Preparing Creekside Students for the Georgia Milestones Assessment

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Answering Constructed Response Questions

Definition

Constructed response is a general term for items that require the student to generate a response as opposed to selecting a response. **Constructed response** items require more elaborate answers and explanations of reasoning. They allow for multiple correct answers and/or varying methods of arriving at the correct answer.

Examples of skills required on constructed response tasks include, but are not limited to:

- **English Language Arts**
  - ◦ **Utilize close analytic reading**
  - ◦ **Compare and contrast ideas and themes**
  - ◦ **Synthesize ideas and concepts across a single or multiple texts**
- **Mathematics**
  - ◦ **Apply mathematical procedures and skills to real world problems**
  - ◦ **Express mathematical reasoning by showing work or explaining an answer**

Why do you think students do so poorly on constructed response questions?

Discuss with a partner…….

Some of the reasons kids do poorly on CRQ's…

- Many students don't answer the question.
- Some students get off topic.
- Some responses are very shallow and need more details.
- Students don't understand what the question is asking.
- Instead of writing about what the passage was about, students write about what they know about the topic.
- Spelling and handwriting may impact scores.
- Students don't think about their audience (register).

Georgia Milestones: Unique Features

Item Types

- Selected-Response [aka, multiple-choice]
  ◦ all content areas
  ◦ evidence-based selected response in ELA
- Constructed-Response
  ◦ ELA and mathematics
- Extended-Response
  ◦ ELA and mathematics
- Technology Enhanced
  ◦ to begin in 2016-2017

Constructed response is a general term for assessment items that require the student to generate a response as opposed to selecting a response. Extended-response items require more elaborate answers and explanations of reasoning. They allow for multiple correct answers and/or varying methods of arriving at the correct answer. Writing prompts and performance tasks are examples of extended-response items.

Georgia Milestones

General Test Parameters: ELA

Criterion-Referenced

Total Number of Items: 44 / Total Number of Points: 55

Breakdown by Item Type:

- 40 Selected Response (worth 1 point each; 10 of which are aligned NRT)

- 2 Constructed Response (2 points each)

- 1 Constructed Response (worth 4 points)

- 1 Extended Response (worth 7 points)

Norm-Referenced

- Total Number of Items: 20 (10 of which contribute to CR score)

Embedded Field Test

- Total field test items: 6

Georgia Milestones

Writing at Every Grade

—All students will encounter a constructed-response item allowing for narrative prose, in response to text, within first or second section of the test.

—Within the writing section of the test, students will read a pair of passages and complete a series of "warm-up" items:

- o3 selected-response items asking about the salient features of each passage and comparing/contrasting between the two passages
- o1 constructed-response item requiring linking the two passages
- o1 writing prompt in which students must cite evidence to support their conclusions, claims, etc.

Warning: Students who simply rewrite excerpts from the passage(s) to illustrate their point(s) will not receive favorable scores.

Genres
Writing prompts will be informative/explanatory or opinion/argumentative depending on the grade level. Students could encounter either genre.

Georgia Milestones

General Test Parameters: Mathematics

Criterion-Referenced

Total Number of Items: 53 / Total Number of Points: 58

Breakdown by Item Type:

- 50 Selected Response (worth 1 point each; 10 of which are aligned NRT)
- 2 Constructed Response (worth 2 points each)
- 1 Constructed Response (worth 4 points)

Norm-Referenced

- Total Number of Items: 20 (10 of which contribute to CR score)

Embedded Field Test

- Total field test items: 10

Total number of items taken by each student: 73

Administration Times

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
English Language Arts (Day 1)	1 and 2	60	70
English Language Arts (Day 2)	3	70	90
Mathematics	1 and 2	60	80
Science	1 and 2	50	70
Social Studies	1 and 2	50	70

A section may not be stopped until the minimum allotment of time has expired. If students are still productively engaged with the test content, the maximum amount of time, per section, may be given in 10 minute increments.

Note: These maximum time limits do not apply to those students who have the accommodation of extended time.

Academic Vocabulary

- Traits (most students below grade 7 struggle with this word)

- Qualities
- Evidence
- Sequence
- Stanza
- Line
- Infer
- Point of View
- Support
- Simile
- Metaphor
- Figurative language

Urgent!

