

*STIAssessment*

*Job Aid:*

*Constructed-Response*

*Assessments*

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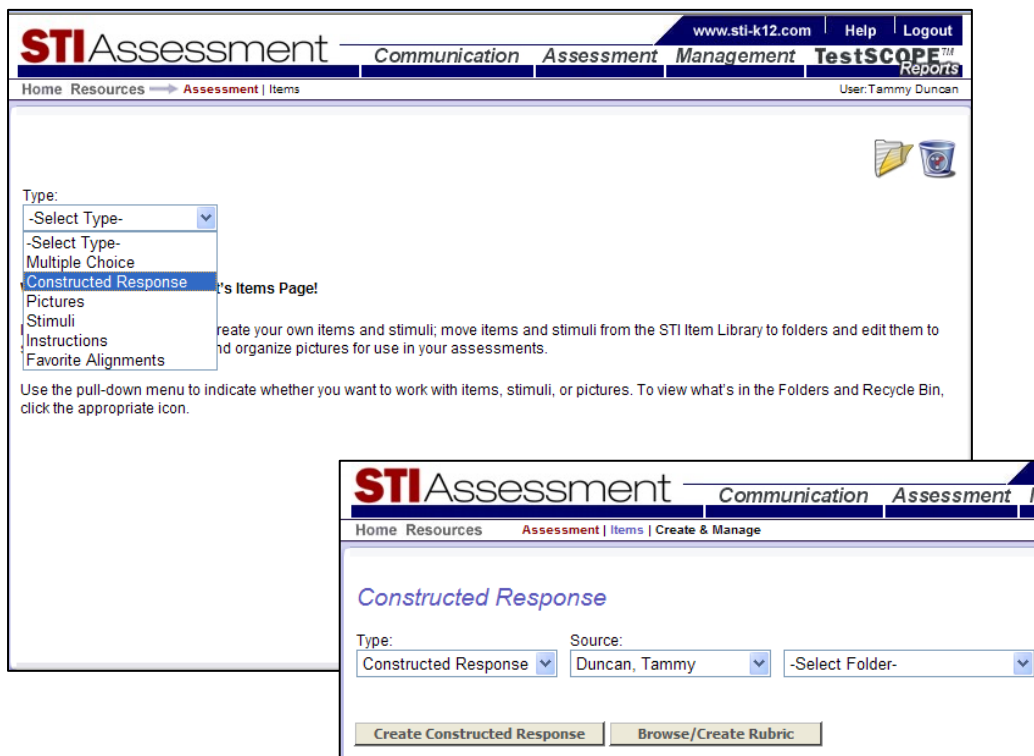
## Constructed-Response Assessments

STIAssessment allows you, the educator, to create constructed-response items such as essays, short answers, and other types of written responses.

This document provides a brief overview of how to create constructed-response items and incorporate them into an assessment. It also explains the different options for administering tests that include constructed-response items and discusses how the items are scored. Finally, it describes some TestSCOPE reports and shows how they capture the results for constructed-response items.

### Creating a Constructed-Response Item

From the *Items* page, select **Constructed Response** from the pull-down menu. Select the source and folder from the subsequent pull-down menus. Then click the gray **Create Constructed Response** button. This will open the *Item Creation: Constructed Response* page in a new window.



### Entering the Constructed-Response Item

Type the constructed-response prompt in the box provided. The *text editor* feature allows for greater flexibility in editing items. You may also simply copy and paste an item from a source file, such as Microsoft Word, into the text-entry box, as was done with the sample item shown in the screenshots that follow.

**Note:** If you copy and paste an item from Word, make sure you are satisfied with the font style, size, and formatting. Any special formatting used in item creation will override the usual settings

for both online and printed tests in STIAssessment. In addition, some types of special formatting—for example, tables, line spacing, and certain kinds of bullets—cannot be edited *at all*. (This phenomenon may be familiar to you from other programs you may have used, such as Microsoft Project.)

**HINT:** You may strip out all formatting by pasting your item first into **Notepad** (a free accessory that comes with Windows operating systems) and then copying from Notepad and pasting into STIAssessment.

Item Creation: Constructed Response - Windows Internet Explorer  
 http://demo.stiassessment.com/items/createCR.aspx?CRID=10001036&CloseCond=5

**Item Creation: Constructed Response**

Enter Item  Enter Item Information ("Tags")

Type your entire prompt in the box, including set-up, writing assignment, and any other elements that are given to the student. If scoring guidelines are given to the student, then they should be included in the prompt as well as in the rubric. Click the "Save" button to save your work in progress.

Click the "Enter Item Information" tab to "tag" your item. Click the "Save & Close" button when you've finished working on your item and its tags.

Item ID: 10001036

Add Picture [See an example of a constructed-response item.](#)

Paragraph Font Size Color Symbols **B** *I* U ~~ABC~~ ~~X~~ ~~X~~

You will now take a stand on the following public policy issue: Should our community adopt the gasoline tax? You may either support or oppose the tax. Write a letter to the editor of a local newspaper.

You will be graded on the following criteria. Your letter must include the following:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics. (It is NOT enough to only state your opinion.)
- supporting information from the data section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his or her argument.

Remember to:

Design HTML

Save Save & Close

There are both **Save** and **Save & Close** buttons at the bottom of the page. When creating long or involved constructed-response items, it's a good idea to click the **Save** button often. When you click **Save**, don't be surprised if you see reminders appear in red type that instruct you to "tag" your item.

