Building Student Success with Constructed Responses

First District RESA 2014-2015
What is a Constructed Response?

• Turn and Talk to a neighbor...
• Share out ideas.

Possible ideas...

– Several sentences to answer a question
– Combining information from various sources
– Writing a long essay or passage to respond to a prompt
– A hard concept to teach!
What does this picture have to do with constructed responses?
“Don’t have formulaphobia”

- The nature of constructing something is that it is carefully and deliberately put together.
- Providing students with a structure can aid them in writing stronger responses that demonstrate deep thinking.
- A formula not only ensures the essential components are included but also that they are communicated succinctly and concisely.

source: Teach Constructed-Response Writing Explicitly, [www.smekensedducation.com](http://www.smekensedducation.com)
Learning Targets

• Follow steps in a process for guiding students in analyzing a prompt, finding evidence in texts, answering text-based questions, and writing an appropriate response.

• Examine sample test items and discuss how to use them in supporting student skill development and confidence.

• Understand how to plan a set of lessons that provide modeling, guided practice, and independent practice.
Steps for building a constructed response

1. Interpreting the prompt
2. Analyzing the text to find evidence
3. Making a plan to organize evidence
4. Writing the response
5. Revising
The Critical Process

- Modeling: I do one, you’ll watch.
- Guided practice: I do one, you’ll help.
- Gradual release: You do one, I’ll help.
- Independent practice: You do one, I’ll watch.
Prompt: The article tells the story of four adults in very different jobs. What do all four of the professionals have in common? How do you know?
Step 1: Interpreting the Prompt

• Read/underline important words and phrases to determine the type of writing needed: narrative, informational or opinion
• Identify the background information, the task or request (analyze, explain, compare...), and the type of evidence needed (details from text, personal experience, information from multiple texts, etc.)
• Summarize and restate the prompt in your own words
One idea...

List things all four professionals have in common and support this with evidence from the text.

• Can you think of another way to restate the prompt?
• Why would we ask students to read and restate the prompt?
All Together Now

The article tells the story of four adults who got the jobs they wanted since childhood. What is similar about their current attitudes about their jobs?
Support your claims.

Does this capture it?
Find evidence in the text about how the four professionals feel about their jobs now. Write about feelings that they all have in common using details from the text.
Step 2: Analyzing the Text to Find Evidence

- Skim text to find evidence to support the response
- Refer to close reading notes to find specific words/phrases rather than re-reading entire passage
- Look at text features and structures for evidence
- Record evidence on appropriate graphic organizer for the task/genre
Questions for Close Reading

...must be done *first*, then the student will be prepared to work on constructed response prompts

- What are the childhood dreams of each person?
- How did reading at an early age influence each of the four people in the article?
- In the article, “When I Grow up I want to be...” what do Benjamin Carson and Sheila Hensley have in common?
- What specific quotes help you make an inference about Russ Mittermeier?
- In what ways do the details of “When I grow up I want to be...” help you determine the main idea?
Begin Comparison

• From our close reading notes, we learned many details about the 4 professionals in this text.
• Now we must compare them to find out what they all have in common.
• Start with 2, then move on to all 4.
Eun Yang
- Pretended to be a TV reporter
- Wanted a job on television
- Got good grades
- Played with friends outside
- Read a lot
- Good at public speaking
- Adults discouraged her
- Studied broadcasting in college
- Interned at TV station
- Is anchor on NBC4 morning news

Benjamin Carson
- Wanted to be a doctor
- “Grades skyrocketed”
- Became a “bookworm”
- Was poor and bad student
- Went to medical school
- Is now doctor at Johns Hopkins
Create a Table to Compare All 4

