# **HANDOUT #2.1**

**Module 2.1: Develop Assessment Items and Tasks**

A selected response (SR) item provides the test-taker with a question, including associated information, as well as answer options.

**2.1.1 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. Create an *Item Purpose Statement* that explains the measurement approach being used with the targeted standard.
3. Determine the depth of knowledge expressed in the description of the targeted content standard.
4. Create a question (stem), one correct answer, and plausible (realistic) distractors. Add additional information in the *Introduction* and *Images* (if applicable).
5. Review the item and answer options for grammatical soundness.

**Science Grade 7 (Example)**

|  |  |  |
| --- | --- | --- |
| 1. Manuel tested the effects of temperature on the solubility of sugar in water. He measured the maximum amount of sucrose (in grams) he could dissolve in 100 g of water. Manuel repeated the test at five different temperatures. The graph of his results is included below. | | |
|  | |  |
| Based on his observations, which of the following is a general hypothesis Manuel might form? | | |
| A. | The solubility of a solid increases as the temperature increases. | |
| B. | The decreasing solubility of a solid raises the temperature of water | |
| C. | The increasing solubility of a solid raises the temperature of water. | |
| D. | The solubility of a solid decreases as the temperature increases. | |

**2.1.1 Workflow: Selected Response (SR) Stand-Alone Items**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

**Handout 2.1.1 (Cont’d)**

When it is sunny and 95˚ outside, you would expect to see people wearing a

a. heavy coat with boots, top hat and sunglasses. *(item distractor is longer than the others)*

b. umbrella and raincoat

*(item is illogical—you don’t wear and umbrella—and grammatically incorrect—“an” umbrella)*

c. t-shirt and shorts

d. wife-beater shirt and pajama pants

*(slang term is sensitive, item nouns have adjectives where most of the other distractor nouns do not)*

e. none of the above

*(avoid using all-none, one too many distractors)*

**2.1.2 Procedural Steps: Selected Response (SR) Passage-based Items**

1. Review the *Item Framework*, and then determine which targeted content standard(s) is best measured using a passage-based SR item format.
2. Create an *Item Purpose Statement* that explains the measurement approach being used with the targeted standard.
3. Determine the depth of knowledge expressed in the targeted content standard description(s).
4. Select a passage that reflects the targeted content standards, purpose statement, and depth of knowledge that will be used for the item. Create a question (stem), one correct answer, and plausible (realistic) distractors. Add additional information in the *Introduction* and *Images* (if applicable).
5. Review the item and answer options for grammatical soundness.

**Reading Grade 6 (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. |
|  |  |

**2.1.2 Workflow: Selected Response (SR) Passage-based Items**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

**2.1.3 Procedural Steps: Selected Response (SR) Evidence-based Items**

1. Review the *Item Framework*, and then determine which targeted content standard(s) is best measured using an evidence-based SR item format.
2. Create an *Item Purpose Statement* that explains the measurement approach being used with the targeted standard.
3. Determine the depth of knowledge expressed in the targeted content standard description(s).
4. Select a passage that reflects the targeted content standards, purpose statement, and depth of knowledge that will be used for the item. Create a question (stem), one correct answer, and plausible (realistic) distractors. Answering correctly should be dependent upon reading and locating the required information in the text. Add additional information in the *Introduction* and *Images* (if applicable).
5. Review the item and answer options for grammatical soundness.

**Spanish II Grade 10 (Example)**

|  |  |
| --- | --- |
| 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. |

**2.1.3 Workflow: Selected Response (SR) Evidence-based Items**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

Short constructed response (SCR) items provide the test-taker with a question/task that requires the development (i.e., construction) of a response.

**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.

**CTE: Business Finance (Example)**

Study the Check Register Transaction.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **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 | |
| 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. |
|  |

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

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

**2.1.5 Procedural Steps: Short Constructed Response (SCR) Passage-based 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, scenario, or passage.
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, and depth of knowledge selected for the item.
5. Develop a clear statement that articulates specific criteria for the test-taker to provide.

**Social Studies Grade 5 (Example)**

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| **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. |
|  |

**2.1.5 Workflow: Short Constructed Response (SCR) Passage-based Items**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

Extended constructed response (ECR) items 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.