### ***"Tagging" a Constructed-Response Item***

Use the pull-down menus to enter information about your constructed-response item. As shown in the inset, handy "mouse-overs" provide information about each tag.

Item Creation: Constructed Response - Windows Internet Explorer

http://demo.stiassessment.com/items/createCR.aspx?CRID=10001036&CloseCond=5

### Item Creation: Constructed Response

Enter Item | Enter Item Information ("Tags")

Use the options in the pull-down menus to "tag" your item. Point your mouse at the name of each field for more information. Click the blue "Instruction" link to create new instructions or select from existing instructions. Click the blue "Stimulus" link to create or select a picture, passage, or combination of the two to appear before a set of items. Click the blue "Rubric" link to create or select a rubric. If you know the ID numbers for your desired "Instruction", "Stimulus", or "Rubric", you can simply enter the number in the text box. Click the "View" buttons to see the "Instructions", "Stimulus", and "Rubric" that are associated with this item. All drop-downs are required.

Click the "Enter Item" tab to work on your item. Click the "Save & Close" button when you've finished working on your item and its tags.

Item ID: 10001036

Status: Public

Subject: Social Studies

Folder: Social Studies Inquiry

-Select Folder-

Grade: 9

Bloom's: Understanding (Comprehension)

Knowledge: Conceptual (DOK 2: Skill/Concept)

Difficulty Level: Average

Textbox Type: Large

Instructions: 1000000374

Stimulus: 1000519

Rubric: 10000243

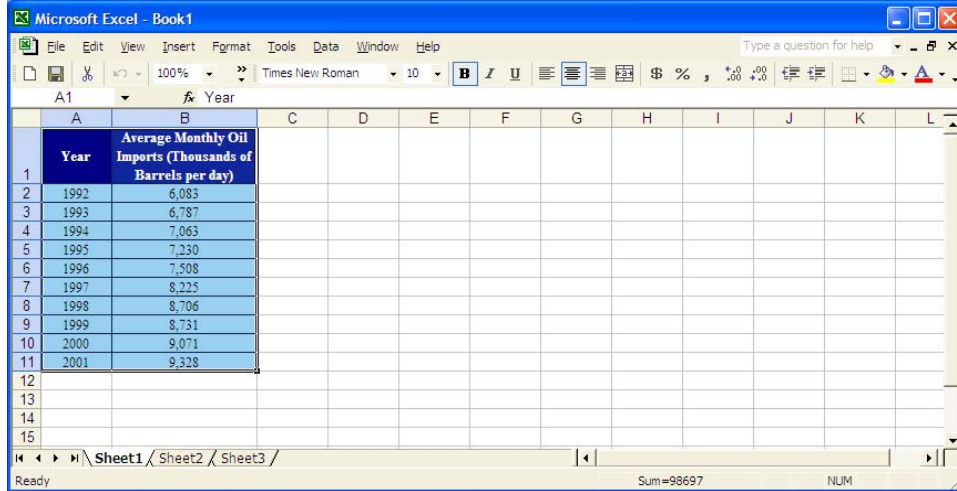
Text-entry boxes are applicable to online tests only. For paper-and-pencil tests, answer should be written on a separate sheet of paper or in a blue book. A small textbox is suitable for a one-word answer; it allows for a maximum of 40 characters. A medium textbox has three lines visible and scrolls; it's appropriate for a several-sentence response. A large textbox also scrolls, and is appropriate for an essay or other extended response.

## Adding a Picture

The Excel table shown in the example below could simply be copied and pasted directly into the constructed-response text-entry form, as could tables in Word. In fact, for the screenshots shown in these constructed-response examples, a sample item was copied from a Word document and pasted directly into the text-entry box.

Because pictures are seldom simple "text art" (i.e., tables), this section will show how to create a picture and attach it to a constructed-response item, using the Excel table as an example.

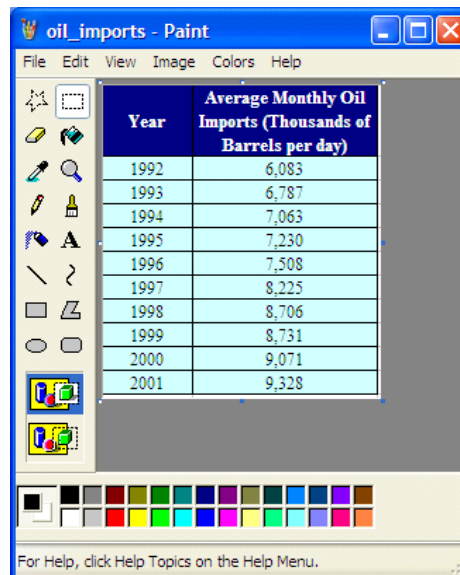
- 1) Select the picture you wish to copy.



