**Assessment Literacy**

**Module 2 Build**

To meet the following objectives, participants will use a pre-existing assessment or create a new assessment that was utilized in Module 1 - Design

**Participants will be able to:**

1. Develop assessment items and tasks.

2. Construct an operational test form.

**SLIDE 5**

**SR-**Selected Response: items that are multiple-choice, true-false, matching, any item where the test-taker has a bank of answers from which they choose an answer.

Selected response items may be:

* + - * Stand-Alone
      * Passage-Based
      * Evidence-Based

**SCR-**Short Constructed Response/Short Answer: the test-taker provides a one word or short phrase answer

Short Constructed Response may be:

* + - * Stand-Alone
      * Passage-Based

**ECR-**Extended Constructed Response: the test-taker writes a paragraph or two, or develops an authentic response within a class period’s time length

Extended Constructed Response may be:

* + - * Stand-Alone

**PT-** Performance Task: the test-taker develops a response that takes several class periods or the response is gathered over a period of time, as in a portfolio assessment.

A Performance Task may be:

* Multi-Day Task

**SLIDE 6**

There are key tasks that should take place both before and after assessment items and tasks are constructed:

Before constructing items and tasks, **the specification tables and blueprints** developed during the Design phase should be studied to ensure that the alignment dimensions of content match (CM) and depth of knowledge (DoK) are emphasized when building items and tasks.

After the items, tasks and forms are built, review the blueprints and specification tables to ensure the assessment construction matches the planned design.

**SLIDES 7-8**

**General guidelines for construction**

1. Focus on both the targeted content standards and their implied depth of knowledge.
2. For SR items, develop questions and answer options at the same time. Develop a stem (question) and the answer options.
3. Keep item stems concise.
4. Use scenarios and passages that have readability levels appropriate for the test-taker.
5. Adhere to copyright laws and avoid plagiarism.
6. Include as much of the item as possible in the stem.
7. Avoid irrelevant, extraneous, and misleading information.
8. Ensure that linguistic demand (language load) is developmentally appropriate.
9. Ensure that images, charts, and graphs are clear and the data can be easily viewed when printed.

**SLIDE 9**

Tagging code This is for future reference if a Content Department would like to build a bank of assessment items.

Item #

Course

Grade

Test Type

Item Type

DoK

Standard ID

**Module 2.1.1 Selected Response – SR – Stand Alone Items – (Not passage based)**

Module 2.1.1 presents techniques for developing Selected Response Stand-Alone Items, meaning items that are not connected to a particular passage in which context toward providing an answer is provided. With selected response stand-alone items, the question is focused on one unique aspect of the targeted content standards.

**SLIDE 11 –**

**Selected-Response (SR) Items Are:**

Items that provide the test-taker with a question, including associated information, as well as answer options.

Items that include the following design:

* + Multiple-choice items
  + True/False items
  + Matching items
  + Fill-in-the-Blank items that use a vocabulary/word bank

Limitations such include but are not limited to:

* + - guessing
    - single answer (except for evidence-based designed)
    - DoK “ceiling”
    - cueing

**SLIDE 12-13 General Guidelines for Selected Response Stand Alone Items**

1. Use three answer options for grades K-2 and **four** or more options for grades 3-12.

2. Keep options similar in length, sentence structure, and complexity of thought.

3. Ensure that all options are grammatically consistent with the stem.

4. Make sure distractors are plausible (realistic).

5. Present options in ascending/descending order when possible.

6. Avoid “All of the above.”, “None of the above.”, and “Both A and B are Correct.”

7. Refine by screening for bias, fairness, and sensitive topics.

**SLIDE 14-15 – Bias Reference for Bias, Sensitivity and Fairness**

Educational tests are considered biased if a test design, or the way results are interpreted and used, systematically disadvantages certain groups of students over others, such as students of color, students from lower-income backgrounds, students who are not proficient in the English language, or students who are not fluent in certain cultural customs and tradition.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Identify the following item topics as bias, sensitivity or fairness topics and how they can cause an item to be unsuitable toward assessing student learning of content standards.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Item Topics* | *Bias* | *Sensitivity* | *Fairness* | *Why unsuitable? (Consider unique populations of test-takers.* | |  |  |  |  |  | | 1. Child abuse/neglect |  |  |  |  | | 2. Sexual Orientation |  |  |  |  | | 3. Sex |  |  |  |  | | 4. Birth Control |  |  |  |  | | 5. Abortion |  |  |  |  | | 6. Suicide |  |  |  |  | | 7. The occult |  |  |  |  | | 8. Divorce/Single Parent Families |  |  |  |  | | 9. Disabilities as a negative |  |  |  |  | | 10. Torture of humans or animals |  |  |  |  | | 11. Family dysfunction |  |  |  |  | | 12. Graphic depictions of accidents, death, etc. |  |  |  |  | |

**SLIDE 16**

**Procedural Steps: Selected Response (SR) Stand-Alone Items**

1. Review the *Item Framework*, and then determine which targeted content standard(s) is best measured using a stand-alone SR item format.
2. Given the targeted content standard description(s), determine the item’s depth of knowledge.
3. Create a question (stem), one correct answer, and plausible (realistic) distractors. If applicable, include any additional information needed to complete the item in the *Introduction*. Include graphics in the *Images* if the item requires one.
4. Review the item and answer options for grammatical soundness.

**SLIDE 17 Guidelines for writing TRUE FALSE ITEMS**

1. Construct statements that are definitely true or definitely false, without additional qualifications.
2. Use relatively short statements.
3. Eliminate extraneous material.
4. Keep true and false statements approximately the same length.
5. Include an equal number of true and false questions.
6. Test only one idea in each question.
7. Have students circle T or F for each question rather than write the letter which can lead to debate.
8. Avoid verbal clues, specific determiners (e.g., the, a, an), and complex sentences.
9. Avoid absolute terms such as, never or always.
10. Do not arrange answers in a pattern (i.e., TTFFTTFF, TFTFTF).
11. Avoid taking statements directly from text.
12. Always state the question positively.

**SLIDE 18 Guidelines for writing MATCHING ITEMS**

1. Provide more possible options than questions.
2. Use longer phrases as questions and shorter phrases as options.
3. Keep questions and options short and homogeneous.
4. Avoid verbal cues and specific determiners (e.g., the, a, an).
5. Number each question and use alphabetical letters for the options.
6. Specify in the directions the basis for matching and whether or not responses can be used more than once.
7. Make all questions and all options the same type (e.g., a list of events to be matched with a list of dates).