**2.1.6 Procedural Steps: Extended Constructed Response (ECR) 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” an extended response to a given prompt, scenario, or passage.
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 reflect the targeted standard, purpose statement, and depth of knowledge used for the item.
5. Develop a clear statement for each subordinate task that articulates specific criteria for the test-taker to provide.

**Geometry Grade 10 (Example)**

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| --- |
| 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*? |

**2.1.6 Workflow: Extended Constructed Response (ECR) Stand-Alone Items**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

**2.1.7 Procedural Steps: Extended Constructed Response (ECR) Text-Dependent Analysis Items**

1. Review the targeted content standard(s).
2. Determine which aspects of the standard(s) can be best measured by having students “construct” an extended response that requires students to extract evidence from and provide analysis of a given prompt, scenario, or passage.
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 the item.
5. Develop a clear statement for each subordinate task that articulates specific criteria for the test-taker to provide.

**ELA Grade 7 (Example)**

|  |
| --- |
| **“Letter to Her Daughter from the New White House”**  by Abigail Adams  *John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.*  Washington, 21 November 1800  My Dear Child:  I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria, is in full view of my window, and I see the vessels as they pass and repass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President’s salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.  You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single apartment finished, and all within side, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.  Since I sat down to write, I have been called down to a servant from Mount Vernon, with a billet from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington’s love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.  Affectionately, your mother |
| 1. In the letter, Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response. |
| **Plan:** Read the passage and question carefully. Organize your ideas and plan your essay on scratch paper before writing your final draft.  **Focus:** Analyze the passage as you read and write. Use evidence from the passage to support your response. Use precise language, a variety of sentence types, and be sure to include an introduction, body and conclusion.  **Proofread:** Correct any errors in capitalization, spelling, sentence formation, punctuation, and word choice. |

**2.1.7 Workflow: Extended Constructed Response (ECR) Text Dependent Analysis Items**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

**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 culminating task/event.
3. Select and list aspects of the targeted content standard(s) to be measured.
4. Create guidelines for a final product and/or develop 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. Select, and secure when applicable, materials needed for completion of these tasks.
5. Develop a clear statement for the final product and for each subordinate task that articulates specific criteria for the test-taker to provide.

**CTE: Nutrition and Culinary (Example)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 providing 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.  **Safety and Sanitation Competency Task List**   |  |  |  | | --- | --- | --- | | **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 Workflow: Performance Task (PT) Multi-Day Task**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **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? |

**HANDOUT #2.2**

**Module 2.2: Construct an Operational Test Form**

An assessment’s operational form is the arrangement of items/tasks presented to the test-taker that is intended to measure a complex, latent construct.

**Procedural Steps**

1. Review the specification tables and the items/tasks developed to measure the targeted content standards.
2. Determine the best layout for the operational form, taking into consideration constraints such as administration time, test-taker age, scoring design, and uses of the assessment results.
3. After creating the cover page, administrative instructions that explain the assessment procedures required for a standardized administration.
4. Given the layout selected in Step 2, organize the item/tasks into a booklet form. Ensure students have enough space to show work, make notes, etc. Use a transition page for *Traditional Design* between items and the Performance Task(s) or for *Phase Design* between the phases.
5. To the best possible extent, keep passages and associated items grouped on the same pages. Ensure that reference images/figures/tables are located about the referent questions. Explain how the test-taker is to respond, along with the associated point values assigned to fully complete responses.

**Note:** The following example provides the operational layout for a traditional design with different item types. It proportionally reflects a specification table developed for the Geometry, Grade 10 SLO Model adopted by the Pennsylvania Department of Education.