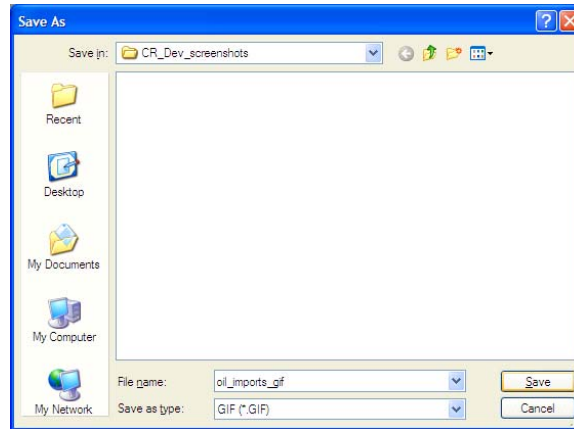
The screenshot shows a Microsoft Excel spreadsheet with the following data:

Year	Average Monthly Oil Imports (Thousands of Barrels per day)
1992	6,083
1993	6,787
1994	7,063
1995	7,230
1996	7,508
1997	8,225
1998	8,706
1999	8,731
2000	9,071
2001	9,328

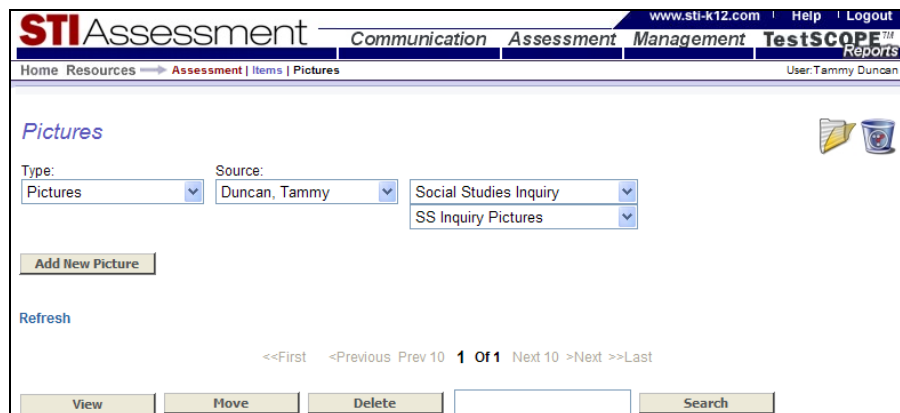
- 2) Paste the picture into your favorite picture-editing program. This example shows **Microsoft Paint**, a program that comes pre-installed on most Windows machines. Crop and edit the picture as needed.



- 3) Save the picture as a .gif, .jpg, or .png. Note that STIA accepts only these three file formats. Also, be aware that pictures to be uploaded cannot be larger than 75K.



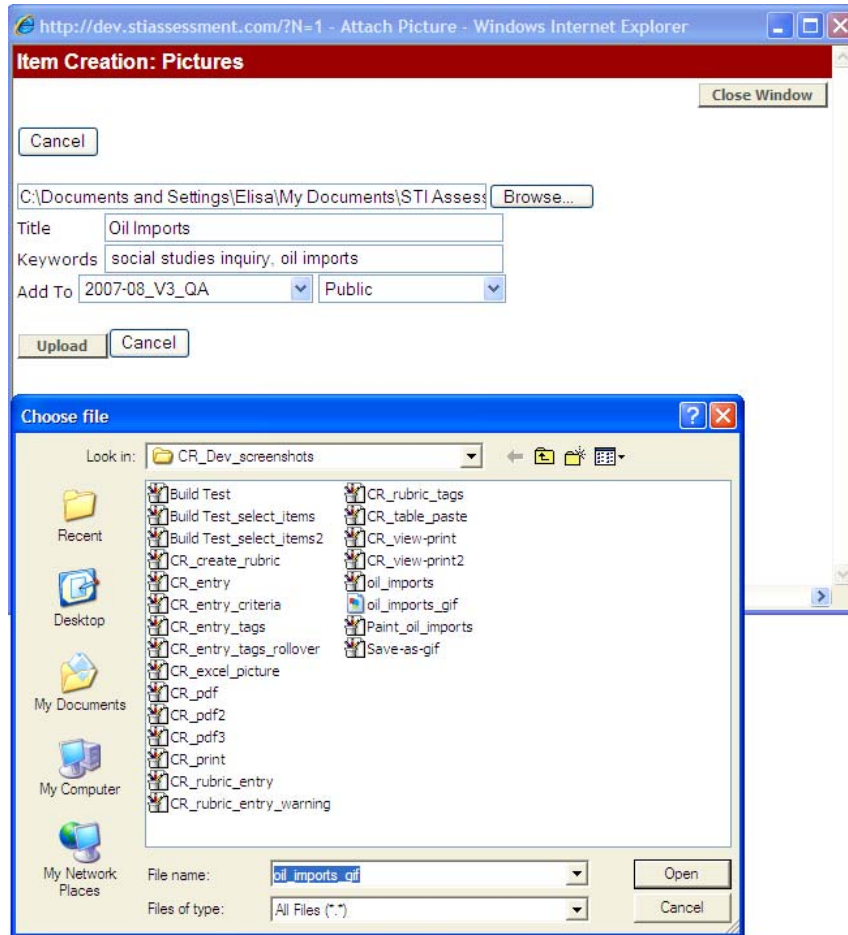
- 4) Upload the picture to STIAssessment. From the pull-down menus on the **Items** page, select **Pictures**, then select the source and folder from the subsequent pull-down menus. Then click the gray **Add New Picture** button. This will open the *Item Creation: Pictures* page in a new window.



