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





Learning Outcomes

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



Benefits and Limitations of Selected Response Items

Benefits

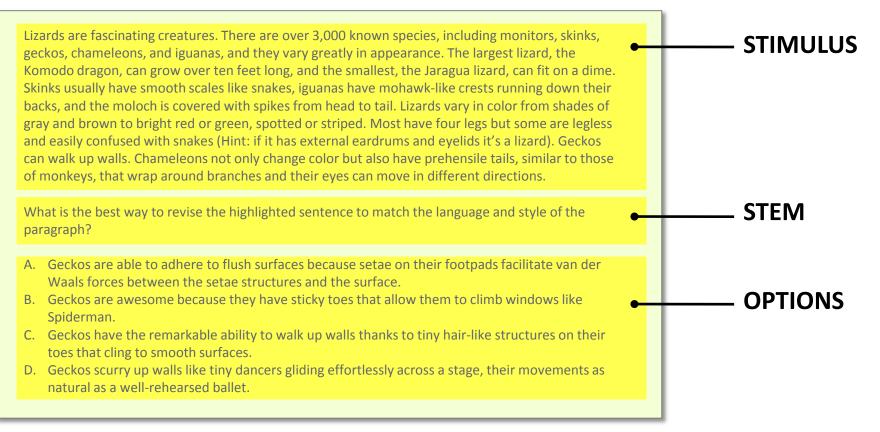
- Answered quickly
- Assess a large range of content on one test
- Inexpensive to score
- Results collected quickly

• Limitations

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



Formats and Components of Selected Response Items



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

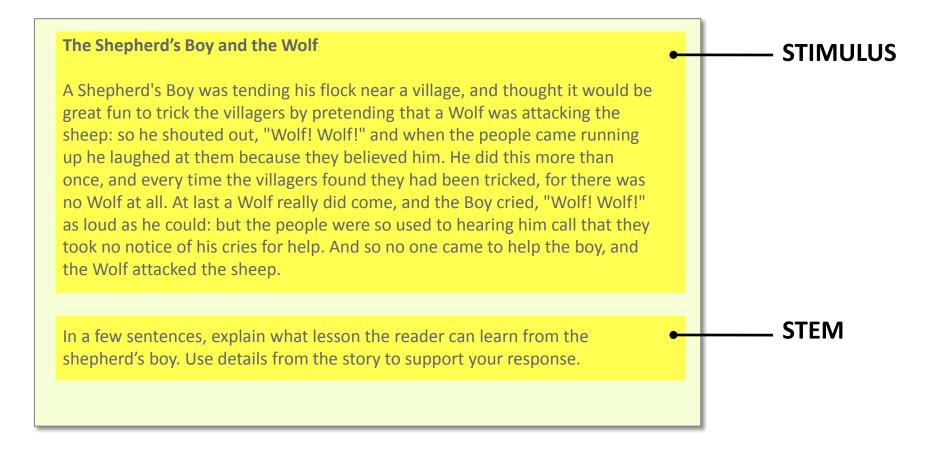


Administration of Constructed Response Items

- 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





Components of a Constructed Response Item

2-point Scoring Rubric		
2	 The response: 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: 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

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 \bullet 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.