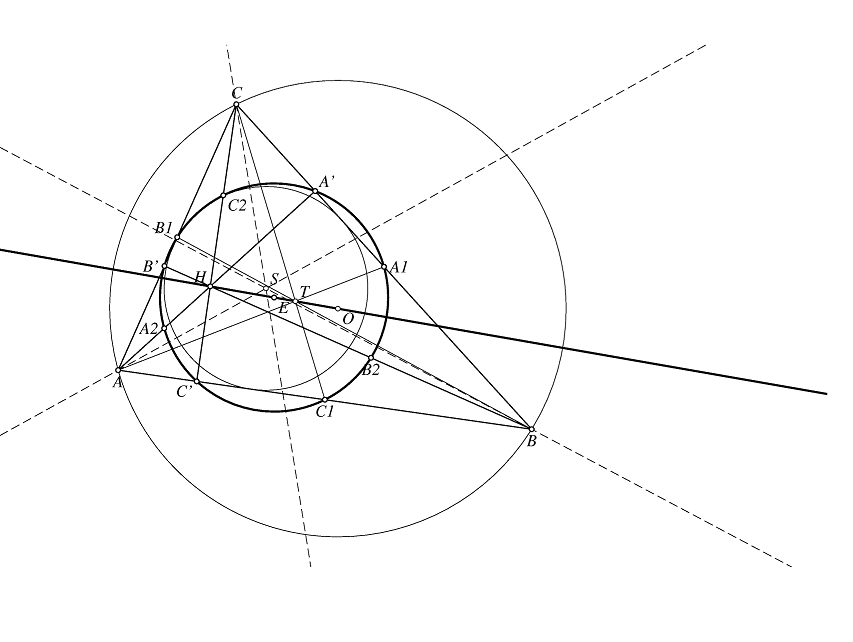
Total Score: \_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

**Traditional Operational Form Example**

**PA School District**

**Adams High School**

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**Geometry**

**End-of-Course**

**Administrative Instructions**

**Preparation**

1. Establish the testing session that will begin the [ ]test administration window. Allow time in the schedule for make-up test sessions prior to the end of the administration window. Keep in mind that the entire test is designed to be administered [in two (2) parts across two class periods]. Make copies of the test form and reference sheets based upon the number of students on your rolls.
2. Review the test administration steps, ensure understanding of the guidelines for administering the test, and arrange for the material and equipment you will need. Prior to administering the test, review the test form, answer key, and directions located within the test booklet.
3. Establish a controlled testing environment with appropriate testing accommodations.

**Administration**

1. Distribute the assessment to the students, while compiling a list of students who will need to make up the session. Say to the students: “If you have questions about any of the instructions that I give you, please ask them before the test begins.”
2. Write and post in the classroom the “Start Time and Date” and “Completion Time and Date” for each part of the test. Ensure that the students complete the demographic information on the test booklet cover. Say to the students: “This test will be administered [in one entire assessment; however, you will have two class periods to finish the entire examination].”
3. Begin the testing session.
   1. Say to the students: “Let’s prepare to start the test. After you have completed the test, read quietly at your desk until the testing period is over, and I will collect the tests at that time. Remember to try your best on each question. If you need help during the test, raise your hand and I will come to your work area. If you have no questions, begin the test.”

End the testing session.

**a)** Say to the students: “This part of the testing period has ended; I will now collect the tests and your responses.” Explain the procedures for students who need more time to complete the test. Pick up all test forms and secure all testing materials.

**After Testing**

1. At the end of each testing period, ensure 100% accountability for all assessment materials and store them in a secure area.
2. Use the scoring key and rubric to score the on-demand items and the Performance Task. Enter the raw score (points earned vs. total points possible) on the test booklet cover for each student. Determine if the student’s score meets the performance standard.

**NOTE:** Mark as *incorrect* questions left blank or selected response questions with more than one answer.

1. After all students have completed the test, including make-ups, collect and inventory all scored tests. Report student results in accordance with the district’s policy in terms of percent (%) correct or achieving a specific performance level.

**DIRECTIONS:** For Questions 1 and 2, read each question carefully and then circle the letter of the correct answer from the four choices provided. Each question is worth one (1) point towards your overall score.

|  |  |
| --- | --- |
| 1. Circle *J* is inscribed in isosceles trapeziod ABCD, as shown below. | |
|  | |
| A. | 5 cm |
| B. | 10 cm |
| C. | 15 cm |
| D. | 30 cm |

(0001.MTH.GEO.EoC.SR-DoK2-G.1.1.1)

|  |  |
| --- | --- |
| 2. Circle *E* is shown in the diagram below. | |
|  | |
| A. | 220 |
| B. | 240 |
| C. | 250 |
| D. | 260 |

(0002.MTH.GEO.EoC.SR-DoK2-G.1.1.1)

**DIRECTIONS:** For Question 3, read the question carefully and write your complete answer in the space provided. This question is worth two (2) points toward your overall score.

|  |
| --- |
| 3. A craftsman makes a cabinet in the shape of a triangular prism. The top and bottom of the cabinet are congruent isosceles right triangles. Draw and label the shape needed to build each of the faces of the cabinet. |
|  |