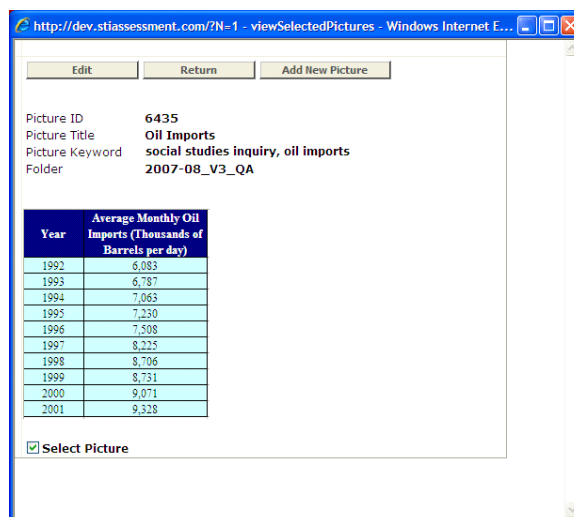
(You may also upload a picture in the context of creating an item, by clicking the [Add Picture](#) link and then selecting **Upload**.)

Browse your computer's directory to locate the picture to upload. Fill in the information about the picture in the form provided.

HINT: Fill in the keywords! This will help you to search for a picture later, in case you can't remember what folder you put it in or what you named it.

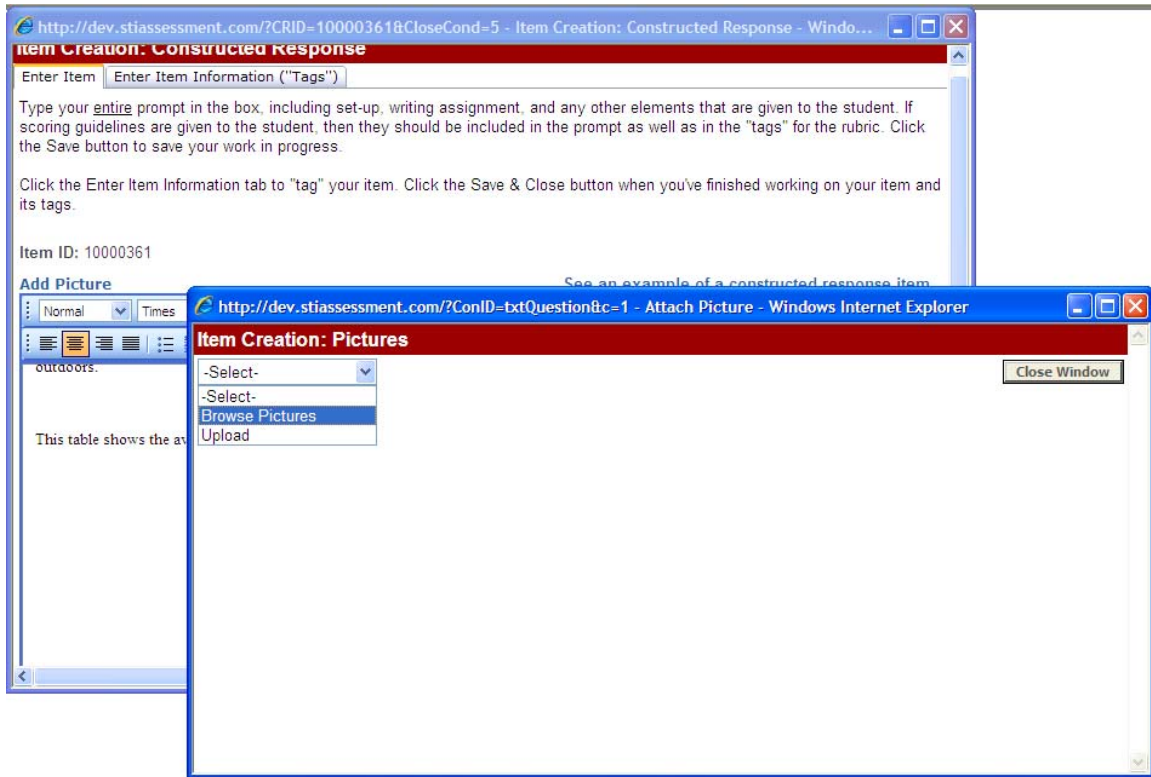


A confirmation page will appear. Click the gray Return button to exit picture uploading.

