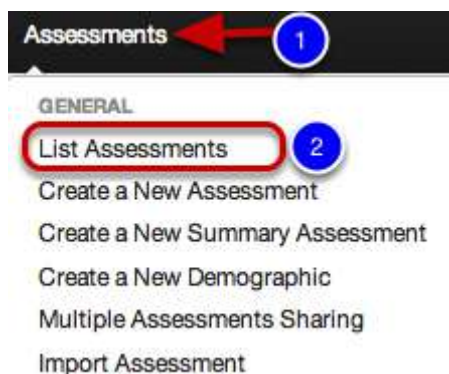


Grading Constructed Response Items

This lesson will guide you through the process of grading a constructed response item that was on an assessment administered online. This means that students typed in a response, which Illuminate stores, but does not grade for a user. The user must manually enter these scores.

There are two ways to see these scores for grading.

Where to Start



1. Select the **Assessments** tab.
2. Click **List Assessments**.



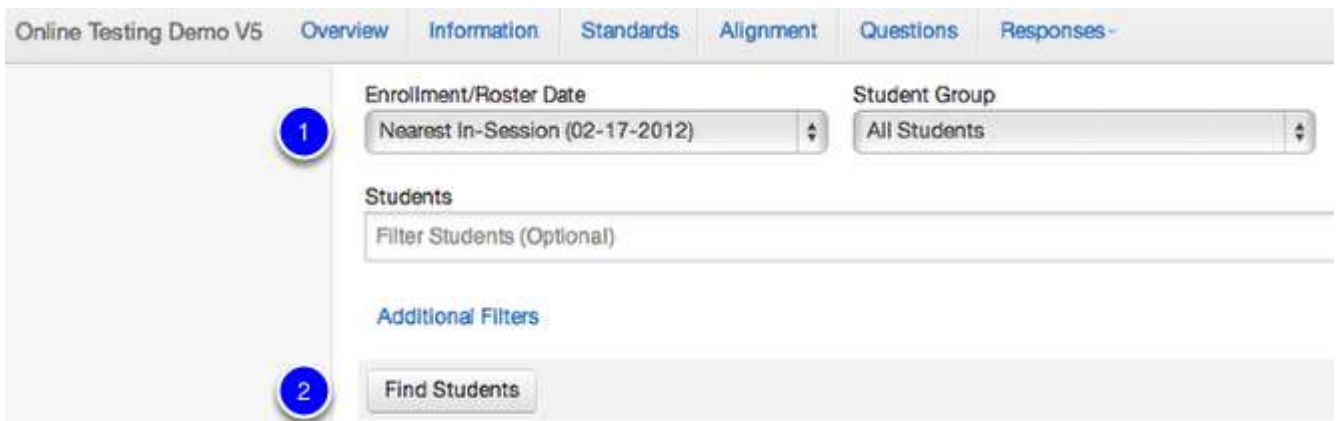
3. Once in your list of assessments, find the assessment you need to grade responses for, click on the **title**.



Once in the Assessment Overview:

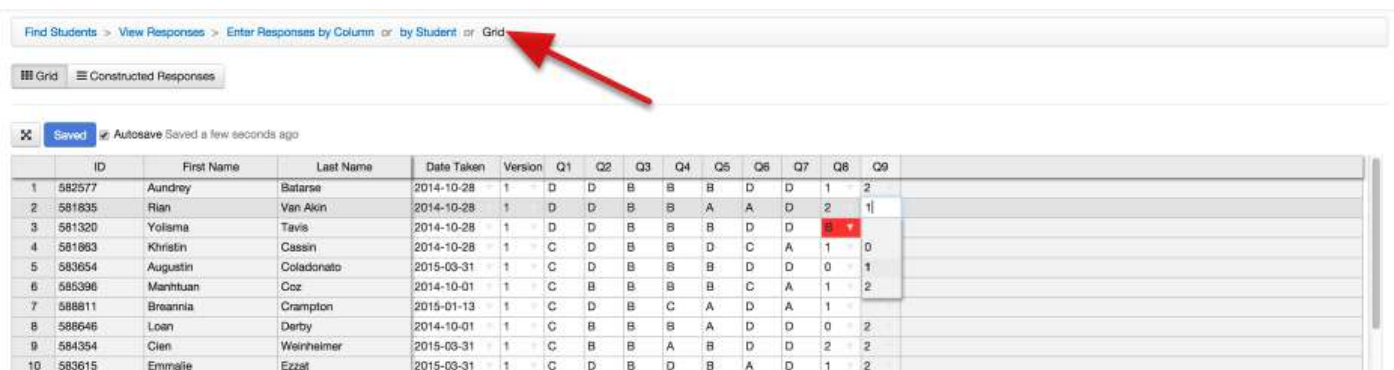
4. Click on **Administration**.
5. Select **Enter/Edit**.

Entering Data for a Constructed Response



1. Use the dropdown menus to specify what students you want to enter data for.
2. Click **Find Students**.

Entering Constructed Response Data using the Grid



1. Once you've followed steps 1-5 under 'Where to Start', select **Grid** at the top of your page. The Grid Enter/Edit method utilizes the same set of features- fill down, rubric dropdown, locked header/column, autosave, highlighting of wrong value input, etc- as 'Enter Responses by Column' or 'By Student'.

