

English Language Arts Selected Response, Constructed Response, Technology-Enhanced Item Design



Learning Outcomes

- Understand the purpose of selected response, constructed response, and technology-enhanced items
- Describe the components of selected response, constructed response, and technology-enhanced items
- Understand the essential requirements of quality items
- Apply general guidelines for writing selected response, constructed response, and technology-enhanced items
- Identify exemplary and flawed items

Benefits and Limitations of Selected Response Items

- **Benefits**

- Answered quickly
- Assess a large range of content on one test
- Inexpensive to score
- Results collected quickly

- **Limitations**

- Limited ability to reveal a student's reasoning process
- Difficult to assess higher-order thinking skills

Formats and Components of Selected Response Items

Lizards are fascinating creatures. There are over 3,000 known species, including monitors, skinks, geckos, chameleons, and iguanas, and they vary greatly in appearance. The largest lizard, the Komodo dragon, can grow over ten feet long, and the smallest, the Jaragua lizard, can fit on a dime. Skinks usually have smooth scales like snakes, iguanas have mohawk-like crests running down their backs, and the moloch is covered with spikes from head to tail. Lizards vary in color from shades of gray and brown to bright red or green, spotted or striped. Most have four legs but some are legless and easily confused with snakes (Hint: if it has external eardrums and eyelids it's a lizard). Geckos can walk up walls. Chameleons not only change color but also have prehensile tails, similar to those of monkeys, that wrap around branches and their eyes can move in different directions.

● ————— **STIMULUS**

What is the best way to revise the highlighted sentence to match the language and style of the paragraph?

● ————— **STEM**

- A. Geckos are able to adhere to flush surfaces because setae on their footpads facilitate van der Waals forces between the setae structures and the surface.
- B. Geckos are awesome because they have sticky toes that allow them to climb windows like Spiderman.
- C. Geckos have the remarkable ability to walk up walls thanks to tiny hair-like structures on their toes that cling to smooth surfaces.
- D. Geckos scurry up walls like tiny dancers gliding effortlessly across a stage, their movements as natural as a well-rehearsed ballet.

● ————— **OPTIONS**

Distractor Analysis

- A. This option uses too much scientific language to fit with the rest of the paragraph.
- B. This option is more informal than the rest of the paragraph.
- C. KEY. This option uses formal, non-technical language that fits well with the rest of the paragraph.
- D. This option uses too much figurative language to fit with the rest of the paragraph.

Formats and Components of Selected Response Items

Read the passage and then answer the question.

The National Aeronautics and Space Administration (NASA) leads research in space exploration and aeronautics.

NASA Gives Public New Internet Tool To Explore The Solar System

PASADENA, Calif. – NASA is giving the public the power to journey through the solar system using a new interactive Web-based tool.

The "Eyes on the Solar System" interface combines video game technology and NASA data to create an environment for users to ride along with agency spacecraft and explore the cosmos. Screen graphics and information such as planet locations and spacecraft maneuvers use actual space mission data.

"This is the first time the public has been able to see the entire solar system and our missions moving together in real-time," said Jim Green, director of NASA's Planetary Science Division at the agency's Headquarters in Washington. "It demonstrates NASA's continued commitment to share our science with everyone."

The virtual environment uses the Unity game engine to display models of planets, moons, asteroids, comets and spacecraft as they move through our solar system. With keyboard and mouse controls, users cruise through space to explore anything that catches their interest. A free browser plug-in, available at the site, is required to run the Web application.

"You are now free to move about the solar system," said Blaine Baggett, executive manager in the Office of Communication and Education at NASA's Jet Propulsion Laboratory (JPL) in Pasadena, Calif. "See what NASA's spacecraft see – and where they are right now – all without leaving your computer."

Users may experience missions in real-time, and "Eyes on the Solar System" also allows them to travel through time. The tool is populated with NASA data dating back to 1950 and projected to 2050.

The playback rate can be sped up or slowed down. When NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds.

Point of view can be switched from faraway to close-up to right "on board" spacecraft. Dozens of controls on a series of pop-up menus allow users to fully customize what they see, and video and audio tutorials explain how to use the tool's many options. Users may choose from 2-D or 3-D modes, with the latter simply requiring a pair of red-cyan glasses to see.

"By basing our visualization primarily on mission data, this tool will help both NASA and the public better understand complex space science missions," said Kevin Hussey, manager of Visualization Technology Applications and Development at JPL, whose team developed "Eyes on the Solar System."

"Eyes on the Solar System" is in beta release. It has been demonstrated at science conferences, in classrooms and at the 2011 South by Southwest Interactive Conference in Austin, Texas.