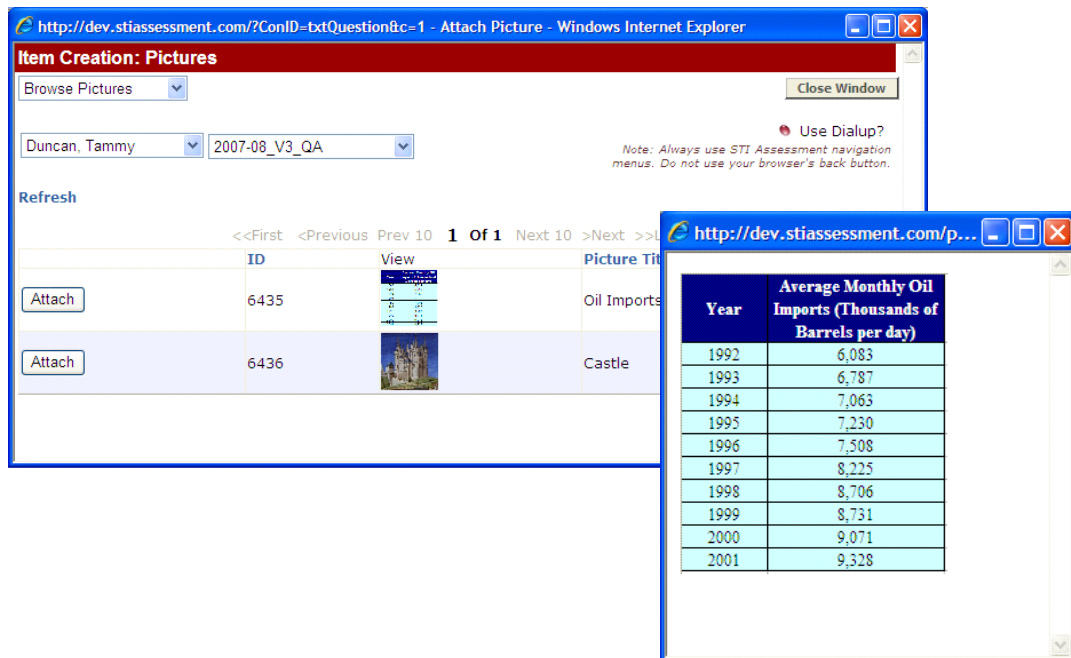




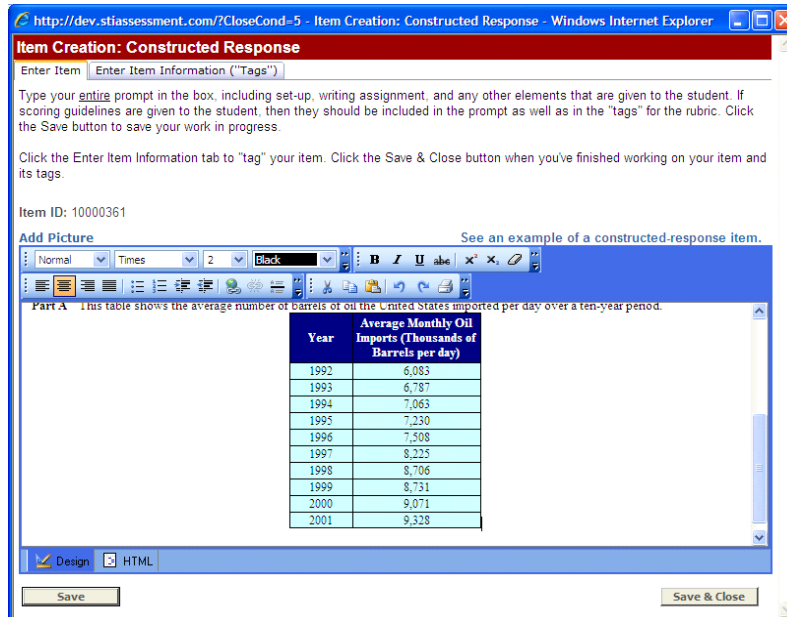
- 5) Add the picture to your item. Place your cursor in the item where you want the picture to be inserted. Click the blue **Add Picture** link, then select **Browse Pictures**.



- 6) Click the gray **Attach** button next to your desired picture. Clicking the thumbnail of a picture will enable you to see it in a small pop-up window.

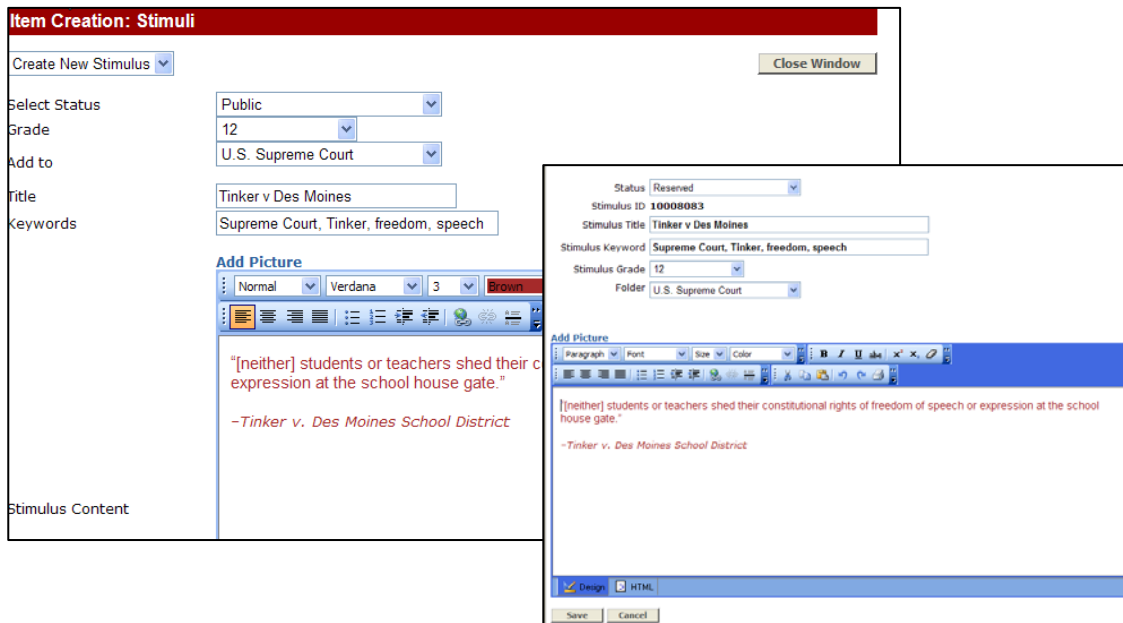


7) The picture will be inserted into your item.



