What is the main idea the author wants the reader to understand?</i>		
	Statement	Misconception
A.	<i>Feral dogs are generally dangerous</i>	<i>An isolated fact</i>
B.	<i>Diclofenac given to livestock is killing vultures</i>	<i>Contributes to the problem</i>
C.	<i>The extinction of vultures is not good for humans.</i>	<i>Correct! Main idea supported by A, B & D</i>
D.	<i>Vultures are an important part of the Parsi burial ritual</i>	<i>Support for why extinction is not good</i>

Stem:		
	Statement	Misconception
A.		
B.		
C.		
D.		

Stem:		
	Statement	Misconception
A.		
B.		
C.		
D.		

Stem:		
	Statement	Misconception
A.		
B.		
C.		
D.		

Learning soccer on the field, and democracy off it

By Los Angeles Times, adapted Newsela staff

Jun. 30, 2014 4:00 AM



Afghan student Maryium Sarwari, 17, practices before a game against Met West High School in Oakland, California. Oakland International High School caters to newcomers from 33 different countries, including Afghanistan, Eritrea, Guatemala, Iraq, Somalia and Mongolia.

OAKLAND, Calif.—The boys of Oakland International High School play soccer under a blazing sun, on hot black asphalt. The newest player, Paulos Gurmu, is from Ethiopia. Other players are from countries like Burma, Colombia, Yemen and Liberia.

During the girls' game, Fernanda Barrera, a 10th-grader from Guatemala, screamed coaching advice to fellow players from the sidelines. "Relax, blue, and pass the ball," she yelled to her team.

Playing soccer allows these students to make friends, work together and gain confidence—even before they have learned English.

Oakland International is home to students from nearly three dozen countries, many of whom are refugees who came to the U.S. to escape war in their homelands, where some of them witnessed terrible things. A fourth of the students had little or no formal education before arriving.

“Soccer As A Tool”

In this mixing pot of cultures and languages, unity comes in part through Soccer Without Borders. The program was started at this campus and has since spread globally. Founder Ben Gucciardi created the group to help youths bond across cultural gaps and grow as leaders in and out of the classroom.

Through soccer, Barrera said, we can communicate “with people who are different from us.”

Gucciardi, a semipro soccer player with a master’s degree in alternative education, started Soccers Without Borders at Oakland International in 2008 as a volunteer.

These days, half of the school’s more than 300 students participate at some point during the year and team members have a 95 percent graduation rate.

“I see soccer as a tool,” said Gucciardi. He sets out rules the youths must follow: healthy eating, a helping spirit and, above all, respectful treatment of others on and off the field. “I’m not interested in winning or losing; but if this is something that can help these amazing young people get where they want to go, then we’ve done our job.”

Omar Benitez, 18, from Bogota, Colombia, made his first school friend—from Liberia—on the soccer team, even before he could speak English. “Coach Ben” has helped him prepare for his SAT exams and apply for college scholarships, even advising him on his relationship with a new step-father.

Benitez said Gucciardi has made a huge difference in his new life in America, acting like a second father to the teen.

Now, Benitez and the other players are uniting off the field. They are tired of practicing on broken asphalt or playing at parks, so the students at Oakland International are asking for a field of their own.

Fighting For A Field

The field next to Oakland International High was given to a parents group from another high school years ago. At the time, Oakland International was so tiny that school leaders thought it didn’t need an athletic field, so parents from the other school raised more than \$400,000 to turn it into a baseball field.

For a while, the international students were allowed to use the field for physical education class and for soccer, but eventually, the baseball parents didn’t like the sharing arrangement. Starting last fall, the international students were no longer allowed to use the field.

“It feels sad,” said Graciela Bibiano, 17, a lanky captain of the girls team who grew up playing soccer near Acapulco, Mexico. “We don’t get to play together as a team and a big family. And that’s what we are.”

Now, the soccer-playing international students are getting a lesson in democracy in action as they fight for the right to play.

Bolor Erdenebat, 17, from Mongolia, went along with other students to a school board meeting, where she spoke and said she was impressed by the school board members’ diplomacy.

“It was a whole process, with people demonstrating their ideas and trying to get something,” she said.

At The Board Meeting

Yasser Alwan, 17, used multimedia skills he learned at Oakland International High. During an internship at the school district’s TV station, he worked for hours to create a promotional video for the soccer field campaign.

Meanwhile, Solomon Camara, a 17-year-old from Liberia, began approaching board members by phone and email. “I learned that politics is a little fun—I just like it,” he said. “Before, I would have felt intimidated.”

The school district held a meeting in April in the school cafeteria. The International students were on one side and the baseball parents were on the other. The parents were mainly angry at the district, but some comments were unpleasant—like the suggestion that the young refugees could return to their own countries if they were dissatisfied here.

“Some of them, they hide some hate for us,” Benitez said in an interview later.

Still, both groups came to the middle of the room to shake hands at the end where the conversation continued. School officials now hope to create a field on city land that could be used for soccer, baseball and softball.

“It gives me a lot of heartache to see that much conflict,” said school board member Jody London, who represents the district and must work on behalf of both schools. “But it’s really shown these students that they can have a voice and they can make a difference.”

Answer Key

1. The “Soccer Without Borders” program helps students with all of the following EXCEPT:
 - (a) gain confidence
 - (b) make new friends
 - (c) get college scholarships**
 - (d) learn leadership qualities

2. Select the paragraph from “At The Board Meeting” that shows the bitterness of the baseball parents against Oakland International’s students.

¶ 21 The school district held a meeting in April in the school cafeteria. The International students were on one side and the baseball parents were on the other. The parents were mainly angry at the district, but some comments were unpleasant—like the suggestion that the young refugees could return to their own countries if they were dissatisfied here.

3. Select the sentence that contains a word that is a synonym for “disagreement.”
 - (a) Founder Ben Gucciardi created the group to help youths bond across cultural gaps and grow as leaders in and out of the classroom.
 - (b) He sets out rules the youths must follow: healthy eating, a helping spirit and, above all, respectful treatment of others on and off the field.
 - (c) Benitez said Gucciardi has made a huge difference in his new life in America, acting like a second father to the teen.
 - (d) “It gives me a lot of heartache to see that much conflict,” said school board member Jody London.**

4. Select the sentence that contains a word that is a synonym for “ultimately.”
 - (a) Oakland International is home to students from nearly three dozen countries, many of whom are refugees who came to the U.S. to escape war in their homelands, where some of them witnessed terrible things.
 - (b) For a while, the international students were allowed to use the field for physical education class and for soccer, but eventually, the baseball parents didn’t like the sharing arrangement.**
 - (c) Now, the soccer-playing international students are getting a lesson in democracy in action as they fight for the right to play.
 - (d) The parents were mainly angry at the district, but some comments were unpleasant - like the suggestion that the young refugees could return to their own countries if they were dissatisfied here.