Designers are updating "Eyes on the Solar System" to include NASA science missions launching during the coming months, including GRAIL to the moon and the Mars Science Laboratory Curiosity rover.

Select the two highlighted sentences that show that NASA makes predictions about the data space missions will generate before the missions occur.

KEY: "The tool is populated with NASA data dating back to 1950 and projected to 2050." AND "When NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds." In order for NASA to include projected data to 2050 and the five-year mission of a spacecraft that just launched the agency must predict data from missions before the missions occur.

Distractors: The other options provide important information about the new internet tool but none of them support the inference that NASA makes predictions about the data space missions will generate before the missions occur.

Purpose of Constructed Response Items

- Constructed Response Items
 - Address assessment targets and claims that are of greater complexity
 - Require more analytical thinking and reasoning

Administration of Constructed Response Items

- Administered during the computer-adaptive component
- Scored using artificial intelligence
- Most constructed response items take between 1 and 5 minutes to complete
- Some more complex items may take up to 10 minutes to complete

Components of a Constructed Response Item

The Shepherd's Boy and the Wolf

A Shepherd's Boy was tending his flock near a village, and thought it would be great fun to trick the villagers by pretending that a Wolf was attacking the sheep: so he shouted out, "Wolf! Wolf!" and when the people came running up he laughed at them because they believed him. He did this more than once, and every time the villagers found they had been tricked, for there was no Wolf at all. At last a Wolf really did come, and the Boy cried, "Wolf! Wolf!" as loud as he could: but the people were so used to hearing him call that they took no notice of his cries for help. And so no one came to help the boy, and the Wolf attacked the sheep.

In a few sentences, explain what lesson the reader can learn from the shepherd's boy. Use details from the story to support your response.

●———— **STIMULUS**

●———— **STEM**

Components of a Constructed Response Item

2-point Scoring Rubric	
2	The response: <ul style="list-style-type: none">• gives evidence of the ability to explain inferences about theme• includes specific inferences that make reference to the text• supports the inferences with relevant details from the text
1	The response: <ul style="list-style-type: none">• gives limited evidence of the ability to explain inferences about theme• includes inferences but they are not explicit or make only vague references to the text• supports the inference with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to explain inferences about theme and includes no relevant information from the text.

Scoring Notes

Response may include but is not limited to:

The shepherd's boy learned that he shouldn't call wolf unless there is really a wolf.

The shepherd's boy learned that he should only ask for help if he needs it or else he wouldn't get help when he really needs it.

"The people were so used to hearing him call that they took no notice of his cries."

The shepherd's boy learned not to have fun by tricking people because the people learn not to trust you.

Score Point 2 Sample:

The lesson learned from this story is do not cry for help when nothing is wrong. The shepherd's boy pretends that a big wolf is attacking his sheep and yells, "Wolf! Wolf!" The people in the village run out to help him because they believe he needs help. After he tricks the villagers more than once, they realize he is just pretending.

Score Point 1 Sample:

The lesson learned from this story is do not cry for help when nothing is wrong. The shepherd's boy cries wolf when there is no wolf and the people come to help him.

Score Point 0 Sample:

Readers learn a good lesson about how to cry wolf.

Essential Requirements of Selected Response and Constructed Response Items

- Alignment to claims and assessment targets
- Appropriate content and contexts
- Proper presentation: clarity, readability, and accessibility
- Stimulus text is at or below the assessed grade level for assessed claim
- Free of bias issues
- Claim 1 and 4 constructed responses require support
- Plausible distractors
- Distractors represent common mistakes

General Guidelines for Writing Selected Response and Constructed Response Items

- Aligned to the English Language Arts Standards
- Aligned to claims and targets in the *Smarter Balanced Content Specifications*

General Guidelines for Writing Selected Response and Constructed Response Items

- Concepts detailed in the standards for lower grades
- Clearly stated so students understand the task
- Written to clearly elicit the desired evidence of a student's knowledge, skills, and abilities
- Appropriate reading level as required by the claim
- Follow Universal Design principles
- Depth of Knowledge considered

Flawed Elementary Selected Response Example Item

Grade: 3

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Target 3. Word Meanings: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)

DOK: 2

● TARGET

Amelia Earhart

Amelia Earhart Learns to Fly

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897. In those days, airplanes were not nearly as common as they are today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to take flying lessons. She wrote, "As soon as I left the ground, I knew I myself had to fly."