### Creating a Stimulus

A *stimulus* may consist of a reading passage, a graphic, or a combination of the two. A stimulus is often associated with multiple questions, and precedes them in the test. To create a stimulus for a constructed-response item, click the blue **Stimulus** link on the *Enter Item Information (Tags)* tab. Select *Create New Stimulus* from the pull-down menu, then fill in the stimulus-creation form. After you click the gray **Save** button, a confirming page will appear.



Following is another example of a stimulus, which appears in the sample test. In this case, since the same Data section is used for several items, it is rendered as a stimulus, rather than being incorporated into the item’s stem (as was the case for the “Drilling for Oil” example, which was a stand-alone constructed-response item). Note that even though this stimulus was copied and pasted from Word, only text can be transferred by Copy-and-Paste. The line graph and pie charts had to be “added back” by saving the pictures as .gif files, uploading them to STIAssessment, and inserting them into stimulus.

While this takes a little time, it also provides the user with a store of pictures that may be reused when creating other items.

**Item Creation: Stimulus**

Status: Public  
 Stimulus ID: 1000308  
 Stimulus Title: SS Inquiry: Gasoline Tax  
 Stimulus Keyword: gas tax  
 Stimulus Grade: 10  
 Folder: SS Inquiry

**Add Picture**

**GASOLINE TAX**

Read the following hypothetical information.

Suppose your community is debating whether to add an extra 5% tax on all gasoline sales. The money from the tax would go to the police to pay for extra anti-drunk-driving efforts.

**DATA SECTION**

**Part A** The graph shows the average number of arrests made for drunk driving each month over the last seven years.

Year	Average Arrests Per Month
1	140
2	180
3	120
4	100
5	90
6	80
7	100

**Part B** The table shows the average prices for a gallon of gasoline in your community (without the tax) and in five nearby communities.

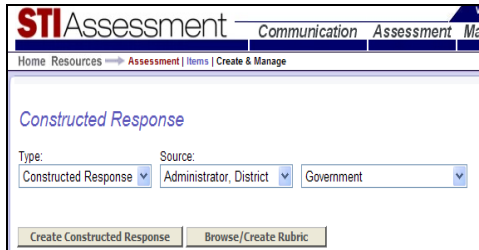
Community	Price
Ours	\$1.43
Town A	\$1.38
Town B	\$1.49
Town C	\$1.51
Town D	\$1.28
Town E	\$1.44

**Part C** A newspaper asked people in the community: Should we adopt the gasoline tax?

Group	No	Yes	Not Sure
People with Cars	72%	23%	5%
Total Population	38%	29%	5%

## Creating a Rubric

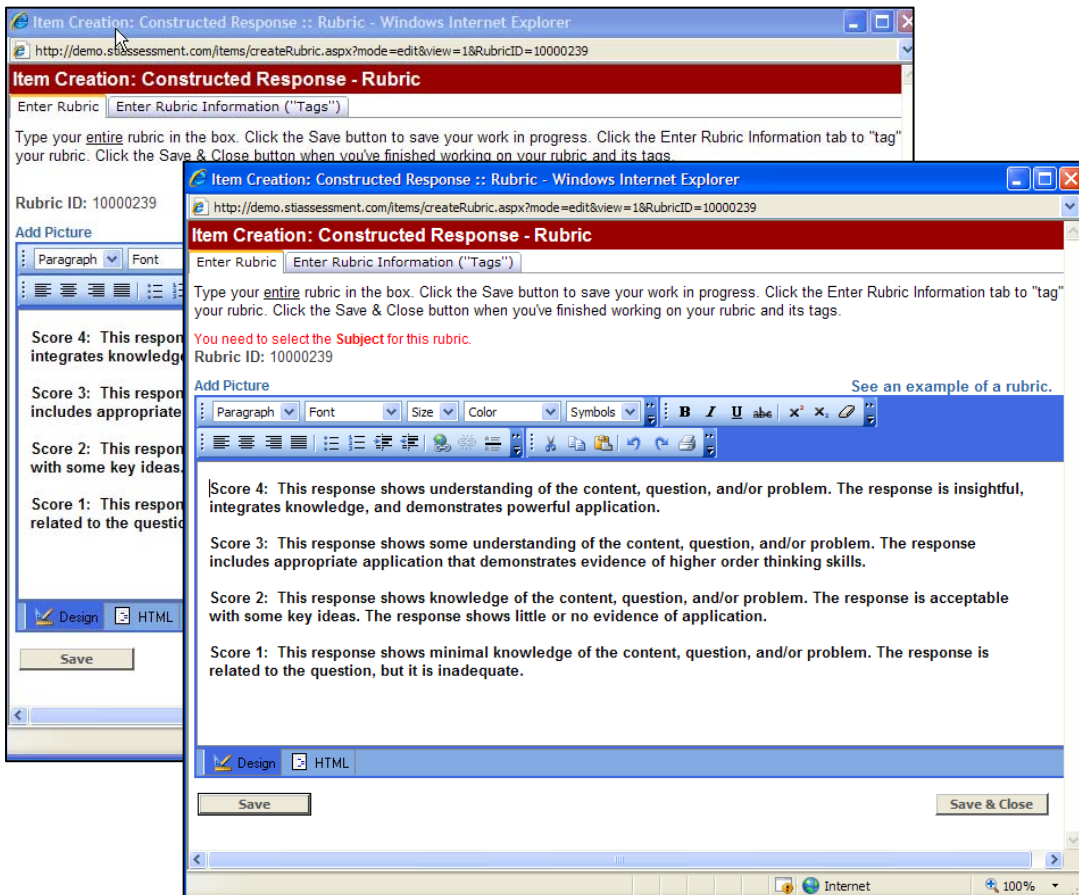
You may create a *rubric* (scoring guideline) by clicking the gray **Browse/Create Rubric** button on the Constructed Response Index page. Alternatively, when creating or editing a constructed-response item, you may click the blue **Rubric** link on the *Enter Item Information (Tags)* tab, then select **Create New Rubric** from the pull-down menu.



