

When 10th Grade Students Answer a Short- and Extended-Response Question, they must determine what the tasks are and then what steps must be taken to answer with a full response.

Example of Short-Response Question based on a multi-page article and diagram from *Earth* magazine (on a released 10th Grade Test)

<p>Describe the glacier erosion theory and explain how erosion helps determine the altitude of mountain ranges. Use details and information from the article to support your answer.</p>	<p>Step One: How many tasks does the question ask the student to do?</p> <ol style="list-style-type: none"> <u>1. Describe the glacier erosion theory.</u> <u>2. Explain how erosion helps determine the altitude of mountain ranges.</u> <p>In order to get the full number of points on a short-response question such as this, a student must do BOTH tasks. [Even if the student has studied glaciers in a geography or science course, the student must use ONLY information from the passage.]</p>	<p>Step Two: What should the student do to answer both parts of the question?</p> <ol style="list-style-type: none"> <u>1. Locate where in the article the glacier erosion theory is explained.</u> <u>2. Read and reread the section on the glacier erosion theory until he/she can summarize it in his/her own words. Answer the first task in a sentence or two.</u> <u>3. Find and reread the section that discusses altitudes of mountains. Apply the theory (first task) to mountains. Discuss the altitude of mountains and how it is caused by glacier erosion. Answer this part of the task in a sentence or two.</u>
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What do we need to know about short- and extended-response questions?

READ
THINK
EXPLAIN

READ
THINK
EXPLAIN

These types of items appear only on the 10th grade FCAT Reading Test, not on the 9th grade Reading Test.

A short-response item will have **8 lines** in a box.

An extended-response item will have **14 lines** in a box.

Students' answers must be written **inside** the lines of the box because these are scanned into a computer for grading.


How many short- and extended response items are on the 10th grade FCAT Reading Test?

In addition to the 45 - 50 multiple-choice items, 10th graders will see a total of 5 - 8 short- and extended-response items. A few of each kind of question are field-test items and will not count. A student **cannot** tell which are the field-test items and should try to answer them all.

Generally, either 3 or 4 of the short-response items and 1 of the extended-response items will count towards the student's score.


Each short-response item is worth 2 points on the raw score, but when put into the scaled score, it will be worth **MANY** points.

Each extended-response item is worth 4 points on the raw score. It, too, is worth **MANY** points.




IT IS ALMOST CERTAIN THAT A STUDENT WHO LEAVES THE SR AND ER ITEMS BLANK WILL NOT BE ABLE TO PASS THE TEST.

Don't let students believe that they can take an all-multiple choice test in 11th grade and have an easier time passing. The DOE's web site shows that only 15% of Broward retakers passed the test; the average score of retakers was 253 (300 is needed to graduate).




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How difficult are the SR and ER items?



On the only fully released 10th grade test (and this is probably typical), there were 3 short-response items, 2 of moderate content difficulty and 1 of high content difficulty. The 1 extended-response item was of high content difficulty. The level of difficulty of any item adds to its point value on the scale score.

Students must try to answer these; getting partial credit could mean several points for them.




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Moderate Complexity Items





These items require a **two-step process**: first, comprehension, and then subsequent processing of text. Students are expected to make simple inferences within the text and may encounter items that include words such as **summarize, infer, classify, gather, organize, compare, display, explain, describe, and interpret**.




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What do students have to do on moderate complexity items?




- use context clues to identify the meanings of unfamiliar words
 - determine how details support the main idea
 - interpret the information in graphs, charts, and diagrams
 - identify cause-and-effect relationships
 - determine an author's main purpose or point of view
 - identify similarities and differences
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What do students have to do on moderate complexity items? (continued)


- demonstrate an understanding of plot development
 - recognize elements of plot
 - recognize patterns of development
 - summarize the major points of a text
 - compare word meanings
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High Complexity Items





These items make heavy demands on student thinking. Students may be encouraged to explain, generalize or **make multiple connections**. High complexity items require several steps involving abstract reasoning and planning. Students must be able to support their thinking. Students may be asked to take information from at least one portion of the text and apply this information to a new task. They may be asked to perform **complex analyses of the connections among texts**.



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What do students have to do on high complexity items?



- analyze the use of figurative language in a text
 - show how graphs, charts, and diagrams contribute to a text
 - determine an author's purpose and/or point of view and **describe how it affects the text**
 - evaluate strong vs. weak arguments in a text
 - analyze similarities and differences
 - describe and analyze the characteristics of various types of literature
 - describe and illustrate how common themes are found across texts
 - analyze cause-and-effect relationships
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What advice has the DOE given us about the SR and ER items?




"Don't copy chunks of information from the text. It doesn't prove that you understand." Peggy Stillwell, DOE

"Quotations can help or hurt, depending upon the proficiency of the writer." Mark Heidorn, DOE


"Don't say, "Here's what I'm going to tell you."

Readers are told to "score what you **see**, not what you think the kid means."



Peggy Stillwell, DOE


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"When the student use valuable space, for example, two lines to restate the question and the last two sentences to summarize, they may not answer the question. Don't have students restate the questions on FCAT; train them to answer the questions."

Peggy Stillwell, DOE

She saw hundreds of papers that lost points because they restated the question and didn't adequately answer the question completely.



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"Students should read the entire question and understand what is being asked of them."

"They should **PLAN** their answers to performance task items."


"Do **NOT** reword the question without answering it."

"Go to the passage. Avoid outside knowledge. Avoid including opinions in performance task items."

Donna Wolak, DOE



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"Use only text-based details that are **relevant** to the answer."

"Think who, what, why, where and when. Then **paraphrase** the text support as much as possible in your own words to show **UNDERSTANDING**."

"Avoid summarizing or retelling plot."


"Avoid **list-like** responses; they usually contain insufficient support."

"Avoid using a Venn diagram."

Donna Wolak, DOE



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"You don't need an intro, body or conclusion--this is a **READING TEST**. They could negate what you are saying."


"Avoid using 3 - 4 lines to rewrite the question." [You have only 8 (SR) or 14 (ER).]

"Avoid writing below, up the side, or on top of the box."

Donna Wolak, DOE



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"Focus on content. Don't worry about transitions."

"Filling all the lines might negate an answer."

"Use only as many lines as it takes to give a complete answer."

Donna Wolak, DOE