Earhart excelled as a pilot. Her first instructor was Neta Snook, one of the first women to graduate from the Curtiss School of Aviation. Earhart borrowed money from her mother to buy a two-seat plane. She got her U.S. flying license in December 1921, and by October 1922, she set an altitude record for women of 14,000 feet. In 1923, Earhart received her international pilot's license - only the 16th woman to do so. At the same time, she was becoming famous for her aviation achievements.

Amelia Earhart Flies Across the Atlantic

In 1928, Amelia Earhart received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. "The idea of just going as 'extra weight' did not appeal to me at all," she said, but she accepted the offer nonetheless. On June 17, after several delays due to bad weather, Amelia Earhart flew in a plane named Friendship with co-pilots Wilmer "Bill" Stultz and Louis "Slim" Gordon. The plane landed at Burry Port, South Wales, with just a small amount of fuel left.

In 1928, Amelia Earhart was offered the opportunity to become the first woman passenger to fly across the Atlantic Ocean. Although this was an extraordinary honor, Amelia said, "The idea of just going as 'extra weight' did not appeal to me at all."

Why did Amelia choose the phrase "extra weight" to describe herself?

- A. She wanted to take other people with her.
- B. She was only going to be a passenger on the plane. KEY
- C. She knew she was fat and weighed too much to fly on an airplane.
- D. She was saying that women are silly and unimportant.

TOO COMPLEX

DOES NOT MATCH TARGET

POOR WORDING

NOT PLAUSIBLE

BIAS

Well Written Elementary Selected Response Example Item

Grade: 4

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Target 14. LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.

DOK: 2

DIFFERENT
GRADE

DIFFERENT
TARGET

Amelia Earhart

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Amelia said, "The idea of just going as 'extra weight' did not appeal to me at all." What does the phrase 'extra weight' refer to?

- A. Her fame as an international pilot
- B. Her role as a passenger on the plane
- C. Her understanding of how heavy she was
- D. Her awareness of how she was making history

BETTER
WORDING

PLAUSIBLE
AND BIAS FREE

Flawed Middle School Selected Response Example Item

Grade: 6

Claim 2: Students can produce effective writing for a range of purposes and audiences.

Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts

DOK: 3

BELOW TESTED GRADE

TOO HIGH

Uncle Sam

Uncle Sam has long been an iconic image symbolic of the United States of America. His lean frame, flowing ivory beard, top hat, and patriotic ensemble are known throughout the world. Some people adhere to the belief that a gentleman by the name of Samuel Wilson is responsible for Uncle Sam. Wilson lived in Troy New York, in the early 1800s and he ran an extremely successful business that delivered meat to the United States Army. The meat was delivered in barrels stamped with "U.S." to indicate that they belonged to the United States government. Sam Wilson's employees quipped to the soldiers that the emblem stood for "Uncle Sam." The farce spread and soon, throughout the country, "Uncle Sam" became a synonym for "United States."

HIGH READING LEVEL

This paragraph has a sentence that contains errors. Which sentence needs to be edited?

TOO CONFUSING

- A. the last sentence
- B. the fourth sentence KEY
- C. the second sentence
- D. the sixth sentence

ILLOGICAL ORDER

Well Written Middle School Selected Response Example Item

Grade: 6

Claim 2: Students can produce effective writing for a range of purpose and audiences.

Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts

DOK: 2 NEW DOK

Uncle Sam

Have you seen pictures of Uncle Sam? He is a skinny man with a long white beard and a top hat. He usually wears the colors of the American flag: red, white, and blue. He has been a symbol of the United States for about two hundred years. Some people think that there was actually a real Uncle Sam, named Samuel Wilson. He lived in Troy, New York, in the early 1800s, he ran a business that delivered meat to the United States Army. The meat was delivered in barrels stamped "U.S." The "U.S." stamp was to show that it belonged to the United States government. The people delivering the meat knew that it came from Sam Wilson. They joked to the soldiers that the "U.S." on the meat barrels stood for "Uncle Sam." The joke spread. Soon, all over the country, "Uncle Sam" became another way of saying "United States."

CORRECT
READABILITY

Select the correct way to revise the highlighted sentence.

CLEAR WORDING

- A. He lived in Troy, New York, in the early 1800s. There he had ran a business that delivered meat to the United States Army.
- B. He lived in Troy, New York, in the early 1800s he ran a business that delivers meat to the United States Army.
- C. He lived in Troy, New York in the early 1800s, and he ran a business that delivered meat to the United States Army.
- D. In the early 1800s, Sam Wilson lived in Troy, New York, and ran a business that delivered meat to the United States Army.

Flawed Middle School Constructed Response Example Item

Grade: 7

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 7. LANGUAGE USE: Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation

DOK: 2

DOES NOT ALIGN

The Fox and the Goat

A Fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, so he asked if the water was good.