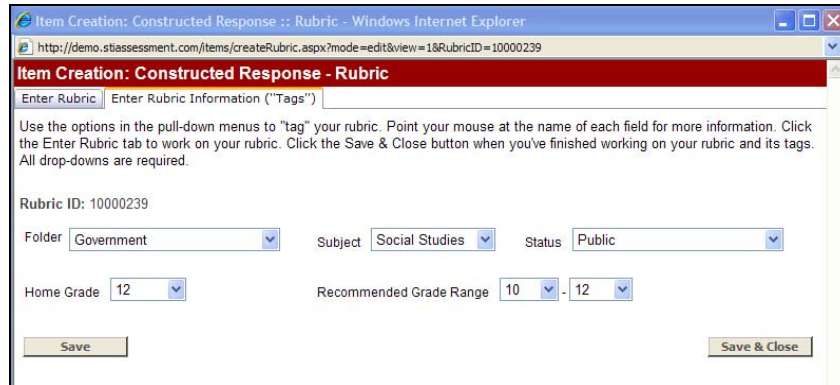
Type or paste the rubric into the text-entry box.

**Reminder:** Text copied from Word contains formatting that cannot be edited in programs other than Word. This can cause odd things to happen with text appearance and layout. For best results, type directly into STIAssessment, or strip out the formatting by pasting into Notepad, then copying from Notepad and pasting into STIAssessment.

Remember to save—and don't be alarmed if you see reminders to fill in the tags when you're saving the rubric text.



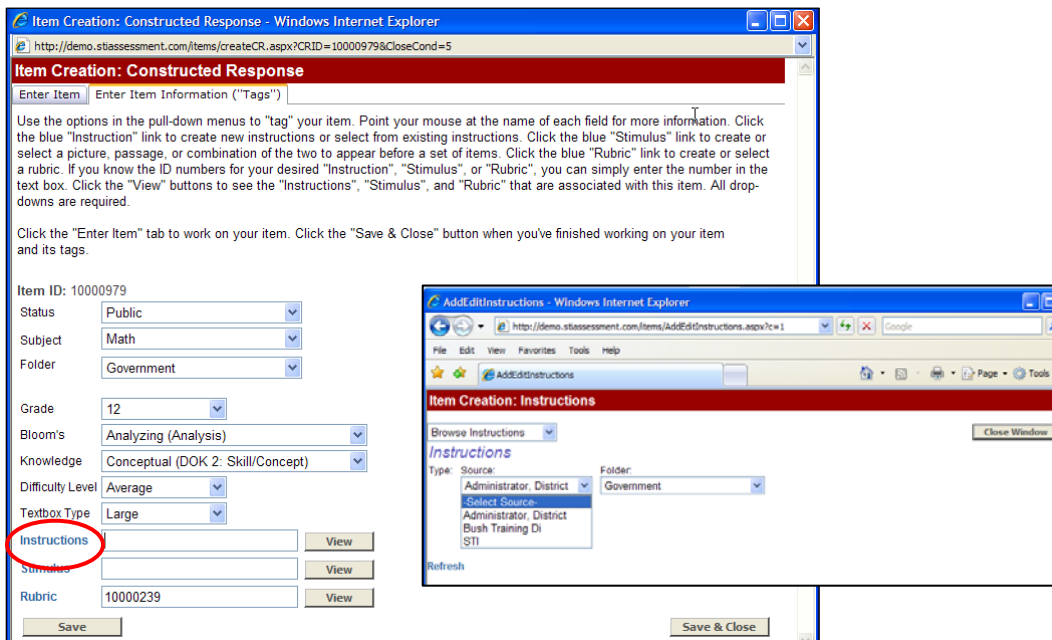
Enter information about your rubric on the *Enter Rubric Information (Tags)* tab.



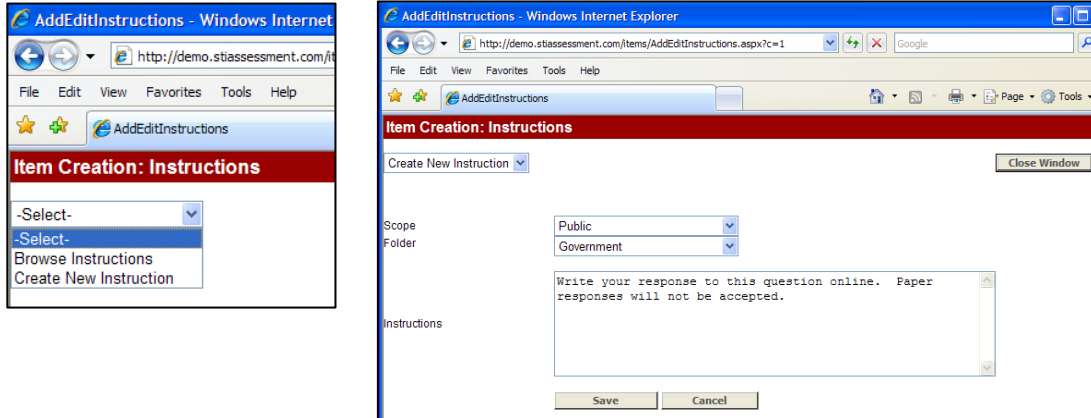
To make it easier for teachers to use the rubric when scoring online student responses, either type the rubric directly into STIAssessment, or make sure that your table or picture is at most 3.5 inches wide. This ensures that teachers who are scoring constructed responses will not have to scroll horizontally when viewing the rubric.