**SLIDE 19 Group Work**

**Procedural Steps: Selected Response (SR) Stand-Alone Items**

**Using the information that has been presented so far, determine the weaknesses of the following sample questions.**

**SLIDE 20– Grant’s Tomb – Mark the guidelines that were not followed.**

1. Use three answer options for grades K-2 and **four** or more options for grades 3-12.

2. Keep options similar in length, sentence structure, and complexity of thought.

3. Ensure that all options are grammatically consistent with the stem.

4. Make sure distractors are plausible (realistic).

5. Present options in ascending/descending order when possible.

6. Avoid “All of the above.”, “None of the above.”, and “Both A and B are Correct.”

7. Refine by screening for bias, fairness, and sensitive topics.

**SLIDE 21 -Improves and follows the guidelines**

**SLIDE 22**

Regular physical activity can negate the sugar, additives and high fat diet in the average teenager’s life. **T F**

**Better:** Regular physical activity can positively impact the health of children and adolescents relative to their bone mass, blood pressure, stress, and self-esteem. **T F**

**SLIDE 23 – Bob Dylan What guidelines are not met with this question?**

1. Use three answer options for grades K-2 and **four** or more options for grades 3-12.

2. Keep options similar in length, sentence structure, and complexity of thought.

3. Ensure that all options are grammatically consistent with the stem.

4. Make sure distractors are plausible (realistic).

5. Present options in ascending/descending order when possible.

6. Avoid “All of the above.”, “None of the above.”, and “Both A and B are Correct.”

7. Refine by screening for bias, fairness, and sensitive topics.

**SLIDE 24**

**Improves and follows the guidelines**

**MODULE 2.1.2 Selected Response (SR) Passage-based Items**

**SLIDE 25** Selected Response format is often used with “passage-based” items, meaning the question, or set of questions, is reflecting content interpretation of a select piece of narrative informational text. For traditional measures of reading comprehension, test-takers are presented a piece of literature. The test taker must first read and understand the selected informational text and then respond to questions directly linked to the text.

**SLIDE 26 Selected Response (SR) Passage-Based Item Example**

|  |  |
| --- | --- |
| **Danger Zone**  Hotshots have one of the most dangerous jobs in the world. At any second, a gust of wind can change the direction of a fire and block escape routes. In June 2013, tragedy struck when 19 hotshots died while fighting a wildfire in Yarnell, Arizona.  Despite the danger, Moore insists that he never gets scared on the job. He says his training makes him feel safe.  “We have a tremendous amount of respect for the force we’re dealing with,” he explains. “As long as we’re doing things the right way, fear isn’t a factor.”  --by Joe Bub  [www.scholastic.com/sn56](http://www.scholastic.com/sn56) | |
| 1. How does the author support the claim that hotshots have one of the most dangerous jobs in the world? | |
| A. | The author titles the passage “Danger Zone”. |
| B. | The author cites an example that reflects the potential danger of being a hotshot. |
| C. | The author gives a specific date and time of a tragic situation involving hotshots. |
| D. | The author uses a quote from a hotshot in the article. |
|  |  |

**SLIDE 27 Short Response(SR) Passage-Based Guidelines**

1. Selected text/scenarios are both developmentally appropriate and “cold reads.”
2. Text length varies based upon the total amount of time available to assess.
3. Passage lines are numbered for referencing purposes.
4. Questions are directly linked to the passage.

**SLIDE 28 The Quality Assurance Checklist for Selected Response - *Passage Based***

|  |  |
| --- | --- |
| **Task** | **Task Question** |
| **Targeted Content Standards** | To what degree does this item match the targeted standards? |
| **Cognitive Level** | To what degree does this item match the DoK expressed in the standards? |
| **Developmentally Appropriate** | Are the readability and task requirements appropriate for the test-takers? |
| **Sensitive Material** | Is there sensitive content with references to drugs, death, suicide, etc.? |
| **Potential Bias** | Are there contextual, gender, or cultural assumptions? |
| **Fairness** | Has the test-taker had the opportunity to learn the content within the item? |
| **Editing** | Have editorial correctness and Universal Design principles been applied? |

**SLIDE 29 Group Work**

2.1.2 SR Passage Based Items

Review the items aligned to the passages #1 **or** #2 using the Quality Assurance Checklist found on slide 28 and the “Guidelines” provided in the training to this point. You do not have to read and answer the assessment questions – skim and look for if the questions DOK and content meet the Targeted Standards.