"The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us."

The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back. Then he leaped from the tip of the Goat's horns out of the well.

The foolish Goat now saw what he had gotten into. He begged the Fox to help him out.

What does the word crafty suggest about the Fox?

NOT COMPLEX

TOO EASY

**POOR CR
WORDING**

Well Written Middle School Constructed Response Example Item

Grade: 7

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas)

DOK: 3

PROPER ALIGNMENT

What is Mold?

Mold is the common name for many kinds of tiny organisms called fungi. There are thousands of types of molds that can be found indoors and outdoors. Different molds grow in colonies. They live on dead organisms such as decaying plants and animals. They can also live on wood, brick, stone, food, fabric and books. Some molds even thrive on living organisms as parasites!

Spores from mold growth can pose health risks. Some people are very sensitive to mold. Molds may cause a runny nose or itchy, watery eyes. Or mold may cause major concerns such as difficulty breathing, asthma attacks, infections, fever and major skin irritations. The best way to reduce and prevent mold growth is to control moisture. It is important to keep humidity levels low. It is important to reduce excess moisture that molds need to grow. People should repair leaks, completely remove any existing mold growth, and ventilate rooms that are prone to damp conditions. Outside, molds may grow in damp, shaded areas. People who are sensitive to molds should avoid such places.

Explain why people who live in moist climates work harder to prevent mold than people who live in dry climates. Include details from the passage about how they prevent mold.

APPROPRIATE COMPLEXITY

PROPER CR WORDING

Flawed High School Constructed Response Example Item

Grade: 9

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 6. TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation

DOK: 3

Mending Wall

by Robert Frost

SOMETHING there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:

There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours."

Frost wrote this poem using blank verse (unrhymed lines of iambic pentameter).
Using this poem as an example, describe the general effect of this poetic form
and explain how it contributes to the meaning of this particular poem.

**NOT UD
COMPLIANT**

TOO COMPLEX

Well Written High School Constructed Response Example Item

Grade: 11

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features

DOK: 4

**APPROPRIATE
FOR GRADE**

Passage 1

The following excerpt comes from a speech written in 1872 by women's rights pioneer Susan B. Anthony. Anthony was arrested after attempting to vote in the 1872 presidential election. After her conviction Anthony wrote this speech to make a constitutional argument for giving women the right to vote.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their inalienable right. We throw to the winds the old dogma that government can give rights. No one denies that before governments were organized each individual possessed the right to protect his own life, liberty and property. When 100 to 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences and adopt those of civilization . . . The Declaration of Independence, the United States Constitution, the constitutions of the several States and the organic laws of the Territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights. All men are created equal, and endowed by their Creator with certain inalienable rights. Among these are life, liberty and the pursuit of happiness. To secure these, governments are instituted among men, deriving their just powers from the consent of the governed.

Passage 2

The following excerpt comes from the Second Treatise of Government by John Locke, published in 1690.

Sect. 22. The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man, in society, is to be under no other legislative power, but that established, by consent, in the commonwealth; nor under the dominion of any will, or restraint of any law, but what that legislative shall enact, according to the trust put in it. Freedom then is not what Sir Robert Filmer tells us, Observations, A. 55. a liberty for every one to do what he lists, to live as he pleases, and not to be tied by any laws: but freedom of men under government is, to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where the rule prescribes not; and not to be subject to the inconstant, uncertain unknown, arbitrary will of another man: as freedom of nature is, to be under no other restraint but the law of nature.

Identify the main idea of each passage and explain how Locke's treatise supports Anthony's argument.

**APPROPRIATELY
COMPLEX TEXTS**

CLEAR PROMPT

Selected Response and Constructed Response

- Essential Elements
- Benefits and Limitations
- Faulty and Exemplary Items

Continue with this module to learn about technology-enhanced items.

Capitalize on Technology

- Technology-Enabled
- Technology-Enhanced

Technology-Enabled Items

- Digital Media

- Video
- Animation
- Sound

Example: Listen to President Kennedy's 1961 inaugural address and then write an essay analyzing metaphors used regarding foreign policy.

Example: View video and write a summary explaining steps in a process.

- Response Types

- Selected Response
- Constructed Response

Technology-Enhanced Items

- Specialized interaction
- May have digital media for stimulus
- Same requirements as selected and constructed response items
- Students manipulate information
- Defined responses

Technology-Enhanced Example Item

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship. Read the poem and answer the question that follows.

