

# ITEM TYPES REFERENCE SHEET

TIME	METHOD	ADVANTAGES	CONSIDERATIONS	EXAMPLES OF ITEM TYPES
<p style="text-align: center;">Less</p> <p style="text-align: center;">↑</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Time to administer</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">More</p>	<p><b>Selected Response</b> -Students provide right or best answers to a variety of questioning formats.</p>	<ul style="list-style-type: none"> <li>• Can be answered quickly.</li> <li>• Scoring and resulting data can be easily digitized.</li> <li>• Data analysis can be provided easily.</li> <li>• Structure is familiar and replicated on state standardized tests.</li> <li>• Broad sampling of items.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may know more than they were asked, but can only answer what was asked.</li> <li>• Potential for bias for English Learners or struggling readers.</li> <li>• Method falls short of meeting the demands of 21<sup>st</sup> century skills and higher-order thinking skills.</li> <li>• Guesswork and cheating can skew results.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Multiple Choice</a> (single correct)</li> <li>▪ <a href="#">Multiple Select</a> (multiple correct)</li> </ul> <p><i>PARCC specific</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Evidence Based Selected Response</a>,</li> </ul>
	<p><b>Technology-based</b> -Students use computer enhanced features to answer items in an online format that are not possible on a paper-based assessment.</p>	<ul style="list-style-type: none"> <li>• Reference selected and constructed response advantages.</li> <li>• Provides a variety of media</li> <li>• Can be used with constructed and selected response while providing same advantages.</li> <li>• Structure is replicated on state standardized tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Active proctoring is highly recommended.</li> <li>• Must have technology, item delivery system, and system to collect responses.</li> <li>• High potential for bias and subjectivity in scoring due to technology.</li> <li>• Larger opportunity for errors in technology on assessment platform while assessing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Drag and drop (DD)</a></li> <li>▪ <a href="#">Hot Text/Selected Text (HT/ST)</a></li> </ul> <p><i>Illuminate specific</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Non-Traditional Selected Response (select all [SA], T/F, Y/N, Correct/Incorrect)</a></li> <li>▪ <a href="#">Select Dropdown</a></li> </ul>
	<p><b>Constructed Response</b> -Students write out or construct their answers. Answers are scored using rubrics, proficiency scales, or scoring guides.</p>	<ul style="list-style-type: none"> <li>• Students can explain all they know/understand.</li> <li>• Reasoning can be easy to evaluate.</li> <li>• Misconceptions can be quickly exposed.</li> <li>• Teachers can integrate learning targets in a meaningful way.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing quality prompts can be challenging.</li> <li>• Calibration and inter-rater reliability required to generate common data.</li> <li>• High potential for bias and subjectivity in scoring.</li> <li>• Assesses limited content and standards while time-consuming to administer and grade.</li> <li>• Challenging for struggling readers, writers, and English Learners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Constructed Response (CR)</a></li> <li>▪ <a href="#">Short Constructed Response (SCR)</a></li> </ul> <p><i>Illuminate specific</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Drawing Response</a></li> <li>▪ <a href="#">Math Equation Response</a></li> <li>▪ <a href="#">Explicit Constructed Response (ECR)</a></li> </ul>
	<p><b>Performance Assessment</b> -Students either perform in front of an audience or produce a product. Scored based on rubrics, predetermined criteria for quality, or performance levels for proficiency</p>	<ul style="list-style-type: none"> <li>• Students can explain all they know/understand.</li> <li>• Reasoning can be easy to evaluate.</li> <li>• Misconceptions can be quickly exposed.</li> <li>• Teachers can integrate learning targets in a meaningful way.</li> <li>• Option for immediate feedback from a broader audience.</li> <li>• Allows for authentic assessment, multiple approaches in realistic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Many formative assessments may be required to support readiness.</li> <li>• Writing quality tasks can be challenging.</li> <li>• Calibration and inter-rater reliability required to generate common data.</li> <li>• High potential for bias and subjectivity in scoring.</li> <li>• Challenging for struggling readers, writers, and English Learners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Demonstrations and experiments</a></li> <li>▪ <a href="#">Performance Based Tasks</a></li> <li>▪ <a href="#">Portfolios</a></li> <li>▪ <a href="#">Presentations</a></li> <li>▪ <a href="#">Non-linguistic representation</a></li> </ul>