Strategies for Answering CRQ

- RACE

- ACE (math)

RACE steps for answering CRQ

- **R**eword/restate the question

- Provide an **A**nswer

- **C**ite using evidence from text

- **E**xplain how the evidence supports your answer

STEP 1- A Text-Based Example of Restating

Prompt: (after reading "Little Red Riding Hood")

knew
How did Little Red Riding ~~Hood~~ ~~know~~ the character in the bed was not her grandmother?

Little Red Riding Hood knew the character in the bed was not her grandmother because . . .

Not "She knew…. (avoid pronouns)
Use specific nouns, proper nouns

Reword the question/Restate

Why were the three bears so upset when they came home?

Provide an Answer

- Clarify

- Answers why?

- Generalize- not details

- Makes you want to ask "What do you mean?" or "Where's your evidence?"

The three bears were upset when they got home because someone had been in their house.

CITING (EVIDENCE)

- Use specific evidence from text, not prior knowledge
- Remember transition words
- Model by underlining evidence within the passage

The passage states that their porridge had been eaten. In the last paragraph, the author says the bears found a little girl in Baby Bear's bed.

Explain how the evidence supports your answer

As a result, the three bears were furious with the little girl who came into their house without permission and made such a mess!

EXPLAIN (conclude)

- Refer to the question again

- Give an example

- Why is this important?

- Restate with a touch of your own voice

Modeling How to Answer CRQs

Imagine that you had to read an excerpt from the picture book *The Blizzard*, by Betty Ren Wright. The gist of this text is that a blizzard has hit mid-day and students at this rural school need to dismiss early. But rather than getting on buses, they walk to the nearest house. So the teacher is having them all put on their winter clothing.

The passage reads:

Miss Bailey walked around the room like a general getting her army ready to fight. "Jacob and Henry, turn down the lamps," she ordered. "Mittens, everyone. If you have a scarf, tie it over your nose." When they were ready, she clapped again. "Mr. Carter, open the door please."

Constructed Response Question: Our question might read--*How would you describe this teacher? Using details from the text, support your thinking.*

Constructed Response Answer

A strong answer should:

- **R**estate the question while providing the **A**nswer (your opinion of the teacher).

- **C**ite(list) specific details from the text to support your opinion of the teacher.

- **E**xplain how those details prove your conclusion.

(partial example from "Targeting Reading Skills on State Assessments", Smekens Education Solution, http://www.smekenseducation.com/targeting-reading-skills-on-state-assessments.html)

What is the question asking me to do?
Describe the teacher

1) Restate and 2) Answer the question

1) I would describe this teacher as

2) a strong leader and take-charge person.

What do I do next?

Cite or give specific details from the text to support your opinion of the teacher.

● **Find details or reasons to answer why you think this.**

● **What details do you think support the opinion of this writer?**

● **Look for two details that would make you have that opinion.**

1) **The text states that she "ordered" the students to put on their mittens and scarves.**

2) **The text also compared her to a general in the army.**

What do I need to do next?

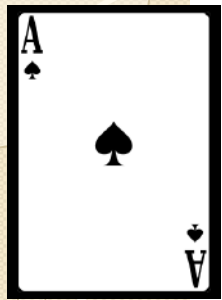**E**xplain how those details prove your conclusion.

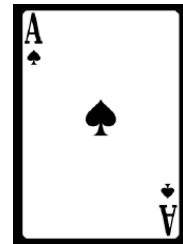Both of these examples show that she can command a group of people like a strong leader would.

I would describe this teacher as a strong leader and take-charge person. The text states that she "ordered" the students to put on their mittens and scarves. The text also compared her to a general in the army. Both of these examples show that she can command a group of people like a strong leader would.

What about MATH?

Already know (highlight key terms, identify what you already know)

Compute your work (show your work, label, draw models)

Explain in writing how you got your answer (step by step details, strategy used, mathematical terminology used, how and why, reword the question to answer)

Jennifer wants to take piano lessons that cost $15 each. She plans to take 10 lessons, for which she has $85 saved. How much more money does she need in order to pay for the lessons?

Sample Problem

● **A** $15 for each lesson

   10 lessons

   $85 saved

● **C**

   15   150

   x10   -85

   150 for 10 lessons $65 more money needed

● **E**   First I identified the problem and wrote down the needed information. Then I multiplied the cost for each lesson by the number of lessons that she plans to take and got a product of $150. Next I subtracted the amount of money that she saved from the total cost of the lessons and got a difference of $65. **She needs $65 more in order to pay for the lessons**

Thank You
for your attendance
and attention!

Thanks to Dawn Bennett from West Georgia RESA for the initial presentation of the Georgia Milestones information.