*The objective is to generate discussion on the questions and application of new information.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.1.2 SR Passage Based Items  *\*\*\*\*\*\*\*Sample Passage 1\*\*\*\*\*\*\*\**  *(Facilitator Information: for the first passage, no item answers are provided. For all items, participants may need to review DoK information to consider the relationship between the item and the intent of the standards listed.)*  Review the items aligned to the passages below using the Quality Assurance Checklist found on Slide 28 and the “Guidelines” provided in the training to this point. Use the following ELA PA Core Standards for Grades 9-10 as the standard to be assessed.  Reading Informational Text  Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.\ CC.  Targeted Standards  CC.1.2.9-10.B  Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  CC.1.2.9–10.D  Determine an author’s particular point of view and analyze how rhetoric advances the point of view.  CC.1.2.9–10.F  Analyze how words and phrases shape meaning and tone in texts.  CC.1.2.11–12.D  Evaluate how an author’s point of view or purpose shapes the content and style of a text  *Sample Passage 1*   |  |  | | --- | --- | | 5  10  15  20  25  30  35  40 | *The following passage discusses the scientific life of Galileo Galilei in reference to the political, religious, artistic, and scientific movements of the age.*         Galileo Galilei was born in 1564 into a Europe wracked by cultural ferment and religious strife. The popes of the Roman Catholic Church, powerful in their roles as both religious and secular leaders, had proven vulnerable to the worldly and decadent spirit of the age, and their personal immorality brought the reputation of the papacy to historic lows. In 1517, Martin Luther, a former monk, attacked Catholicism for having become too worldly and politically corrupt and for obscuring the fundamentals of Christianity with pagan elements. His reforming zeal, which appealed to a notion of an original, “purified” Christianity, set in motion the Protestant Reformation and split European Christianity in two.         In response, Roman Catholicism steeled itself for battle and launched the Counter-Reformation, which emphasized orthodoxy and fidelity to the true Church. The Counter-Reformation reinvigorated the Church and, to some extent, eliminated its excesses. But the Counter-Reformation also contributed to the decline of the Italian Renaissance, a revival of arts and letters that sought to recover and rework the classical art and philosophy of ancient Greece and Rome. The popes had once been great patrons of Renaissance arts and sciences, but the Counter-Reformation put an end to the Church’s liberal leniency in these areas. Further, the Church’s new emphasis on religious orthodoxy would soon clash with the emerging scientific revolution. Galileo, with his study of astronomy, found himself at the center of this clash.         Conservative astronomers of Galileo’s time, working without telescopes, ascribed without deviation to the ancient theory of geocentricity. This theory of astronomy held that the earth (“geo,” as in “geography” or “geology”) lay at the center of the solar system, orbited by both the sun and the other planets. Indeed, to the casual observer, it seemed common sense that since the sun “rose” in the morning and “set” at night, it must have circled around the earth. Ancient authorities like Aristotle and the Roman astronomer Ptolemy had championed this viewpoint, and the notion also coincided with the Catholic Church’s view of the universe, which placed mankind, God’s principal creation, at the center of the cosmos. Buttressed by common sense, the ancient philosophers, and the Church, the geocentric model of the universe seemed secure in its authority. The Ptolemaic theory, however, was not impervious to attack. In the 16th century, astronomers strained to make modern observations fit Ptolemy’s geocentric model of the universe.         Increasingly complex mathematical systems were necessary to reconcile these new observations with Ptolemy’s system of interlocking orbits. Nicholas Copernicus, a Polish astronomer, openly questioned the Ptolemaic system and proposed a heliocentric system in which the planets—including earth—orbited the sun (“helios”). This more mathematically satisfying way of arranging the solar system did not attract many supporters at first, since the available data did not yet support a wholesale abandonment of Ptolemy’s system. By the end of the 16th century, however, astronomers like Johannes Kepler (1571–1630) had also begun to embrace Copernicus’s theory.       Ultimately, Galileo’s telescope struck a fatal blow to the Ptolemaic system. But, in a sense, the telescope was also nearly fatal to Galileo himself. The Catholic Church, desperately trying to hold the Protestant heresy at bay, could not accept a scientific assault on its own theories of the universe. The pressures of the age set in motion a historic confrontation between religion and science, one which would culminate in 1633 when the Church put Galileo on trial, forced him to recant his stated and published scientific beliefs, and put him under permanent house arrest. | | **1. Which of the following best states the main idea of the passage?**  (A) Science always conflicts with religion.  (B) Science is vulnerable to outside social forces.  (C) Ideally, scientific theories should reinforce religious doctrine.  (D) Science operates in a vacuum.  (E) Advanced technology is the only route to good scientific theories.  **2. The author’s tone in this passage can best be described as**  (A) analytical.  (B) disturbed.  (C) skeptical.  (D) dramatic.  (E) reverent.  **3. In the second paragraph, the passage implies that during the Renaissance, the Catholic Church**  (A) saw little conflict between its own goals and those of the arts and sciences.  (B) promoted the arts as a way to limit the social influence of scientists.  (C) supported Martin Luther’s views on religion and the Church.  (D) had limited interaction with the religious affairs of commoners.  (E) focused on spirituality as opposed to worldly matters.  **4. Which of the following best explains why the Catholic Church started the Counter-Reformation? (lines 7–9)**  (A) to fight scientific heresy  (B) to clean out its own ranks  (C) to reinvigorate artists and intellectuals  (D) to elect a new pope  (E) to counter Protestant challenges  **5. The author’s description of Galileo’s telescope as having “struck a fatal blow” is an example of a(n)**  (A) simile.  (B) metaphor.  (C) personification.  (D) allusion.  (E) irony.  **6. The term “ferment” in line 1 most closely means**  (A) alienation.  (B) turmoil.  (C) consolidation.  (D) decomposition.  (E) stagnation. | |   **SR Passage Based Items**  *\*\*\*\*\*\*\*Sample Passage 2\*\*\*\*\*\*\*\**  But man is not destined to vanish. He can be killed, but he cannot be destroyed, because his soul is deathless and his spirit is irrepressible. Therefore, though the situation seems dark in the context of the confrontation between the superpowers, the silver lining is provided by amazing phenomenon that the very nations which have spent incalculable resources and energy for the production of deadly weapons are desperately trying to find out how they might never be used. They threaten each other, intimidate each other and go to the brink, but before the total hour arrives they withdraw from the brink.   1. **The main point from the author's view is that**    1. Man's soul and spirit cannot be destroyed by superpowers.    2. Man's destiny is not fully clear or visible.    3. Man's soul and spirit are immortal.    4. Man's safety is assured by the delicate balance of power in terms of nuclear weapons.    5. Human society will survive despite the serious threat of total annihilation. 2. **The phrase 'Go to the brink' in the passage means**    1. Retreating from extreme danger.    2. Declare war on each other.    3. Advancing to the stage of war but not engaging in it.    4. Negotiate for peace.    5. Commit suicide. 3. **In the author's opinion**    1. Huge stockpiles of destructive weapons have so far saved mankind from a catastrophe.    2. Superpowers have at last realized the need for abandoning the production of lethal weapons.    3. Mankind is heading towards complete destruction.    4. Nations in possession of huge stockpiles of lethal weapons are trying hard to avoid actual conflict.    5. There is a Silver lining over the production of deadly weapons. 4. **'Irrepressible' in the second line means**    1. incompatible    2. strong    3. oppressive    4. unrestrainable    5. unspirited |

**Module 2.1.3 Selected Response (SR) Evidence-based Items**

**SLIDE 31 – Yes, this is in Spanish.**

In this evidence-based item example, note the relationship between the two questions. Specifically, note how Question 2 requires the test-taker to select an answer in Question 1, and how Question 2’s design attempts to provide a selected rationale for the answer identified in Question 1.