Remember

When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve.
For if the darkness and corruption leave
A vestige* of the thoughts that once I had
Better by far you should forget and smile
Than that you should remember and be sad.

*vestige: a mark, trace, or visible evidence of something that is no longer present or evident.

In the sonnet "Remember," which two lines reveal a change in the speaker's message to her subject?

Key Components of a Technology-Enhanced Item

Remember

When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve.
For if the darkness and corruption leave
A vestige* of the thoughts that once I had
Better by far you should forget and smile
Than that you should remember and be sad.

The notes for a summary need to be arranged correctly in the order in which the events occurred in the passage. Click on each sentence and move it to arrange the sentence into correct chronological order.

Summary of Events:

Maria laughs with the old women.
The guest and family eat dinner.
Maria's mother asks the guests for a story.
Maria's guests arrive.
Maria becomes sad.
The guests take turn telling stories.

**INTERACTION
SPACE**

Key Components of a Technology-Enhanced Item

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship.
Read the poem and answer the question that follows.

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**TYPE OF
INTERACTION
SPACE**

Sample Item ID:	ELA.08.TE.1.Claim1.Target 4
Grade:	8
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue)
Standard(s):	RL-2
DOK:	3
Item Type:	TE
Score Points:	1
Difficulty:	Easy
Key:	Student selects lines 9-10
Stimulus/Passage(s):	"Remember" by Christina Rossetti
Acknowledgement(s):	"Remember" by Christina Rossetti, public domain
Item/TaskNotes:	
How this item/task contributes to the "sufficient evidence" for this claim:	In order to complete the assessment, students 1. determine themes, main ideas, or focus by analyzing a text
Target-specific attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or otherwise indicate correct response.
	TEI Template: Select text
Notes:	Interaction Parameters: A. Text selection limited to pre-defined phrases (highlighted below) B. All blocks can be selected C. True (limit the number of blocks that can be selected) D. Maximum number of selections = 1 Scoring Data: Text highlighted in red = 1 correct point Scoring Algorithm = Exact Match

Key Components of a Technology-Enhanced Item

Parameter: A variable provides input to a computer program

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A vestige* of the thoughts that once I had
Better by far you should forget and smile
Than that you should remember and be sad.

*vestige: a mark, trace, or visible evidence of something that is no longer present or evident.

In the sonnet "Remember," which two lines reveals a change in the speaker's message to her subject?

Interaction Space Parameters

Block Size: Custom blocks

Valid Blocks: All

Limit Selection: True

Max Selections: 1

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship. Read the poem and answer the question that follows.

Remember

When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no ore day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve.
For if the darkness and corruption leave
A vestige* of the thoughts that once I had
Better by far you should forget and smile
Than that you should remember and be sad.

*vestige: a mark, trace, or visible evidence of something that is no longer present or evident.

Select all verbs that suggest the author is no longer alive.

Interaction Space Parameters

Block Size: Whole word

Valid Blocks: All

Limit Selection: False

Max Selections: NA

Scoring Rule

Scoring Rule: Logic used to score student response

Who is the protagonist in the story?

- A. Joe
- B. Sue
- C. Maria
- D. The father

Scoring Rule:

If student response = C, then correct

Otherwise, incorrect

Classify each word below based on whether it is a verb or a noun.

Verbs	Nouns

Doll Run Dog Swim Eat

Scoring Rule:

If object 1 = B, 2 = A, 3 = B, 4 = A, 5 = A, then correct

Otherwise, incorrect

Boolean Variables

Boolean: A variable that has a value of True or False

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Select all verbs that suggest the author is no longer alive.

Interaction Space Parameters

Block Size: Whole word

Valid Blocks: All

Limit Selection: False

Max Selections: NA

Technology-Enhanced Item Types

- Common English Language Arts Technology-Enhanced item types

- Dropdowns
- Classification
- Reorder text
- Select and order
- Select text

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship.
Read the poem and answer the question that follows.

Classify each word below based on whether it is a verb or a noun.

Verbs	Nouns

Doll Run Dog Swim Eat

In the sonnet "Remember," which two lines reveals a change in the speaker's message to her subject?

Technology-Enhanced Item Template

1) Select Type of Interaction

2) Enter Content for Item

3) Define Parameter Values

Interaction Space Parameters

Block Size: Custom blocks

Valid Blocks: All

Limit Selection: True

Max Selections: 1

4) Specify Scoring Information

Scoring Rule:

Correct Block: 4

Correct Value: 1

Incorrect Value: 0

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship. Read the poem and answer the question that follows.

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Technology-Enhanced Items

- Essential elements
- Steps required to write an item
- Type of item templates