Presenters' Notes for PowerPoint:
Constructed Response

Slide # Title	Presenter Notes
1. Constructed Response	*There are no notes for this slide.*
2. Constructed Response = Performance Assessment	A constructed response item can also be called a "performance assessment" because the task assigned to the student resembles what would be required of the student in the "real world."
3. Constructed Response ≠ Selected Response	Constructed Response items, or CR items as they are sometimes called, differ from multiple-choice or "selected response items" by allowing the student to generate the answer rather than answer by selecting among choices supplied by the test.
4. Constructed Response vs. Selected Response	• Constructed Response Item asks the student to create the answer in his or her own words. • The multiple-choice item asks the student to select a response from among the choices offered.
5. Constructed Response . . . Well built	Well-built constructed response items can be powerful ways for students to reflect upon their learning and for teachers to validly assess the breadth and depth of that learning.
6. Constructed Response . . . Student use prior knowledge	To successfully answer a constructed item, students may have to use prior knowledge, to interpret information in graphic or written form, and to evaluate the relative importance of information to answer the question prompt.
7. Constructed Response . . . more useful	Because CR items demand that a student be able to apply, synthesize, or evaluate knowledge in a context, CR items are, in general, more useful for drawing valid inferences about student learning than multiple-choice items.
8. Constructed Response . . . Disadvantages	Constructed response items have their drawbacks. The teacher has to invest time in the development of prompts, the creation of scoring guides, and the rating of student responses. Then there is the question of accurate scoring. How adequate is the scoring guide in covering the range and depth of student responses? How consistent is the teacher in scoring student responses?
9. Constructed Response . . . Time	The time issues can be partially addressed by using a combination of selected and constructed response on a test. Constructed response items should be used for more complex concepts.
10. Constructed Response . . . scoring consistency	A teacher can improve the quality of student responses, and enhance scoring consistency and accuracy, by carefully preparing students during instruction before the assessment. For example, provide students with a generic scoring guide that distinguishes higher quality responses from lower quality responses in terms of their focus on the criteria

and accuracy	identified in the prompt, including accuracy, creativity, and completeness.
11. Constructed Response . . . clear definitions	During instruction, provide students with clear definitions of key direction terms, such as describe, explain, discuss, compare, contrast, analyze, persuade, justify, evaluate.
12. Constructed Response . . . special care	Dr. Popham reminds us of some very practical considerations: to take special care with the design of the blanks for the short answer responses, especially keeping in mind the space required to accommodate the handwriting of younger students.
13. Constructed Response . . . a suggested process	WritingFix, and online resource from the Northern Nevada Writing Project, provides us with "A suggested process for writing constructed response questions."
14. Constructed Response: Activity 1	Now let's take time to complete Activity 1: How are constructed-response items developed?
15. Constructed Response: Student Preparation	*There are no notes for this slide.*
16. Constructed Response: Student Preparation	*There are no notes for this slide.*
17. Constructed Response: Student Preparation	*There are no notes for this slide.*
18. Constructed Response: Student Preparation	*There are no notes for this slide.*
19. Constructed Response: Activity 2	Now let's take time to complete Activity 2: How do teachers effectively prepare students to respond to constructed response items?
20. Constructed Response: Evaluation . . . 3 essential components	Dr. Popham identifies 3 essential components of a scoring guide: evaluative criteria, qualitative descriptors for the criteria at each level, and a decision about whether one scale (holistic) or more than one scale (analytic) will be used.
21. Constructed Response:	The evaluative criteria, sometimes called "performance criteria," are the most important part of the scoring guide. These evaluative criteria are the factors, attributes, or traits of

Evaluation . . . Evaluative criteria	the skill being evaluated.
22. Constructed Response: Evaluation . . . Scoring Guide	Our scoring guide should be generic enough so that its principal of organization could be easily transferred to another specific prompt, but the scoring guide should not be so specific that it is not transferable at all.
23. Constructed Response: Evaluation . . . Scoring Guide	*There are no notes for this slide.*
24. Constructed Response: Evaluation . . . Six suggestions	These are the six suggestions from the Nevada Writing Project for writing a quality rubric for a constructed response question.
25. Constructed Response: Evaluation . . . two ways to score rubrics	There are essentially two ways to score rubrics. A holistic score gives a single score or rating based upon the overall impression of the student's work. An analytic score judges essential traits (or dimensions) so that they can be judged separately.
26. Constructed Response: Evaluation . . . holistic scoring	When holistic scoring is used, there are no detailed analyses of the strengths and weaknesses of a student's work. Holistic scored rubrics are **summative**. This means they are used for determining student's performance at the end of the learning process. There is one score or rating.
27. Constructed Response: Evaluation . . . holistic scoring	*There are no notes for this slide.*
28. Constructed Response: Evaluation . . . analytic scoring	Analytic scoring splits up a student's product or performance into logical groupings called traits or dimensions. When analytic scoring is used, a separate score is given for each trait. For example, the Kansas Writing Assessment uses the 6-TRAIT model to score student writing analytically. Here we see that the two traits "Ideas and Content" and "Organization" each have their own ratings with separate descriptors for each. So a student could have a rating of "1" on Ideas and Content and a separate rating of "3" on Organization for the same piece of writing.
29. Constructed Response: Evaluation . . . analytic scoring	When analytical scored rubrics are used routinely in the classroom, assessment is integrated with instruction. Feedback from quality analytic scored rubrics guide improvement of teaching and learning.

30. Constructed Response: Conclusion	We hope you will use constructed response in your own instructional setting, developing in and with your students the skills of problem-solving, higher-order thinking, and demonstration of their work in their own words. Remember that the key to good constructed responses lies in good instruction.
31. Constructed Response: Activity 3	To conclude this module, we will complete Activity 3. In this activity you will apply what you have learned in this module to create a rubric.