SAMPLE

*\*\*\*\*\*\*\*Sample Passage 3\*\*\*\*\*\*\*\**

Julio Torres es de Madrid. Él habla ingles y español. Él es bilingüe. Él es alumno en el Liceo Joaquín Turina en Madrid. Un liceo o colegio es una escuela secundaria en España. En Madrid, la apertura de clases1 es a fines de2 septiembre. Julio necesita muchas cosas para la apertura de clases. Necesita materiales escolares. En una papelería compra un libro, un bolígrafo, tres lápices y varios cuadernos. Compra también un disquete para la computadora. Pero Julio no necesita ropa nueva para la escuela. ¿Por qué? Porque Julio no lleva un blue jean o una camiseta a la escuela. Él lleva un uniforme. Es obligatorio llevar uniforme a la escuela. Un muchacho lleva un pantalón negro y una camisa blanca. En algunas3 escuelas es necesario llevar chaqueta y corbata también. Una muchacha lleva una falda y una blusa. Y a veces4 es necesario llevar una chaqueta. ¿Qué opinas? ¿Es una buena idea llevar uniforme a la escuela?

1. Where is Julio Torres?

a. Mexico

b. Puerto Rico

c. Honduras

d. España

2. What detail in the paragraph best supports the answer to question 1?

a. Julio necesita muchas cosas para la apertura de clases. Necesita materiales escolares.

b. Porque Julio no lleva un blue jean o una camiseta a la escuela.

c. Necesita materiales escolares.

d. Julio Torres es de Madrid.

**SLIDE 32 Selected Response (SR) EVIDENCE-BASED General Guidelines**

* Develop SR items in tandem with each other.
* Create distractors for the first question and parallel distractors for the second question.
* For SR items with multiple correct answers supporting the first question, ensure they do not inadvertently expose the first correct answer.
* Ensure test-takers are familiar with this item design.

**SLIDE 33 Selected Response (SR) Evidence-Based QC Checklist**

|  |  |
| --- | --- |
| **Task** | **Task Question Selected Response (SR) Evidence-Based QC Checklist** |
| Targeted Content Standards | To what degree does this item match the targeted standards? |
| Cognitive Level | To what degree does this item match the DoK expressed in the standards? |
| Developmentally Appropriate | Are the readability and task requirements appropriate for the test-takers? |
| Sensitive Material | Is there sensitive content with references to drugs, death, suicide, etc.? |
| Potential Bias | Are there contextual, gender, or cultural assumptions? |
| Fairness | Has the test-taker had the opportunity to learn the content within the item? |
| Editing | Have editorial correctness and Universal Design principles been applied? |
|  |  |
| **Task Question – DETAIL for Evidence Based Selected Response (SR)**  **The quality assurance checklist for evidence-based items is identical to those for stand-alone and passage-based items, but additional detail should be included.** | |
| Ensures question and answer options do not “cue” each other. | |
| Presents a definite, explicit, and singular question, which is worded positively. | |
| Contains only one correct answer, with each distractor being plausible and/or representing common misconceptions. | |
| Consists of answer options being of similar length, structure, and format. | |
| Places charts, tables, graphs, and/or images within the item. | |
| Uses consistent grammar among the question (stem) and answer options. | |
| Arranges answer options in logical order. | |
| Avoids repeating the same words or phrases in each of the answer options. | |

**Group Work Slide 34:**  **2.1.3.SR Evidence-Based Items**

Using the Quality Assurance Checklist found on slide 33 and the “Guidelines” provided in the training to this point, review sample passage #4

*The objective is to generate discussion on the questions and application of new information.*

\*\*\*\*\*\*\*Sample Passage 4\*\*\*\*\*\*\*\*

**Night Flight** (Evidence Based SR Gr. 5 DoK 3) *by William Gwaltney*

**1** I walk out into the hot summer night and head across the lawn to the barn. Fresh dew covers the lush grass, and I lift the small red backpack that hangs by my side so that it will not get wet. Fireflies flash silently through the air, gleaming like tiny flying diamonds. The full moon shines almost as brightly as the sun. I reach the barn, where my horse, Athena, stands in her stall. When she hears me coming, she lifts her head and pricks up her ears. She snorts softly. I reach into my backpack for an apple, and place it on the top of her door. She devours it happily. I open her stall and she prances out. I take off the thick wool blanket which covers her. She trembles with excitement. She knows what comes next.

**2** I slide her bridle over her head, and fasten the tiny buckles. I take a moment to slide my backpack over my shoulders. Then I slip up onto her broad bare back. It wouldn’t be the same to ride her with a saddle. I turn her out of the barn and we walk down the driveway until we are out of earshot of the house. Then we walk a little farther just in case. I don’t want to wake my parents.

**3** When we have gone a safe distance, I ask her for a gallop. She responds immediately, taking off, her neck stretching out, and her hooves striking the ground in a quickening rhythm. The gentle thundering of her hooves ripples through the still night air. She pulls hard, asking for some extra rein. I let her have it, allowing it to slip easily through my fingers. Faster and faster we go. I feel as though we’re flying and suddenly, *we are*. She gives one last push with her mighty back hooves, then spreads her giant wings and we begin to soar through a black velvet sky.

**4** We fly low over the tops of trees, startling birds that are already asleep. They awake unhappily, squawking and shrieking, flapping and fluttering. We are the largest thing they have ever seen in the night sky. Then we clear the trees and we are flying over open ground, sparkling with the same dew that I walked through earlier on my way to the barn. I keep Athena down low so that people cannot see us easily. We fly over backyards where dogs look up at us and bark an alarm. But when people come out to investigate they do not see us, for we are flying so fast we are already gone.

**5** I look down to see a series of tiny ponds below me. The moonlight is shining on Athena’s snow-white coat, and I can see her image reflected in the ponds as we glide past. I ease her down out of the sky and we land softly by the water’s edge. I slide off of her back. Athena slips her delicate muzzle into the water and drinks noisily. When she is done she lifts her head and water dribbles from her lips. I cup the water in my hands and bring it to my mouth. It is cool and refreshing. I remove my canteen from my backpack and fill it. I scoop up some water and pour it over my head. Athena watches me closely, enviously. I pour the contents of my canteen over her back and she closes her eyes in bliss. I refill my canteen and relax on the bank of the pond as I sip from it. I am suddenly aware of just how beautiful the night is. The moon’s reflection dances across the water. Crickets sing from the nearby meadow. Tiny bats flutter over the pond, snatching mosquitoes out of the air and swooping down low for an occasional drink. The scent of summer flowers lingers in the air. After a short rest, I mount Athena again and we are off.