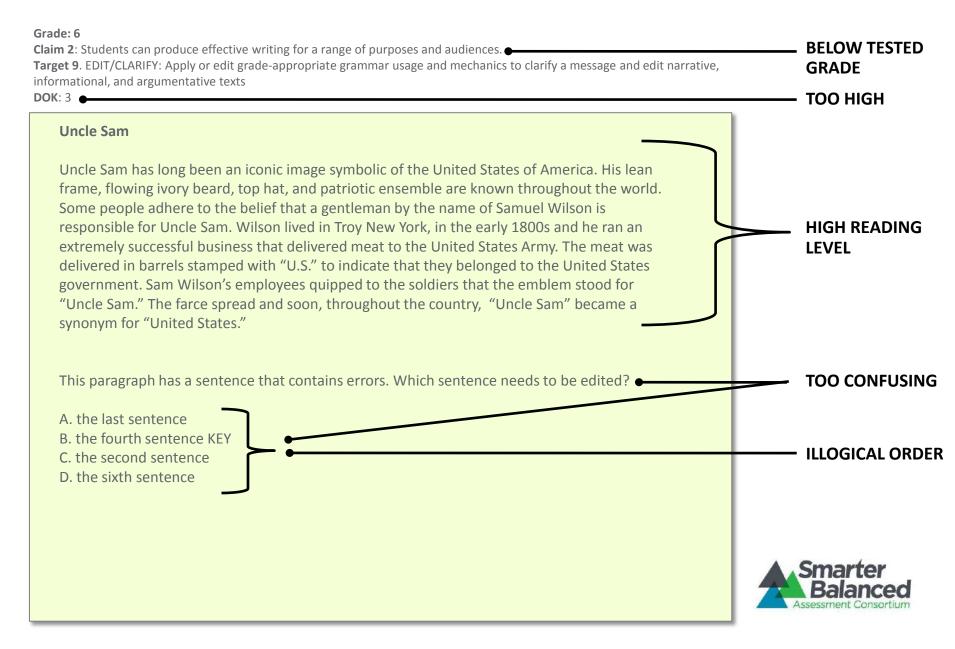
TOO COMPLEX DOES NOT MATCH TARGET POOR WORDING NOT PLAUSIBLE BIAS

TARGET

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 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.	
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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' erefer to?	– BETTER WORDING
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	– PLAUSIBLE AND BIAS FRE

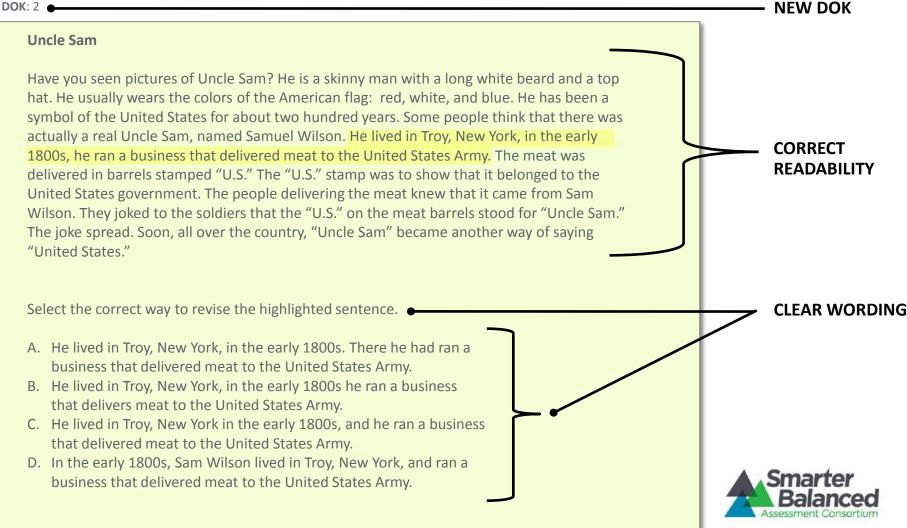
Flawed Middle School Selected Response Example Item



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



Flawed Middle School Constructed Response Example Item

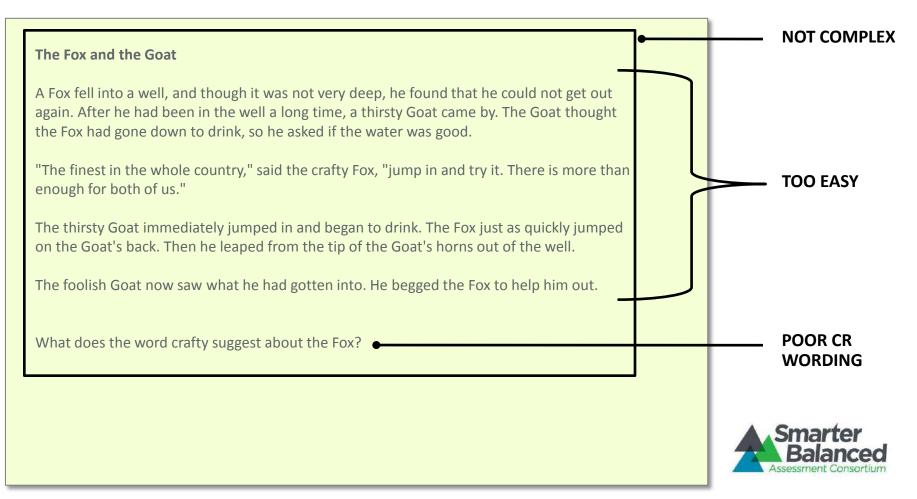
DOES NOT ALIGN

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



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
 PROPER

 how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas)
 PROPER

 DOK: 3
 ALIGNMENT

What is Mold?	APPROPRIATE COMPLEXITY
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.	PROPER CR WORDING
	Assessment Consortium

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.