<table>
<thead>
<tr>
<th>Common factors for Eun and Ben</th>
<th>Eun</th>
<th>Benjamin</th>
<th>Sheila</th>
<th>Russ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest @ early age</strong></td>
<td>New reporter</td>
<td>surgeon</td>
<td>teacher</td>
<td>Jungle explorer</td>
</tr>
<tr>
<td><strong>Read alot</strong></td>
<td>“All the time”</td>
<td>Became a bookworm</td>
<td>NO</td>
<td>Does not say</td>
</tr>
<tr>
<td><strong>Good grades</strong></td>
<td>Worked hard</td>
<td>Grades “skyrocketed”</td>
<td>NO</td>
<td>Does not say</td>
</tr>
<tr>
<td><strong>Faced challenges</strong></td>
<td>Adults discouraged her</td>
<td>Poor and bad student</td>
<td>dyslexia</td>
<td>Lived in NYC—no jungle</td>
</tr>
<tr>
<td><strong>Studied in field</strong></td>
<td>college</td>
<td>Med school</td>
<td>Does not say</td>
<td>Studied monkeys</td>
</tr>
<tr>
<td><strong>Realized dream</strong></td>
<td>TV news anchor</td>
<td>Surgeon @ Johns Hopkins</td>
<td>Prek teacher</td>
<td>Primate expert</td>
</tr>
</tbody>
</table>
Step 3: Making a Plan to Organize Evidence

• Create a general answer to the question or state the main idea (thesis statement)

  – The four professionals in this article were interested in their careers at early ages, faced challenges, and realized their dream jobs.
  – The four professionals in this article stuck with their dreams over time.
  – The four professionals in this article committed themselves to lifelong journeys in their chosen fields.
Step 3: Making a Plan to Organize Evidence

• Organize evidence by category, chronological order, cause-effect, etc. to match the task

Four body paragraphs, one for each professional—evidence on their early interest, their challenges, and how they realized their dream will make up the details for each paragraph.
Step 4: Writing the Response

• Opening starts with main idea sentence, the thesis statement which answers the question/prompt
• Use each piece of evidence from graphic organizer to create sentences/body paragraphs that support the main idea
• Close with a summary or conclusion or solution that answers the question in different words
Opening paragraph

• Main idea and thesis statement for entire piece
• Includes supporting details to introduce main points
• Starts with a hook or a question to interest the reader
Opening Paragraph—where are the components?

• The four professionals in this article committed themselves to lifelong journeys in their chosen fields.

• How can you get your dream job?

• Each of them recognized a desired path early in life, stayed on course despite bumps in the road, and reached the destination.

• An article in KidsPost took a look at what people who achieved their childhood dreams had in common.
Does yours look something like this?

How can you get your childhood dream job? An article in KidsPost took a look at what people who achieved their childhood dreams had in common. The four professionals in this article committed themselves to lifelong journeys in their chosen fields. Each of them recognized a desired path early in life, stayed on course despite bumps in the road, and reached the destination.
Body Sentences or Paragraphs

Three steps for writing the supporting body paragraphs:

• Expand each similarity into one or more sentences.
• Cite by mentioning text.
• Quote by writing exact words in quotation marks.
Young Benjamin Carson wanted to become a doctor. He was poor and not a good student. The second page of the article tells us that one day his mom “came home from work and turned off the TV – for good.” Benjamin turned into a “bookworm,” and his grades “skyrocketed.” He went on to become a doctor, at Johns Hopkins. His dream was fulfilled!
Closing Paragraph

1. Summarize the main points.
2. Draw a conclusion.
3. Frame your response-- restate the question from the introductory paragraph and then answer it.

**Summary:** Eun Yang, Benjamin Carson, Sheila Hensley, and Russ Mittermeier were all interested in specific careers from an early age. Each experienced challenges, but they all persevered and finally reached their dreams.

**Conclusion:** Even though they hold very different positions, their similar paths might just teach us something.

**Frame:** “So how can you get your childhood dream job? These four have shown us that you just need to start off toward your destination and stay on track.”
Eun Yang, Benjamin Carson, Sheila Hensley, and Russ Mittermeier were all interested in specific careers from an early age. Each experienced challenges, but they all persevered and finally reached their dreams. Even though they hold very different positions, their similar paths might just teach us something. So how can you get your childhood dream job? These four have shown us that you just need to start off toward your destination and stay on track.
Step 5: Revising

• Include transition or linking words/phrases
• Use a variety of sentence types
• Add interesting word choice ("wow" words)
• Check CAPS: capitalization, agreement (subj/verb), punctuation, and spelling
Prompt: The article tells the story of four adults in very different jobs. What do all four of the professionals have in common? How do you know?