**6** As we soar beneath the stars, the gentle notes of “Pachelbel’s Canon” drift lazily below me. I look down and see that there is a concert on the lawn of the museum. This is one of my favorite pieces of music, and hearing it played live is a special treat. I guide Athena down behind the museum and together we sit and listen to the beautiful notes hanging in the still night air. Even though I have no saddle, the feathers of Athena’s furled wings feel so soft and comfortable that I feel as if I am sitting on a down comforter.

**7** When the last note has been played and the concert is over, I turn Athena around and we run again. I am reminded once more of how much I love the way it feels when she finally lifts off. Her speed creates a wind that ruffles my hair and lifts the mane off her neck. It makes the feathers dance on her wings. As she flies, the beating of her wings makes a comforting sound similar to the sound made by my mother’s sheets, snapping on the clothesline on a windy afternoon. I feel as if I could fly forever. I wish that everyone could see her, she is so beautiful as she flies, but I know that this secret must be mine alone. I shudder when I think of what might happen if people knew that she existed. She might be taken or stolen from me. My parents might decide that it is too dangerous for me to fly. Someone might kill her, just because she’s different. Even if none of that happened, publicity could be the end of all that we love. There would never be quiet times again for us to just fly silently through the darkness; under a canopy of glowing stars enjoying ourselves and all the night has to offer.

**8** As we fly, I look down at my watch and realize that it is getting late. I turn her slowly in the air and she soars back towards home. I ease her downward and she lands gently on the grass, running at first but slowing down gradually until she is walking once again. I walk her slowly around the pasture, giving her only sips of water until she is cool. Then I lead her back to her stall.

**9** I approach her with the blanket and she dances away. She shakes her head. I know that it must be terrible to wear this thing on such a hot summer evening, but I also know that this is one of the only ways to keep my secret. I speak to her soothingly as I put the blanket on and fasten the straps. I pat her and tell her what a good girl she is. She nuzzles me before moving over to check her feed bin. When she finds the carrots I have placed there, the look on her face is one of pure joy. In small ways, she is just like any other ordinary horse.

**This question has two parts. Make sure to answer both parts of the question.**

**1. In Section 1, what effect do the descriptions of nature have on the story?**

A. They make the events more believable.

B. They build foreshadowing and suspense.

C. They show the point of view of Athena more clearly.

D. They show the relationship between the narrator and Athena.

**2. Which evidence from the story best supports the answer above?**

A. “Fireflies flash silently through the air, gleaming like tiny flying diamonds.” (Section 1)

B. “They awake unhappily, squawking and shrieking, flapping and fluttering.” (Section 4)

C. “There would never be quiet times again for us to just fly silently through the darkness; under a canopy of glowing stars enjoying ourselves and all the night has to offer.” (Section 7)

D. “I ease her downward and she lands gently on the grass, running at first but slowing down gradually until she is walking once again.” (Section 8)

**SLIDE 35 -40 Module 2.1.4 Short constructed Response (SCR) Stand-Alone Items**

Short Constructed Response items require the test-taker to provide an answer to a question stem rather than select an answer already provided. From a design perspective, Short Constructed Response items eliminate “guessing” and provide the test-takers with the opportunity to develop and explain responses to content-based items. These items are able to provide test administrators with insight into “depth” of content knowledge for a particular content standard, especially when coupled with the other constructed response items also focused on a particular standard.

Short Constructed Response Items provide the test-taker with a question or task that requires the development of a response; no answer bank is provided.

Short Constructed Response items are used extensively by educators, in the form of short answer, two-step mathematic/science equations, or labeling and locating items. These items can assess depth of knowledge ranging from DoK1 to DoK3; however, DoK3 is very difficult to measure using this item-type.

**SLIDE 37-38**

Short Constructed Response **(SCR)** items/tasks are:

* Make performance expectations clear.
* “Explain” vs. “Discuss”
* “Describe” vs. “Comment”
* State the extent of the expected answer.
* “Give three reasons” vs. “Give some reasons”
* Create well-developed scoring criteria or a rubric for each task.
* Solved in one or two steps.
* Typically focused on DoK Levels 1 or 2.
* Require a brief response (2-5 minutes).
* Worth up to three (3) points toward the overall score.
* Need human scorers to evaluate the test-takers response.
* Use developmentally appropriate language for test-takers.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Check Register Transaction** | | | | | | |
|
| **Check #** | **Date** | **Description** | **Payment/Debit** |  | **Deposit/Credit** | **Balance** |
|  | **5/26** |  |  |  |  | **$527.96** |
| 107 | 5/27 | Mrs. Wilson | $26.00 |  |  | $501.96 |
| 108 | 5/28 | Foodland | $22.52 |  |  | $479.44 |
| 109 | 6/1 | Bank of Illinois | $156.32 |  |  | $323.12 |
|  | 6/1 | Void #109 |  |  | $156.32 | $479.44 |
| 110 | 6/1 | Bank of Illinois | $165.23 |  |  | $314.21 |
| 111 | 6/2 | Inst Phone | $62.77 |  |  | $251.44 |

**SLIDE 39** CTE: Business Finance (Example)

Directions: Study the Check Register Transaction. Then answer the question.

1. Given the above *Check Register Transaction*, how much money will need to be deposited to return the balance to its 26 May amount? Show your work.

The Business Finance item example provides opportunity for two separate short constructed responses. After studying the Check Register Transaction, the test-taker is asked to first

provide a single numerical answer regarding an amount of money to be deposited. The test developer could have framed this part of the question as a selected response, possibly a multiple choice question. Since it was designed as a short constructed response, decisions will need to be made regarding the scoring. Will points be awarded based on the response being right or wrong, or will points be awarded based on numbers that are within a range of the correct answer?

The second part of the question asks the test-taker to show their work. Again, decisions will have to be made on scoring. Is this response designed to support scoring of the first part of the question, or will it be scored separately? If it is scored separately, what are the criteria found in the rubric and what points will be awarded based on levels of accomplishment of those criteria?

It is important to recognize that, while short constructed response items may look like easily developed fill-in-the-blank question stems, they are infinitely more complex to develop where scoring is concerned.