Well Written High School Constructed Response Example Item

APPROPRIATE Grade: 11 🕳 Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and FOR GRADE 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 APPROPRIATELY Passage 1 COMPLEX TEXTS 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, **CLEAR PROMPT** 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.

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

- Response Types
 - Selected Response
 - Constructed Response

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.



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.

RememberWhen 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 dayYou tell me of our future that you plann'd:Only remember me; you understandIt will be late to counsel then or pray.Yet if you should forget me for a whileAnd afterwards remember, do not grieve.For if the darkness and corruption leaveA vestige* of the thoughts that once I hadBetter by far you should forget and smileThan 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:				
Claim:		 Students can read closely and analytically to comprehend a range of 			
		increasingly complex literary and informational texts.			
		4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence			
	Assessment Target:	et: to justify inferences or judgments made (development of characters/setting/plo			
		point of view, theme, use of dialogue)			
	Standard(s):	RL-2			
	DOK:				
	Item Type:				
	Score Points:	1			
	Difficulty:	Easy			
nger	Key:	Student selects lines 9-10			
1901	Stimulus/Passage(s):	"Remember" by Christina Rossetti			
Acknowledgement(s): "Remember" by Christin Item/TaskNotes:		"Remember" by Christina Rossetti, public domain			
	How this item/task				
	contributes to the	In order to complete the assessment, students			
	"sufficient evidence"	1. determine themes, main ideas, or focus by analyzing a text			
	for this claim:				
	Target-specific				
	attributes (e.g.,	indicate correct response.			
_	accessibility issues):				
F+	•	TEI Template: Select text			
-					
		Interaction Parameters:			
v		A. Text selection limited to pre-defined phrases (highlighted			
-		below)			
E		B. All blocks can be selected			
	Notes:	C. True (limit the number of blocks that can be selected)			
		D. Maximum number of selections = 1			
		D. Waximum number of selections = 1			
		Scoring Data:			
		Text highlighted in red = 1 correct point			
		Scoring Algorithm = Exact Match			
l					

Key Components of a Technology-Enhanced Item

Parameter: A variable provides input to a computer program

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. <i>Remember</i> 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 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
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Scoring Rule

Scoring Rule: Logic used to score student response

Who is the	protagonist	in the story?
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A. Joe

B. Sue

C. Maria

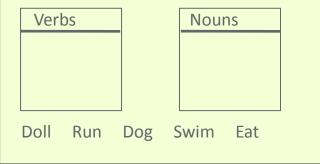
D. The father

Scoring Rule:

If student response = C, then correct

Otherwise, incorrect

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



Scoring Rule:

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

Otherwise, incorrect



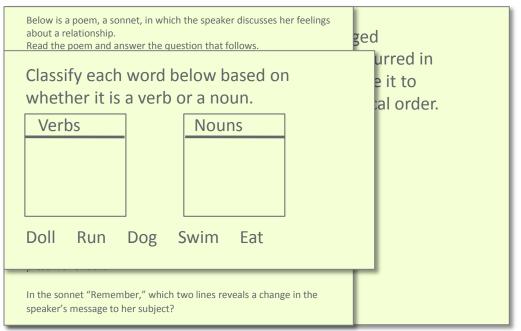
Boolean Variables

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

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Technology-Enhanced Item Types

- Common English Language Arts Technology-Enhanced item types
 - Dropdowns
 - Classification
 - Reorder text
 - Select and order
 - Select text





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 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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*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?

4) Specify Scoring Information

Scoring Rule:

Correct Block: 4 Correct Value: 1 Incorrect Value: 0



Technology-Enhanced Items

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