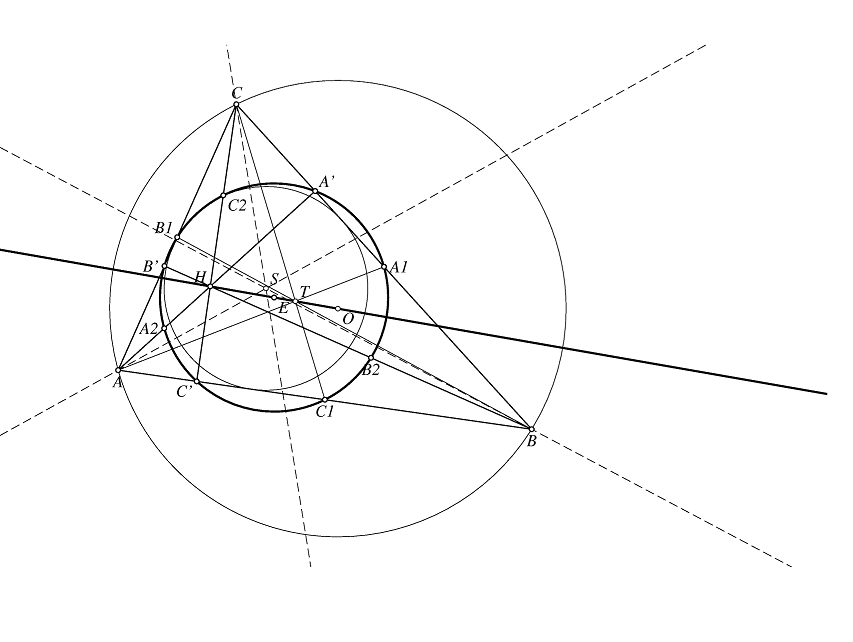
(0003.MTH.GEO.EoC.SCR-DoK2-G.1.1.2)

**DIRECTIONS:** For Question 4, read the question carefully and write your complete answer to each aspect of the question in the space provided. This question is worth four (4) points toward your overall score.

|  |
| --- |
| Study the diagram shown below. |
| 4. In the diagram, line segments *JM* and *JN* are tangent to circle *X* and circle *Y*. Answer the following questions. Show all work. |
| Part I. What is the length of line segment *JM*?  Part II. What is the chord in the diagram?  Part III. What is the length of line segment *JN*? |

(0004.MTH.GEO.EoC.ECR-DoK3-G.1.1.1)

**Extended Performance Task**

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**Geometry**

**End-of-Course**

**DIRECTIONS:** For Question 5, read the tasks carefully and write your complete answer to each aspect of the question in the space provided. Your models will be evaluated, along with the accuracy of the provided answers. This question is worth twenty four (24) points toward your overall score.

|  |
| --- |
| **Task #1. Model Construction (8 points)**  You are to build a spherical model of Earth. You will build this model using 2-inch-long pieces of wood to construct the radius. Use three (3) of the 2-inch pieces of wood end-to-end to make the radius of the model. |
| 1. What is the volume of the model in cubic inches? |
| **Task #2. Model Painting (4 points)**  In order to purchase the right amount of paint for the outside of your model, you will need to know the surface area of your model. |
| 1. What is the surface area of the model in square inches? |
| **Task #3. Model Resized (4 points)**  Before painting the model, you must now plan to increase the model’s volume by exactly twice that of the original model. |
| 1. Explain why you cannot make a model that has exactly twice the volume of the first without breaking the 2-inch-long pieces of wood used to construct its radius. |
| **Task #4. Model Elaboration (8 points)**  You will need to elaborate on your original design and make a new, larger model using *n* 2-inch-long pieces of wood. |
| 1. How many times greater than the surface area of the original model will the new model be? |

(0005.MTH.GEO.EoC.ECR-DoK4-G.2.3.1)

**2.2.1 Operational Test Form Workflow**

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **Task** | **Task Question** |
| 2.1 | Is the operational form developmentally appropriate (100% on grade-level)? |
| 2.2 | Is the operational form rigorous (60% DoK 2 or higher)? |
| 2.3 | Does the operational form match the targeted standards (100% accuracy)? |
| 2.4 | Has the operational form has sufficient item/task density (5 items/points)? |
| 2.5 | Does the operational form reflect the content pattern (95% coverage)? |