**SLIDE 40**

|  |  |
| --- | --- |
| **Task** | **Task Question Short Constructed Response (SCR) QC Checklist** |
| Targeted Content Standards | To what degree does this item match the targeted standards? |
| Cognitive Level | To what degree does this item match the DoK expressed in the standards? |
| Developmentally Appropriate | Are the readability and task requirements appropriate for the test-takers? |
| Sensitive Material | Is there sensitive content with references to drugs, death, suicide, etc.? |
| Potential Bias | Are there contextual, gender, or cultural assumptions? |
| Fairness | Has the test-taker had the opportunity to learn the content within the item? |
| Editing | Have editorial correctness and Universal Design principles been applied? |
|  |  |
| **Task Question – DETAIL for Short Constructed Response (SCR)**  **The quality assurance checklist can be applied to short constructed response stand-alone items, with some additional considerations:** | |
| The item presents a prompt, scenario, or passage using content- specific terminology, along with developmentally appropriate references. | |
| The item ensures the prompt, passage, or scenario is concise, free of jargon, and grammatically correct. | |
| The item stem uses appropriate verbs to communicate expectations. | |
| The item stem articulates response instructions using a clear sentence structure. | |
| The item stem communicates in clear, unambiguous terms the extent of the expected answer. | |

**2.1.4 Procedural Steps: Short Constructed Response (SCR) Stand-Alone Items**

1. Review the targeted content standard(s).
2. Determine which aspects of the standard(s) can be best measured by having students “construct” a short response to a given prompt, passage, or scenario.
3. Select and list aspects of the targeted content standard(s) to be measured.
4. Create a prompt, select a passage, or develop a scenario for students that reflects the targeted standard, purpose statement, and depth of knowledge selected for this item.
5. Develop a clear statement that articulates specific criteria for the test-taker to provide.

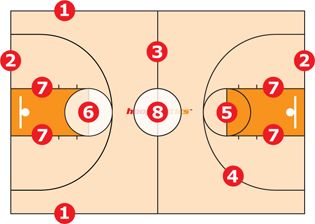
** SLIDE 41 Group Work**

Using the Quality Assurance Checklist found on slide 40 and the “Guidelines” provided in the training to this point, review sample #5 for Short Constructed Response.

The objective is to generate discussion on the questions and application of new information.

**Physical Fitness grade 4 DOK 1**

**Directions: Label all the parts of a basketball court. Then mark on the diagram where the greatest shot of all time was made in the 1972 Olympic games.**

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi6q5f_vOXPAhWLOT4KHU40CtwQjRwIBw&url=http://hooptactics.com/Basketball_Basics_Court_Lines_%26_Markings&bvm=bv.135974163,d.cWw&psig=AFQjCNE5qW4me3utjIuFg497qLe05zfjjQ&ust=1476918677669843)1.

2.

3.

4.

5.

6.

7.

8.

**SLIDE 42 Module 2.1.5 Short Constructed Response (SCR) Passage-based Items**

From a design perspective, short constructed response passage-based items differ from the stand-alone items in that content is provided with the question, eliminating “guessing” and providing the test taker with the opportunity to develop and explain responses based on that content. This type of item provides test administrators with insight into “depth” of content knowledge for a particular content standard, especially when coupled with additional and different constructed response items that are focused on a particular standard.

**SLIDE 43 SCR Passage-based General Guidelines**

Short Constructed Response (SCR) items/tasks are:

* Items that provide the test-taker with a question/task that requires the development (i.e., “construction”) of a complex response. Responses may require referencing materials and/or that multiple parts be answered.
* Items that require the test-taker to read and locate information from a passage, and then to respond to a given prompt or scenario.
* Items that include the following types:
  + Passage Short Answer
  + Scenario Analysis
  + Literacy Interpretation

**Slide 44 Sample #6 SCR Passage-based Item Example**

**Social Studies Grade 5**

|  |
| --- |
| **SCR Passage-based Item \*\*\*\* Sample #6 \*\*\*\***  **In the Rainforest**  Life in the rainforest is wet and wild. Rainforests are jungle areas that have a large amount of rainfall each year. Rainforests cover a small part of this earth. They are home to over half of the different types of animals and plants. Rainforests are not only beautiful, but also very important to people. We get food from the rainforest such as chocolate and cinnamon. Rainforests also have ingredients for many medicines. Even though rainforests are important, many are being cut down. Many people are working to make sure that the rainforests are saved because we will need them in the future. |
| 1. In two complete sentences, explain why people should help save the rainforests. |
|  |

**SLIDE 45 Short Constructed Response Passage-Based QC Checklist**

|  |  |
| --- | --- |
| **Task** | **Task Question Short Constructed Response (SCR) QC Checklist** |
| Targeted Content Standards | To what degree does this item match the targeted standards? |
| Cognitive Level | To what degree does this item match the DoK expressed in the standards? |
| Developmentally Appropriate | Are the readability and task requirements appropriate for the test-takers? |
| Sensitive Material | Is there sensitive content with references to drugs, death, suicide, etc.? |
| Potential Bias | Are there contextual, gender, or cultural assumptions? |
| Fairness | Has the test-taker had the opportunity to learn the content within the item? |
| Editing | Have editorial correctness and Universal Design principles been applied? |
|  |  |
| **Task Question – DETAIL for Short Constructed Response (SCR)**  **The quality assurance checklist can be applied to short constructed response stand-alone items, with some additional considerations:** | |
| Verify that the passage excerpts have readability levels that are appropriate for the test-taker. | |
| The item presents a prompt, scenario, or passage using content- specific terminology, along with developmentally appropriate references. | |
| The item ensures the prompt, passage, or scenario is concise, free of jargon, and grammatically correct. | |
| The item stem uses appropriate verbs to communicate expectations. | |
| The item stem articulates response instructions using a clear sentence structure. | |
| The item stem communicates in clear, unambiguous terms the extent of the expected answer. | |

**SLIDE 46 Group Work**

Using the Quality Assurance Checklist found on slide 45 and the “Guidelines” provided in the training to this point, review sample #7 for Short Constructed Response.