- Did I answer the question completely?
- Did I add interesting language, varied sentence types and transition words?
- Did I check for correct punctuation, grammar, and other conventions?
- Does my response make sense?
Benjamin Carson, revised

In comparison, young Benjamin Carson yearned to become a doctor. He was underprivileged and not a good student. The second page of the article tells us that one day his mom “came home from work and turned off the TV – for good.” Consequently, Benjamin metamorphosed into a “bookworm,” and his grades “skyrocketed.” He went on to become a doctor, specifically a neurosurgeon, at Johns Hopkins. His dream was fulfilled!
How can this process be used to help students build constructed responses?
Support from Georgia DOE

Assessment for Learning Series
Module 1: Understanding and Using Constructed Response Items in Elementary Classrooms

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Eliciting-Evidence-of-Student-Learning.aspx

A comprehensive presentation on the Formative Item Bank can be found at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/OAS-Resources.aspx

Georgia Milestones homepage: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx
The Georgia Formative Item Bank

- Bank of over 1600+ classroom assessment items aligned with the state’s content standards in ELA and Mathematics
  - Grades 3 – 8 ELA and 9th and 10th grade literature and American Literature
  - Grades 3 – 8 Mathematics and Coordinate Algebra, Analytic Geometry and Advanced Algebra
- Created for exclusive use in Georgia classrooms
- Piloted with Georgia students
- Reviewed by Georgia educators
- Housed in the Georgia Online Assessment System (OAS)
- Preponderance of items at DOK 3 and 4
- Item, rubric and scored student sample papers provided
- Available to ALL Georgia Teachers!
For this item, the students are asked to read a poem entitled, “Healthy Cookies.” The poem is about a girl whose mom purchased a healthy cookie snack in an attempt to replace the daughter’s preferred sugary cookie. The daughter was initially reluctant to try the healthy cookie, but eventually tasted the new cookie and decided it wasn’t that bad.
ELA Task
ELACC3RL1, ELACC3W2, ELACC3L1 and ELACC3L2

Explain why the speaker believes that the healthy cookies will taste bad. Write your explanation in a paragraph that includes many supporting details from the text.

Answer with complete sentences, and use correct punctuation and grammar.

Georgia Department of Education: Formative Instructional Practices
<table>
<thead>
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<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Thoroughly Demonstrated</td>
<td>The student demonstrates a thorough understanding of the question and the text by completely explaining why the reader expects the healthy cookies to taste bad using details from the poem as support. The student’s response uses complete sentences and correct punctuation and grammar.</td>
</tr>
<tr>
<td>3</td>
<td>Clearly Demonstrated</td>
<td>The student demonstrates a clear understanding of the question and the text by providing an explanation of why the reader expects the healthy cookies to taste bad and uses some details from the poem as support. The student’s response uses mostly complete sentences and mostly correct punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>Basically Demonstrated</td>
<td>The student demonstrates a basic understanding of the question and the text by providing a general explanation about why the speaker expects the healthy cookies to taste bad. However, the student offers little support from the poem. The student’s response uses some complete sentences and some correct punctuation and grammar.</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Demonstrated</td>
<td>The student demonstrates a weak understanding of the question and provides a minimal explanation of why the speaker expects the healthy cookies to taste bad OR the student provides no details from the poem for support. The student’s response uses mostly incomplete sentences and mostly incorrect punctuation and grammar.</td>
</tr>
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One thing the speaker thinks will make the healthy cookies taste bad is the ingredients list on the box. These include “Vitamins and fiber, with no sugar to be found...” The speaker likes sweet snacks such as “Choco-Wonder-Treats and goo-filled Tasty Rings." Since she likes sweet snacks she does not expect cookies that do not have sugar to taste good. Also she thinks that cookies that are low fat and have no preservatives will "taste like wood!".

Note: Other exemplary responses could include a different reason that the healthy cookies might taste bad. The student must provide a clear explanation supported by evidence and specifics from the poem.
The speaker thinks that the cookies will taste bad because they are healthy cookies. The reason the speaker thinks that the cookies taste bad is because they have healthy stuff in it. The girl thinks they might taste bad is because she likes junk food. The girl says in the middle of the poem that the cookies were good. At the end of the poem the girl said, "No more junk food."

The student response provides an explanation of why the speaker expects the healthy cookies to taste bad (because they are healthy cookies).

The student provides some details from the poem that support the explanation (she likes junk food... At the end of the poem she said, 'No more junk food').

