

NeSA-RMS Secure Item Writing

Nebraska Department of Education
June 2015



NEW ITEM TYPES



ELA Transition



- Assess revised NeSA ELA standards and indicators using an updated Table of Specifications (TOS) blueprint
- Include multiple-choice and auto-scored constructed response items
- Incorporate paired passage sets
- Include one text dependent analysis (TDA) writing prompt



Advantages of ELA Transition



- Assessment will include items more closely tied to classroom instruction.
 - When asking students in the classroom about why something occurs, students will be required to cite information from actual text that supports understanding.
- Items will ask students to support response by answering not only “what does the student know” but also “how does the student know.”
- New item types provide opportunities to measure standards and assess student learning in innovative ways.



Item Types

- Multiple choice
- Multiple select
- Evidence-based selected response
- Auto-scored constructed response
 - Drag-and-Drop
 - Hot Spot
- Text dependent analysis

Multiple Select (MS)

MS

Multiple-choice item that includes more than three distractors and more than one correct answer.

Worth 2 points

Which events from the passage **best** show how Trevor feels before learning to float?

Choose **two** answers.

- a Trevor and his mom walk to the public pool together.
- b When Trevor sees the pool, he hesitates before going in the gates.
- c Trevor speaks to Shay about swimming lessons.
- d Trevor hopes that the class won't have to get in the water right away.
- e Before getting in the water, the teacher has Trevor put on a life jacket.
- f Once in the pool, Trevor speaks to Isabel.

Evidence-Based Selected Response (EBSR)



EBSR

- Two part multiple-choice item designed to elicit evidence-based response based on what a student understands from informational or literature passage
- Part One similar to typical MC test question
 - Student analyzes passage and chooses single best (correct) answer from four answer choices.
- Part Two elicits evidence from passage and requires student to select one answer based on response provided in Part One
- Each EBSR (Part One and Part Two combined) worth two points



EBSR Example



This question has two parts. Answer Part One and then answer Part Two.

Part One

Which generalization can **best** be made from "Nail Soup"?

- (a) People who have friends to help them are the happiest.
- (b) It is best to find lodging on a trip before nighttime.
- (c) People who are persistent are more likely to reach their goals.
- (d) It is best to communicate openly so that issues can be resolved effectively.

Part Two

Which sentence from "Nail Soup" **best** supports the answer in Part One? Choose **one** answer.

- (a) "But the man did not consider himself beaten at the first rebuff."
- (b) "He did not need much pressing."
- (c) "The woman stared with all her might"
- (d) "She was quite awestruck at the man and his grand connections."

Auto-Scored Constructed Response (ASCR/TE)

Drag-and-Drop

Drag into the chart **three** terms that **best** describe the setting.

 ?

Setting for <i>The First Day of Swim Class</i>

- beach
- outdoor pool
- school
- summer
- spring
- chilly day
- sunny day
- windy day

Hot Spot

Read the dictionary definition. Then, read the sentences from the passage.

(*n.*) a good feeling about being able to do something

Click on the word that **most** closely matches the definition.

   ?

"Before you know it, we'll be swimming across the pool!" added Isabel. I guess she felt her **confidence** growing just like I did.

More ASCR/TE Item Examples

Arrange the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct locations.



Elisa and Cory work together to help Minnie.

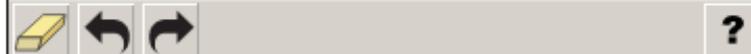
Elisa tries to keep up with Cory's pace.

Cory calls for Minnie to come out of the woods.

Elisa is determined to pull Minnie out of the water.

Elisa and Cory hide behind a pine tree.

Read the excerpt from the passage. Then, click on the **two** phrases in the excerpt that **best** show the challenges explorers faced in trying to find Rainbow Bridge.



Native Americans in the area have known about the bridge for hundreds of years. It is important to their culture. In 1907, a member of the Navajo tribe told explorers about a rock rainbow. The following year, the Wetherill brothers hired a guide to lead them through the rugged country. They wanted to see the wonder for themselves. However, they were unable to complete the journey after **many of their supplies tumbled off a cliff**.

Other explorers heard about the stone bridge. William Douglas and Byron Cummings tried to find it. They started late in the year but **tuned back due to deep snow in the mountains**. However, the following year, they found Rainbow Bridge.

Text-Dependent Analysis (TDA)



- **Designed to elicit evidence-based response from students who read an informational or literature passage**
 - In alignment across grades 3–11 with Standard LA.3–11.2.2.d
 - On-demand, reading-based writing piece requiring students to provide evidence from text to support analysis, reflection, or ideas and opinions
 - Students drawing on basic writing skills while inferring and synthesizing information from passage (making use of and referencing content from passage to support analysis) in order to develop comprehensive response
- **Students given TDA Writer’s Checklist to assist in composing response**
- **Scored using holistic scoring rubric designed to provide measurement of writing, conventions, and reading**



TDA Example



Writer's Checklist



The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

This is where a student composes an essay after reading the associated passage and poem.]

