

SMARTER BALANCED ITEM TYPES

Selected Response

- Assess a broad range of content.
- Scoring is objective, fast, and inexpensive to score.
- Difficult to understand a student's reasoning process and to assess higher-order thinking skills.

Constructed Response

- Require the student to generate a response as opposed to selecting a response.
- Include both short and extended responses.
- Allow students to demonstrate their use of complex thinking skills consistent with the expectations for college and career readiness.

Performance Tasks

- Require students to demonstrate ability to think and reason, and produce fully developed products.
- Measure complex “assessment targets.”
- Provide evidence of college and career readiness.



VARIATIONS ON SELECTED RESPONSE

- Multiple Choice, single correct response
- Multiple Choice, multiple correct response (4-8 options, 2-4 correct)
- Two-part Multiple Choice (Part A: conclusion or inference, Part B: select evidence)
- Hot Text, select text (“click on” number, line, sentence, paragraph)
- Hot Text, re-order text (drag and drop)
- Matching Table



SAMPLE TWO-PART MULTIPLE CHOICE

Part A

Click on the statement that best describes what information in the first paragraph of Pong reveals about the author's point of view.

- A. [The author appreciates advancements in technology.]
- B. [The author celebrates the revolutionary nature of Pong.]
- C. [The author prefers old style games like Pong over current video games.]
- D. [The author questions the connection of current technology to technology of the past.]

Part B

Click on the sentence from the text that best supports your answer in Part A.

[On any smartphone you pick up, you will find some kind of video game.]
[People have access to games so sophisticated that there are worldwide competitions to determine the best players.] [Game design is so advanced that the graphics look almost real.] [Long before any of this, however, people played a low-tech game that sported paddles made of short lines on the edges of the screen, a dotted centerline to mark opposing sides, and square dot designed to act like a ball.] [That game was I.]



SAMPLE MATCHING TABLE

Click on the boxes to reflect which source, if either, makes the following claims:

| Argument/Claim | Source 1 | Source 2 | Both Sources | Neither Source |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Roundabouts save money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roundabouts save lives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roundabouts reduce accidents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roundabouts are popular with locals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roundabouts harm pedestrians | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roundabouts ease traffic congestion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



CONSTRUCTED RESPONSE

○ Brief Writes (both CAT and Performance Assessment)

- Draft introductions, conclusions
- Add a topic sentence or descriptive detail
- Provide transitions, dialogue
- Revise to eliminate conventions errors

○ Full Writes (Performance Assessment)

○ Short Text Constructed Response (CAT Test)

- Identify themes, main ideas
- Analyze structures, characters
- Compare and contrast two versions