The student uses complete sentences as well as correct punctuation and grammar in most of the writing.

Georgia Department of Education: Formative Instructional Practices
Teacher Feedback for Score Point 3

• Commend for quality characteristics
• Re-read text to find key details
• More descriptive vocabulary
She thinks the healthy cookies will taste bad because they don't have a lot of sugar and it has a lot of vitamins in the cookies. The girl is used to unhealthy cookies not healthy cookies. If she would try them she might like them.

The student provides a general explanation of why the speaker expects the healthy cookies to taste bad (they don’t have a lot of sugar and it has a lot of vitamins in the cookies), but offers little support from the poem.

The student uses complete sentences as well as correct punctuation and grammar in most of the writing.
Teacher Feedback for Score Point 2

- Use ideas from exemplar response
- Attention to details in text
- Improvement to written language
- Vocabulary development
Student Response
Score 1

Because she eat sweets. So she thought it was going to taste bad.

The student provides a minimal explanation of why the speaker expects the healthy cookies to taste bad (she eat sweets...it was going to taste bad) with no details from the poem as support.

The student response uses incomplete sentences.

Georgia Department of Education: Formative Instructional Practices
Teacher Feedback for Score Point 1

• Improve attention to detail
• Chunk text to improve comprehension
• Use of graphic organizer
• Work with high performing peer
English Language Arts (ELA)
Sample Item Set

Grade 7
Standards to be Assessed

**ELACC7.RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**ELACC7.RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACCL7.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**ELACCL7.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Passage: “CHAPTER XIV Anne’s Confession”

an excerpt from *Anne of Green Gables*

by Lucy Maud Montgomery
Read this sentence from the passage.

The birches in the hollow waved joyful hands as if watching for Anne’s usual morning greeting from the east gable.

Identify the literary device used in the sentence. Then explain the author’s use of this device in the sentence.

Use details from the text to support your answer. Answer with complete sentences, and use correct punctuation and grammar.
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<td>4</td>
<td>Thoroughly Demonstrated</td>
<td>The student demonstrates with a thorough explanation that he/she recognizes where and how the author uses personification, applying it to the birch trees. The student uses complete sentences, correct punctuation and grammar.</td>
</tr>
<tr>
<td>3</td>
<td>Clearly Demonstrated</td>
<td>The student demonstrates with a complete explanation that he/she recognizes where the author uses personification, applying it to the birch trees. The student uses complete sentences, correct punctuation and grammar in most of the writing.</td>
</tr>
<tr>
<td>2.2</td>
<td>Basically Demonstrated</td>
<td>The student demonstrates a basic understanding of personification with a basic explanation, and is able to recognize where the author uses personification, applying it to the birch trees. The student may describe the motion of the birch trees and the image they create. The student uses complete sentences, correct punctuation and grammar in some of the writing.</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Demonstrated</td>
<td>The student recognizes that the birch trees are personified, but has little commentary concerning the author’s purpose for using personification in this sentence. The student response has significant errors in constructing complete sentences, and/or using correct punctuation and grammar.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect or Irrelevant</td>
<td>The response is incorrect or irrelevant.</td>
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</table>
The author uses personification in this sentence. The birch trees are personified because they are blowing in the wind with a motion that looks like they are waving. The author describes the “hands” as “joyful,” and describes the trees as if they are eager to greet Anne.

The student demonstrates a thorough explanation that he recognizes where and how the author applies personification to the birch trees.

Remember: There can be multiple correct responses for constructed-response items, just as there can be more than one way at arriving at a correct answer.
Sample Student Response
Score 3

Part A  The literacy device used in the sentence is personification.

Part B  The author used this device to make the story come alive as if birches can watch and are waiting for Anne to come out to greet them.

The student demonstrates a clear understanding of the task.

They provide a clear explanation that recognizes where the author uses personification.

The student then applies that explanation to the birch trees.

The student would have received the higher score point if they had been more specific when describing the parts of the tree assuming that mirrors the movements of a person.
Teacher Feedback for Score Point 3

• The teacher commends the student for understanding personification.
• The teacher commends the student for being able to apply the concept of personification with the action in the story.
• The teacher advises the student that more specific details are needed to make it a “4” paper.
Sample Student Response
Score 2

part A  The literacy device is personification.

part B  It acts as if the hollows had the human capability to wave.