*The objective is to generate discussion on the questions and application of new information.*

**2.1.4 Procedural Steps: Short Constructed Response (SCR) Stand-Alone Items**

1. Review the targeted content standard(s).
2. Determine which aspects of the standard(s) can be best measured by having students “construct” a short response to a given prompt, passage, or scenario.
3. Select and list aspects of the targeted content standard(s) to be measured.
4. Create a prompt, select a passage, or develop a scenario for students that reflects the targeted standard, purpose statement, and depth of knowledge selected for this item.
5. Develop a clear statement that articulates specific criteria for the test-taker to provide.

**\*\*\*Sample #7\*\*\***

**Geometry Grade 10**

|  |
| --- |
| Study the diagram shown below. |
| 1. In the diagram, line segments *JM* and *JN* are tangent to circle *X* and circle *Y*. Answer the following questions. |
| 1a. What is the length of line segment *JM*? \_\_\_\_\_\_\_\_  1b. What is the length of line segment *JN*? \_\_\_\_\_\_\_\_ |

**SLIDE 47 Module 2.1.6 Extended Constructed Response (ECR) Stand-Alone Items**

Extended Constructed Response Items, like Selected Response and Short Constructed Response Items, can be written as stand-alone items or as passage-based items. From a design perspective, Extended Constructed Response items eliminate test-taker guessing and afford the test-taker the opportunity to develop detailed responses across multiple content standards. These items are often used as components of performance tasks that attempt to reach the most complex thinking, assessing depth of knowledge at levels 3 and 4. Extended Constructed Response items are able to provide insight into the detailed aspects of the targeted content standards.

**SLIDE 48 Extended Constructed Response (ECR) Stand-Alone General Guidelines**

Extended Constructed Response (ECR) items:

* Are solved using multiple steps and often organized and presented to the test-taker in parts (e.g., Part A, Part B).
* Are worth four or more points towards the overall score and require 5-10 minutes to answer.
* Require significant human scorer time and effort, typically require exemplars and scoring calibration efforts when multiple scorers are used.

**\*\*\*Sample #7A\*\*\***

|  |
| --- |
| Study the diagram shown below. |
| 1. In the diagram, line segments *JM* and *JN* are tangent to circle *X* and circle *Y*. Answer the following questions. **Show all work.** |
| 1a. What is the length of line segment *JM*? \_\_\_\_\_\_\_  **1b. What is the chord in the diagram? \_\_\_\_\_\_\_\_**  1c. What is the length of line segment *JN*? \_\_\_\_\_\_\_\_ |

**SLIDE 50 Extended Constructed Response (ECR) Stand-Alone QC Checklist**

|  |  |
| --- | --- |
| **Task** | **Task Question Extended Constructed Response (ECR) QC Checklist** |
| Targeted Content Standards | To what degree does this item match the targeted standards? |
| Cognitive Level | To what degree does this item match the DoK expressed in the standards? |
| Developmentally Appropriate | Are the readability and task requirements appropriate for the test-takers? |
| Sensitive Material | Is there sensitive content with references to drugs, death, suicide, etc.? |
| Potential Bias | Are there contextual, gender, or cultural assumptions? |
| Fairness | Has the test-taker had the opportunity to learn the content within the item? |
| Editing | Have editorial correctness and Universal Design principles been applied? |
|  |  |

|  |
| --- |
| **Task Question – DETAIL for Extended Constructed Response (ECR)**  **Additional Considerations:** |
| The item should present a prompt or scenario using content-specific terminology, along with developmentally appropriate references. |
| The item should align the prompt or scenario and test-taker response requirements with the targeted content standard(s) identified in the test specification. |
| The item stem uses appropriate verbs to communicate expectations. |
| The item stem articulates response instructions using a clear sentence structure and the extent of the expected response |
| The item should ensure that non-content specific behaviors (e.g., attitude, motivational levels, engagement, attendance, etc.) are not articulated in either the response criteria or scoring rubric. |

**SLIDE 51**

**Group Work**

Using the Quality Assurance Checklist found on slide 50 and the “Guidelines” provided in the training to this point, review sample #8 for Extended Constructed Response Stand Alone

*The objective is to generate discussion on the questions and application of new information.*

**\*\*\*Sample #8\*\*\***

Geography Grade 8

Geography Grade 8

Targeted Standard: 7.1.8.A. Explain and illustrate how **geographic tools** are used to organize and interpret information about people, **places,** and **environments**.

Using the National Geographic tools of cartography draw a map of the state of Pennsylvania. (does not need to be in scale). Include human and physical features of the commonwealth with appropriate symbols.

**SLIDE 52 Module 2.1.8 Performance Tasks ( PT) Multi-Day Tasks**

The term “performance task” is a generic item-type classification. Performance tasks encompass a wide-range of products or demonstrations created by the test-taker in response to stimuli and parameters created by the item developer. Classroom-based performance tasks range from research papers to science labs, as well as performance-based tasks including athletic, robotic, horticulture, culinary arts, music composition and performance, visual arts, etc. In the aforementioned examples, the test-taker must apply the skills and knowledge learned in the “classroom” through an observable demonstration or product given time, resources, and expectation parameters.

Module 2.1.8 focuses on a multi-day tasks in which different phases, days and subtasks are evaluated independently. Other variations of evaluation can include designs that result in an “culminating event” focused on a final product or demonstration. These types of tasks are evaluated using a multi-dimensional rubric.

**SLIDE 53-54 Performance Task General Guidelines**

**Performance Tasks (PT) are:**

* + Often aligned to several targeted content standards so they include multiple tasks.
  + Administered over an extended time period.
  + Typically a culminating event/project (e.g., final portfolio, performance, or project).
  + Measuring high levels of DoK (e.g., Level 4).
  + Often used in conjunction with “on-demand” items/tasks (i.e., SR, SCR, ECR) at key phases/milestones.

**Strengths**

High Depth of Knowledge

Multiple Academic Standards

Multiple entry points

“no guessing factor”

**Limitations**

Time consuming

Complex scoring

Effort sustainment

Resource consumption

**SLIDE 54 Performance Task Item Example**

**In this performance task example, note that there are several different subordinate tasks within the greater performance task.**

**Each of these tasks must be accounted for in the scoring.**

**\*\*\*Sample #9\*\*\***

**CTE Nutrition and Culinary**

Task #1- Plan and prepare two dishes to serve at a traditional holiday gathering. The first dish should include any meat and the second dish should include eggs. You will be assessed on the safety and sanitation practices implemented in the preparation of both dishes. Additionally, based on your planned dishes, create a food safety and sanitation poster that provides details of four (4) possible safety and sanitation risk factors from production through consumption of the ingredients/meals. For these identified risks, include the definition/description, two (2) examples, and at least one (1) method of preventing the risk.