88/5000

Item Templates



- Make sure to select **Item Type** from pull-down menu (MC, TE, EBSR, CR, MS).
- In the comment box, indicate what kind of TE item you have written (e.g. indicate whether it is a drag-and-drop, hot spot) and what you would like students to do (e.g. drag a phrase to complete a sentence, move key points into a table).
- Include the point value for the item:
 - MC (1), EBSR (2), TE (2), MS (2), CR [TDA] (4).



EBSR Item Template Example



Item Writer Information		Reference	
Item Writer Name	Name Here	Graphic Description #1	
Submission Date	6/1/2016	Graphic Description #2	
Item Information		Graphic Description #3	
Item Type	EBSR	Graphic Description #4	
Grade	7	Graphic Description #5	
Content Area	Reading	Delivery	Atch <input type="checkbox"/> Fax <input type="checkbox"/> Mail <input type="checkbox"/>
Subject		Permission Needed	
Set	NAS	Passage Title #1	
Goal 1	LA	Passage Title #2	
Goal 2	7	Temp Passage ID #1	
Goal 3	1	Temp Passage ID #2	
Goal 4	6	DRC Passage ID #1	123456
Goal 5	6	DRC Passage ID #2	
Secondary Set			
Secondary Cnt Codes			
Tertiary Set			
Tertiary Cont Codes			
Bloom's Taxonomy			
Cognitive Level			
Depth of Knowledge	3		
Est. Difficulty Level	Medium		
Focus	point of view		
Graphics	NC		
Calculator	NC		
Points	2		

EBSR Item Template Example



Comment

[This is an EBSR item. Part One is a regular MC (Key C). Part Two is a regular MC (Key C)]

Prompt / Stem

[This question has two parts. Answer Part A, and then answer Part B.

Part A

What does the author's use of first person point of view help the reader understand?

- A. the thoughts and feelings of a narrator who is not part of the action
- B. details about the setting inside the family grocery store
- C. the thoughts and feelings of Grandpa Robert as a child*
- D. details about what happens the day Andrea cuts down the apple tree

Part B

Which sentences from the passage best support your answer in Part One?

- A. "I don't know where we are going to find a store open at this time of night," said Aunt Mary.
- B. The sky was glowing in vivid shades of amber as the sun began to set.
- C. We quickly volunteered to ride into town with our dad to see the new statue.*
- D. "How will we ever drag these branches all the way back home?" she wondered aloud.]

ASCR/TE Item Template Example



Item Writer Information		Reference	
Item Writer Name	Name Here	Graphic Description #1	
Submission Date	6/1/2015	Graphic Description #2	
Item Information		Graphic Description #3	
Item Type	TE	Graphic Description #4	
Grade	3	Graphic Description #5	
Content Area	Reading	Delivery	Atch <input type="checkbox"/> Fax <input type="checkbox"/> Mail <input type="checkbox"/>
Subject		Permission Needed	
Set	NAS	Passage Title #1	
Goal 1	LA	Passage Title #2	
Goal 2	3	Temp Passage ID #1	
Goal 3	1	Temp Passage ID #2	
Goal 4	6	DRC Passage ID #1	123456
Goal 5	6	DRC Passage ID #2	
Secondary Set			
Secondary Cnt Codes			
Tertiary Set			
Tertiary Cont Codes			
Bloom's Taxonomy			
Cognitive Level			
Depth of Knowledge	2		
Est. Difficulty Level	Medium		
Focus	sequencing		
Graphics	No		
Calculator	NC		
Points	2		

ASCR/TE Item Template Example



Comment

This is a drag-and-drop item. The student should be able to move the answer options in a new order to properly sequence events in the story.

Key: Elisa and Cory hide behind a pine tree. Elisa tries to keep up with Cory's pace. Cory calls for Minnie to come out of the woods. Elisa is determined to pull Minnie out of the water. Elisa and Cory work together to help Minnie.]

Prompt / Stem

[Arrange the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct locations.

Elisa and Cory work together to help Minnie.

Elisa tries to keep up with Cory's pace.

Cory calls for Minnie to come out of the woods.

Elisa is determined to pull Minnie out of the water.

Elisa and Cory hide behind a pine tree.]

THANK YOU!



QUESTIONS?

The logo for Nebraska State Assessment (NeSA), featuring the text "NeSA" in white on a red background that is shaped like the state of Nebraska.

NeSA