The student demonstrates a basic understanding of the task.

They give a basic explanation of personification, and then apply that explanation to the birch trees.

The student uses complete sentences, correct punctuation and grammar in some of the writing.
Teacher Feedback for Score Point 2

• The teacher tells the student that they know how to identify personification.
• The teacher tells the student they have correctly linked personification to some of the actions in the passage.
• The teacher indicates that English conventions need improvement.
Part A  The literary device used in this sentence is Personification.
Part B  The author used Personification when he said "The birches in the hollow waved joyful hands..."
Teacher Feedback for Score Point 1

- The teacher commends the student for correctly identifying personification as the literary device in the sentence.
- The teacher informs the student that their attempt to explain the use of personification in the response is a restatement of what is in the item stem.
ELA Sample Item Set
Grade 9-10
Standards to be Assessed

**ELACC9RL.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC9RI.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC9RL.2:** Determine theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**ELACC9L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC9L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Paired Passage #1: An informational essay about a science teacher’s exploration of The Great Barrier Reef off the coast of Australia. A detailed description of the characteristics of coral reefs is given.

Paired Passage #2: A poem entitled “The Aquarium” which gives a detailed, colorful description of the tank’s inhabitants.
This task has more than one (1) part. Read each part carefully and respond.

Part A
Identify and list colors mentioned in the article and poem. In your list, include the phrases in which these colors are described.

Part B
Using the above list, analyze how the authors’ use of color helps the reader imagine marine life.

Be sure to complete ALL parts of the task.
Use details from the text to support your answer.
Answer with complete sentences, and use correct punctuation and grammar.
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<tr>
<td>4</td>
<td>Thoroughly Demonstrated</td>
<td>The student demonstrates a thorough understanding of the article and poem by correctly identifying and listing colors mentioned in the texts. The student lists the phrases in which the colors are described. The student also explains how the authors’ use of color helps the reader to imagine marine life. The response includes many specific details from the texts and correct sentence, punctuation and grammar.</td>
</tr>
<tr>
<td>3</td>
<td>Clearly Demonstrated</td>
<td>The student demonstrates a clear understanding of the article and poem by correctly identifying and listing colors mentioned in the texts. The student lists most of the phrases in which the colors are described. The student states how the authors’ use of color helps the reader to imagine marine life. The response includes a few relevant details from the texts; some details may be general. The student uses mostly correct sentences, punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>Basically Demonstrated</td>
<td>The student demonstrates a basic understanding of the article and poem by identifying a few of the colors mentioned in the texts. The student includes a few of the phrases in which the colors are described. The student states how the authors’ use of color helps the reader to imagine marine life. The response includes minimal support; some support may be incorrect or irrelevant. The student uses some correct sentences, punctuation and grammar.</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Demonstrated</td>
<td>The student demonstrates little understanding of the article and poem by correctly identifying one color, phrase mentioned in the texts, but does not state how the authors’ use of color helps the reader to imagine marine life. The response includes no support from the texts and has significant errors in sentence construction and/or in using correct punctuation and grammar.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect or Irrelevant</td>
<td>The response is incorrect or irrelevant.</td>
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</table>
Exemplar Response

Part A
scarlet reds
amethyst purples
emerald greens
sapphire blues
yellow iridescence
silver shiftings
white bubbles
grey shadows
straw-coloured shimmer
smear of rose, black gold lawn

Part B
The authors’ use of details that describe bright, radiant colors helps the reader to imagine marine life by illustrating its vividness and beauty. For example, the poet helps the reader imagine a specific type of fish by describing them as “Blue brilliance cut by black bars/An oblong pane of straw-coloured shimmer….”

In the article, the author helps the reader to imagine the coral reef’s “scarlet reds, amethyst purples, emerald greens, and sapphire blues….”

Just like a painter uses colors to bring her canvass to life, the authors describe different colors to bring their texts to life.
Part A: In the article the author describes coral and algae with colors like scarlet red, amethyst purple, emerald green, and sapphire blue. In the poem colors and phrases are used to describe fish and the ocean with, green and yellow iridescence, silver, gold, grey-green opaqueness, blue shadows against silver saffron water, oblique grey shadows, green man-eting eels, metallic blue, yellow fins like oriental fans, brilliant blue, rose black, silver, mauve, purple, green, pearl, amethyst, white jerks, and long blue waves.