Day 1. Plan your two (2) dishes, and draft your framework for displaying the risk factors on your poster. You will have 45 minutes to complete these tasks.

Day 2. Prepare your planned dishes and present your meals to the test administrators. You will have 60 minutes to prepare your meals.

Day 3. Complete your food safety and sanitation poster. Use pictures or other graphics to enhance your poster. Research and collation of materials can begin as early as Day 1 of this assignment. You will have 45 minutes to complete this task.

**Use the competency checklist and scoring rubric to guide your meal preparation and poster development.**

|  |  |  |
| --- | --- | --- |
| **No.** | **Competency** | **Achieved**  **(Y/N)** |
| 1. | Wearing appropriate apparel in the food preparation area. |  |
| 2. | Cleaning and wash fresh, produce, and fruits. |  |
| 3. | Solving problems related to waste disposal and recycling. |  |
| 4. | Demonstrating good personal hygiene and health practices in the kitchen. |  |
| 5. | Maintaining a clean and sanitary work environment. |  |
| 6. | Following acceptable procedures when preparing and storing protein foods. |  |
| 7. | Demonstrating prevention of cross-contamination. |  |
| 8. | Demonstrating proper food handling practices. |  |
| 9. | Maintaining accurate temperature of products. |  |
| 10. | Demonstrating proper handling of tools, utensils, equipment, dishes, and glassware. |  |

**2**.1.8 Procedural Steps: Performance Task (PT) Multi-Day Task

1. Review the targeted content standard(s).
2. Determine which aspects of the standard(s) can be best measured by having students display competency based on a series of interdependent tasks that reflect previously learned subject matter, and that results in a product or demonstration of content mastery.
3. Complete the *Item Framework,* listing aspects of the targeted content standard(s) to be measured. Create guidelines for a final product/ demonstration using incremental, related tasks for students to complete that will, when combined, produce the final product and/or demonstrate a comprehensive display of content-level knowledge. The knowledge displayed will reflect the targeted standards, purpose statement, and depth of knowledge.
4. Develop a clear statement for the final product and for each subordinate task that articulates specific criteria for the test-taker to provide, as well as a scoring rubric for responses.
5. Review the item and answer options for grammatical soundness.

****

**SLIDE 59 Group Work Guided Build Learning Activity**

1. Based on your knowledge of item types, identify the positive and/or negatives of each question.

2. Fix the question if needed to meet the criteria for a well-constructed question.

3. Within your group discuss changes needed to assess student achievement at a different depth of knowledge level.

**Guided Build Learning Activity**

**Purpose**: This guided practice activity will provide educators with opportunities for discussion in applying content from the Module 2 Build component.

Results of the assessment will be used to create a guide for instruction and content in the Assessment Literacy course. This will facilitate educator achievement in increasing rigor, reliability, and validity of assessments offered in each grade level.

**Directions**:

1. Based on your knowledge of item types, identify the positive and/or negatives of each question.

2. Fix the question if needed to meet the criteria for a well-constructed question.

3. Within your group discuss changes needed to assess student achievement at a different depth of knowledge level.

|  |  |
| --- | --- |
| 1. Image result for male gamete Which structure stores most of the genetic information?  A. mitochondrion  B. lysosome  C. nucleus  D. tail | *construction positive/negatives-*  *changes-* |
| 2. “**People were running toward him like iron filings to a magnet.”**  The author uses this simile to emphasize that the people  A. were interested in the news about the gold  B. were curious about the hip’s arrival  C. wanted to become gold prospectors  D. were unable to resist reading about the gold | *construction positive/negatives-*  *changes-* |
| 3. Which of the following is the best definition of seismograph?  A. an apparatus for measuring sound waves  B. an apparatus for measuring heat waves  C. an apparatus for measuring earthquake waves  D. An apparatus for measuring ocean waves | *construction positive/negatives-*  *changes-* |
| 4. As an officer in the British Army in the 1750’s, use the map of the Ohio country mark where you would locate trading posts /forts to gain strategic control of the area for trade and defense. Provide a short explanation of your reasoning in the space below.  (Not to scale) | *construction positive/negatives-*  *changes-* |
| 5 Kelly is chairperson on the cheerleader bake sale to raise funds for new uniforms which are $200 a piece for the 8 member squad. She has practice until 5 P.M. every night. She has Chemistry Lab 3 hours and 15 before she goes home. She had lunch 2 hours and 10 minutes before her Lab class. Lunch is the only time she has to meet with the members of the bake sale committee. What time should be on her e-vite to have the committee members meet her for lunch?  A. 10:25 PM  B. 10:25 AM  C. 11:35 PM  D. 11:35 AM | 5.  *construction positive/negatives-*  *changes-* |
| 6. Based on the entire passage, what is the meaning of the word “momentous” in line 18?  A. Causes much happiness  B. Creates a great disturbance  C. Occurs simply by chance  D. B and C | *construction positive/negatives-*  *Changes* |
| 7. Sergei Prokofiev was commissioned to write a musical symphony for children. Each character in the story has a particular instrument and a musical theme to tell the story. Walt Disney produced an animated version of the work in 1946 with Sterling Holloway providing the voice of the narrator. This children’s classic is known as: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A. Austin Powers *Gold Member*  B. Peter and the Wolf  C. Bugs Bunny 1001 Rabbit Tales  D. Sleeping Beauty | *construction positive/negatives-*  *changes-* |
| 8. Evaluate the nutritional needs of a family of three with two adults and a preschool child. Choose recipes for a full day of meals and snacks to meet these needs. Please justify the menu choices, explaining the ways in which these choices are nutritionally sound and meet the daily requirements of nutritional needs by using the provided food pyramid.    Image result for food pyramid | *construction positive/negatives-*  *changes-* |
| 9. In what year did the United States enter World War 1?  A. 1776  B. 1865  C. 1917  D. 1941 | *construction positive/negatives-*  *changes-* |
| 10. Which of the following cell types is formed by meiosis?  A. muscle cells  B. sperm cells  C. skin cells  D. blood cells | *construction positive/negatives-*  *changes-* |