2. To see your Constructed Response question(s), click **Constructed Response**.

The screenshot shows a teacher interface for a math assessment. At the top, there are navigation tabs: Overview, Information, Standards, Alignment, Questions, Share, Responses, and Advanced. Below this, there are filters for 'Find Students' and 'View Responses'. A 'Constructed Responses' tab is selected. A table lists students with columns for ID, First Name, Last Name, Q20 score, and Student Response. A red arrow points from the 'Show Question' button to a pop-up window titled 'Question Q20'. The pop-up window shows a coordinate plane with two points plotted: one in the first quadrant and one in the fourth quadrant. Below the graph is a text box for the student's answer. The rubric section shows a score of 2 points for a thorough understanding and explanation, 1 point for a partial understanding, and 0 points for inconsistent or no understanding. The question was created on Sep 11, 2013, and has a Master ID of 281772.

| ID | First Name | Last Name | Q20 | Student Response |
|----------|------------|----------------|-----|---|
| 1 574011 | JOSHUA | ADLER | | Emily, they were not loosing apples/pears, they were gaining them |
| 2 576527 | ADEN | AL-HARDAN | | Emily's coordinate plane is correct because if the x-axis represents the number of apples and the y-axis represents the number pears, it shows the correct data. While Hanna's isn't correct because she is using the wrong quadrant of the coordinate plane, which means she is saying there are 2 apples for every -2 pears. Therefore, Emily is correct. |
| 3 576502 | AVI | ALBERT | | emily because hanna did negtive |
| 4 132673 | SEBASTIAN | ALCOCK | 1 | Emily has drawn the correct plane because Hanna's plane means that for every 2 apples that they picked they had -3 pears which is incorrect based on their information. However Emily's plane shows that there was for every 2 apples they picked three pears. That is correct. |
| 5 129471 | BRIAN | ALEGRE | 2 | Emily's because her three black dots needs to be up not down only up and her dots are strate. |
| 6 133176 | CLAIRE | ALEXANDER | | |
| 7 568001 | MAXWELL | ALEXANDER | | emily has drawn the correct coordinate plain, because she followed the ratios, and they are lined up right two. |
| 8 133502 | ANTONIO | ALVARADO-FRIAS | 2 | Emily has the write answer because she has the numders in place so she as them correct then Hanna Hanna's would be write but Emily is more write |
| 9 574501 | KELLY | ALVAREZ | | emily is right because she got all the right answers and the other ones are in the rightive places |

This view will show you a list of your students, scoring column, and the student response to the question.

1. Read the students response.
2. If you need to review the question and scoring rubric, click on **Show Question** and the question/rubric will show in a pop up window.
3. Input the student's score in the scoring column.
4. Make sure to **Save** as you go if Autosave is not selected.

5. To navigate to another Constructed Response item, simply use the **Arrow** keys at the top of the page.

Entering Constructed Response Data using 'By Column'

Find Students > View Responses > Enter Responses by Column or by Student or Grid

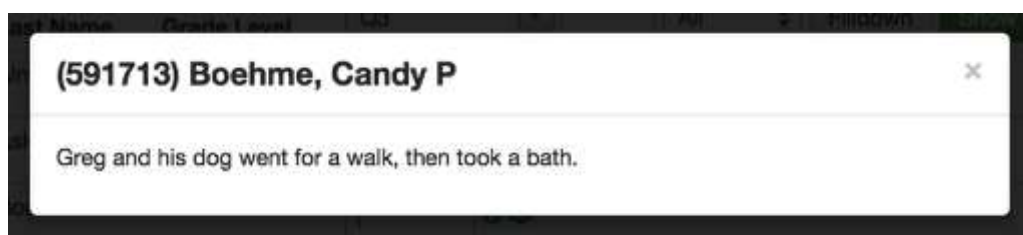
Save or cancel

| ID | First Name | Last Name | Grade Level | Q3 | | All | Filldown | Show Question |
|--------|------------|-----------|-------------|----|---|-----|----------|---------------|
| 590807 | Wasim | Almeyda | 2 | 2 | i | | | |
| 590906 | Scherezade | Askerlund | 2 | 1 | i | | | |
| 591713 | Candy P | Boehme | 2 | 1 | i | | | |

This view will show you a list of your students and scoring column with an **i** next to it if the student typed in a response.

1. To read the student's response, click on the blue **i** icon or the screen icon. (See below.)
2. If you need to review the question and scoring rubric, click on **Show Question** and the question/rubric will show in a pop up window.
3. Input the student's score in the scoring column.
4. Make sure to **Save** as you go if Autosave is not selected.
5. To navigate to another Constructed Response item, simply use the **dropdown** menu at the top of the page.

If you click on the 'i' icon:



This will display just the student's response.

If you click on the screen icon:

Question Q10 (Alexandrie Engel)

Part A:

Choose the correct number to make the number sentence true.

× $\frac{1}{12} = \frac{8}{12}$

Part B:

Which fractions are equivalent to $\frac{8}{12}$? Choose *all* that are correct.

A. $4 \times \frac{2}{12}$

B. $8 \times \frac{12}{12}$

C. $4 \times \frac{4}{12}$

Correct!

Close

This will display the student's response, along with the question and question information.