

Item Types That May Appear on Spring 2016 Wisconsin Forward Exam

Selected-Response Items

Selected-Response (SR) items are an efficient method for measuring a broad range of content, and can be used to assess a variety of skills proposed to develop three types of SR items used on the online assessments: multiple-choice (MC), enhanced selected response (ESR), and evidence-based selected response (EBSR). In all cases, SR items require that a student determines the correct answer/s to the question posed from a provided list. While it is still possible for a student to perform some work directly related to determining the correct answer, the student is not required to generate the content of the answer when responding to a selected-response item. An exception to this requirement is mathematics short-response/gridded-response items where students will be required to enter a short alphanumeric response.

Multiple-Choice (MC)

Multiple-choice items on Wisconsin's assessments have four answer choices, including three distractors and one correct answer. Distractors for mathematics represent common misconceptions, incorrect logic, incorrect application of an algorithm, or computational errors, etc. Distractors for ELA are written to represent a common misinterpretation, predisposition, unsound reasoning, or casual reading, etc. A correct response to an MC item is worth one raw point. The process skills, directives, and action statements within an MC item also specifically align with the Wisconsin State Standards. Multiple-Choice are present at all grades and are used with all content areas.

Multiple-choice items can be further defined by being linked to, or independent from, a stimulus source. Items that operate independent of a stimulus are also known as "stand-alone MC." Standalone items may still have tables, graphs, or other information used in support of the stem. English Language Arts uses a mixture of MC items linked to a stimulus passage and some that are standalone. For Mathematics, all MC items are considered standalone.

Enhanced Selected Response (ESR)

The Enhanced Selected-Response items (ESR) are multi-part autoscored items which may be varying combinations of multiple-choice, multiple-response, gridded-response, completion or short-answer, and technology-enhanced items that explore in greater depth and cognitive complexity the knowledge, skills, and abilities specified by mathematics standards. Typically, this item type has a common focus and explores authentic problem-solving skills. An example of a Statistics and Probability mathematics ESR item would utilize a data-table stimulus where part A uses a TE graphing tool to create a bar graph of the data presented and part B asks students to calculate the mean of the data using a short-response item.

2-Part Evidence-Based Selected Response (EBSR)

The Evidence-Based Selected-Response items (EBSR) have two parts and are designed to elicit an evidence-based response based on what a student has read from a stimulus passage. EBSR items are used only with the English Language Arts online assessment, and each EBSR item is linked to a stimulus passage or to a stimulus passage set. There are several variations of 2 part EBSR items, but all 2 part EBSR items have an Accuracy piece and an Evidence piece.

The Accuracy piece if the item is part A. Part A of a typical EBSR item will be similar to a standard MC test question. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of a typical EBSR item, will elicit evidence from the stimulus passage and requires that the student selects one or more correct answers based on the response the student provided to Part One. Part Two is also different from Part One in that it may have five or six answer options rather than just four answer options typical of an MC item and more than one option may be correct.

Text-Dependent Analysis (TDA) Items

Text-Dependent Analysis (TDA) items will be used in the ELA assessment portion of the Wisconsin Forward Exam. Unlike a prompt, the TDA item is a text-based analysis, based on a passage or a multiple- passage set that each student has read during the assessment. Both Literature and Informational Texts are addressed through this item type. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student's reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The TDA prompts will be scored using a holistic scoring guideline on a 1–12-point scale. This item type is supported by all Wisconsin English Language Arts standards across all grades for both Reading Literature and Reading Informational Texts and by the Writing standards 1, 2, 3, 4, and 9 across all grades.

Technology-Enhanced (TE) Items

Technology-Enhanced item types share the same functional structure of traditional paper and pencil test questions however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test question, such as the item stem, the stimulus (if any), the response area, or a combination of all three). TE items are used in the content areas of ELA, Mathematics, and Science.

Item types such as drag-and-drop, hot-spot, and in-line selection of multiple answers from drop-down menus broaden item presentation with engaging, interactive open-ended items.

A wide variety of TE item types will be present on the Wisconsin Forward Exam including:

- **Clock Input**, where a student is able to add an hour and minute hand to the clock;
- **Angle Draw Input**, where given a base line the student can represent an angle;
- **Short Input**, where there are many types of short inputs that can be used (The number of characters is usually limited to a relatively small number in order to facilitate auto-scoring. The types of characters allowed can also be limited to text only, numbers only, or a mix. An equation editor can be utilized to assist the student in creating something as basic as a fraction or something more complex. The available symbols and templates in the equation builder can be customized for a program. Certain Short Input items can also be used in PBT as a gridded-response item.);
- **Bar Graph Input**, where students can produce bar graphs with prepopulated titles, labels, and scales or can allow for the student to populate them (The number of bars and the color of the bars is predetermined by the system. A reset feature is available that allows the student to start over from the original configuration.);
- **Number Line Input**, where students can create a graph that might involve plotting points only or points and lines (Both solid and open “dots” are available as well as line segments and rays. Number line graphs can have prepopulated titles, labels, and scales or can allow for the student to populate them.);
- **Coordinate Graph Input**, allows for the graphing and labeling of points and lines (Regions, determined by plotted lines can be shaded. Solid and open “dots” as well as solid and dashed lines are available to the student. Coordinate graphs can have prepopulated titles, labels, and scales or can allow for the student to populate them.);
- **Line Plot Input**, used as another way to graphically represent data (The basic structure is provided for the student. Certain labeling on the line plot can be done by the student. A reset feature is available that allows the student to start over from the original configuration.);
- **List Input**, a combination of the short input described earlier with the ability for the student to add additional input boxes For example, it can be used for describing the steps in a process without revealing to the student the number of steps needed. The added input boxes can be rearranged and/or deleted.);
- **Drag and Drop Input**, a wide variety of ways are available where a drag and drop input can be utilized (The main difference between it and a drag and paste is that each draggable entity can be used only once with a drag and drop input. A reset feature is available that allows the student to start over from the original configuration.);

- **Drag and Paste Input**, a wide variety of ways are available where drag and paste input can be utilized (The main difference between it and a drag and drop is that each draggable entity can be used more than once with a drag and paste input. A reset feature is available that allows the student to start over from the original configuration.);
- **Drop-Down List Input**, allows us to create a situation where we can gather a great deal of information about a student's grasp of a concept with a single item (Students can be asked to choose from three function types, four number of real zero responses, and two inverse function responses. For one function alone, this provides 24 possible answer combinations. With the three functions we can gain a considerable amount of information, making this almost an open-ended item type.);
- **Pictograph using Drag and Paste**, actually another example of drag and paste, but is worth mentioning on its own as it is a type of graphing often used at lower grade levels;
- **Circle Graph**, graph allows for the creation of a graph that allows the student to create and label the "wedges" that represent the data (Circle graphs can have a prepopulated title or can allow for the student to populate it. The color of the "wedges" is predetermined by the system.);
- **Matching**, allows for the use of text or graphics as the matching objects (The student clicks on one object and then clicks on a second object to connect them.);
- **Highlighting Text**, allows for designated text to be highlighted in a word, phrase, sentence, or paragraph; and the
- **Graphic Modification Hot Spot**, allows for one image to replace another image when a hot spot is clicked.