Part B: The author uses many different colors and descriptions to help the reader visualize marine life. with the use of bright colors and similes to objects like metal, the sun, and gemstones gives the reader a clear picture of the bright and beautiful colors residing in the fish, coral, and algae.

The student demonstrates a clear understanding of the article and poem by correctly identifying the colors mentioned in the texts. The student lists most of the phrases in which the colors are described. The student also explains how the authors’ use of color helps the reader to imagine marine life. The response includes a few relevant details from the text with the use of bright colors and similes to objects. The response demonstrates a command of the conventions of standard English.
Teacher Feedback for Score Point 3

• The teacher commends the student for identifying and listing the color phrases from both passages.

• The teacher commends the student for being able to explain how the authors describe marine life using the similes from the color descriptions.

• The teacher advises the student that more specific details are needed to make it a “4” paper.
Part A: In the article, the writer describes the "bleached coral" which appears to be "sucked dry" of all its colors. The writer also explains that the pictures look as if they were drawn by an artist "with a fistful of crayons. In the poem the writer describes the "streakes of green and yellow iridescence" on the fish, "green bead eyes", and also the "blue and gold lawn" which they swim about.

Part B: When the author uses such a variety of color to describe each and every detail in coral reef, I can image it in my head. I can see the blue fish with the green eyes swimming through the "long blue waves" with colorful coral surrounding.

The student demonstrates a basic understanding of the article and poem by identifying a few of the colors mentioned in the poem and includes the phrases in which the colors are described.

The student states how the authors’ use of color helps the reader to imagine marine life.

The response demonstrates a command of the conventions of standard English. Though there are a few minor errors in grammar and usage, meaning is clear.
Teacher Feedback for Score Point 2

- The teacher tells the student a few color phrases have been identified.
- The teacher models how to find additional phrases and develop proper explanations about their use.
- The teacher indicates that English conventions need improvement.
Student Response
Score 1

part A- the colors mentioned are streaks of green and yellow, silver-gold, grey-green opaqueness, sharp white bubbles.

part2- the author uses the colors to help the reader visualize what the author is talking about.

The student demonstrates a little understanding of the article and poem by correctly identifying a few colors and most of the phrases in which these colors were described.

Although the response includes an attempt to analyze how the authors’ use of color helps the reader to imagine marine life, it is not supported with details from the texts.

The response is too brief to demonstrate more than an inconsistent command of the conventions of standard English.
Teacher Feedback for Score Point 1

- The teacher commends the student for correctly identifying some of the color phrases in the passages.
- The teacher recommends working with one passage at a time.
Ways to Use Constructed Response Items

- Demonstration lesson with active discussion
- Whole class instruction/direct instruction
- Small, cooperative group activity where students examine sample responses and their rubric components
- Parent conferences
- Inclusion classes with multiple adult supervisors/coaching
- Homework (only following extensive explanation and experience with open-ended items provided by the teacher in the classroom)
- Parent Night activity where parents and their children work together
- No grades----rubric score accompanied by written and/or oral feedback highly suggested because students are in the process of learning the standards and improving based on feedback

Georgia Department of Education: Formative Instructional Practices
How Teachers Use Student Responses

- Determine students’ progress towards mastery of standards and readiness to proceed to next level
- Provide students with oral and written feedback specific to the standard
- Design instructional next steps, which includes re-teaching, remediation, and differentiation
- Self-assess professional growth needs, such as additional professional learning, collaboration, classroom materials and resources

Georgia Department of Education: Formative Instructional Practices
Closure

To what degree have you achieved the learning targets today?

– Follow steps in a process for guiding students in analyzing a prompt, finding evidence in texts, answering text based questions, and writing an appropriate response.

– Examine sample test items and discuss how to use them in supporting student skill development and confidence.

– Understand how to plan a set of lessons that provide modeling, guided practice, and independent practice.
What additional support do you need to help your students learn how to build constructed responses?
This presentation is based on the work of many...

Learn Zillion, Georgia Department of Education, Smekens Education, Sue Ellen Patterson, and others