### ***Browsing and Creating Instructions***

Click the blue **Instructions** link on the *Enter Item Information (Tags)* tab, then select an option from the pull-down menu. There are a huge number of pre-written instructions in STIAssessment—even blank instructions in case you want to group certain items together but don't want instructions text to appear (items are grouped into subsections in a test according to their associated instructions).

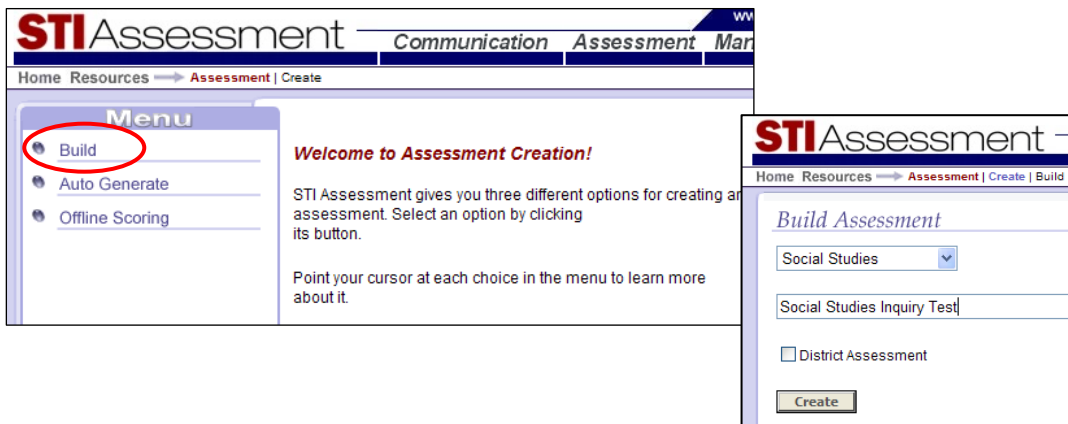


If none of the pre-existing instructions are right for your item, you can create new instructions. Select **Create New Instructions** from the pull-down menu, then fill in the form. You may use HTML to format your instructions. Click the **Add** button to save your instructions and add them to your roster.

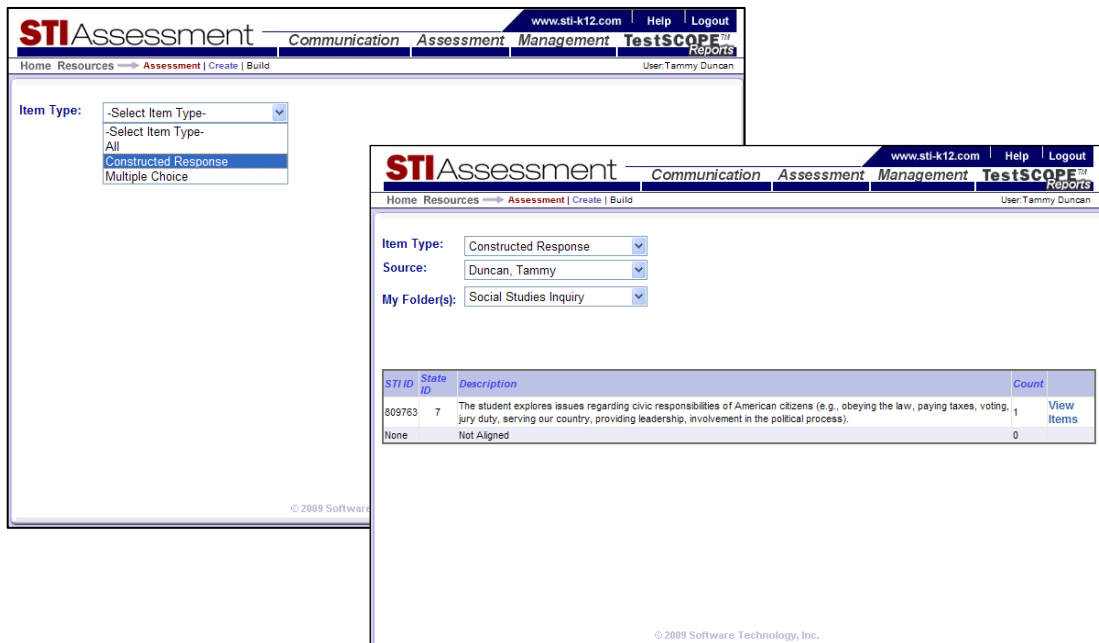


## Building a Test with Constructed-Response Items

Constructed-response items are added to tests in exactly the same way as multiple-choice user-created items. On the *Assessment-Creation* page, click the **Build** link. Next, enter the name of the test in the text-entry box and click the **Create** button.

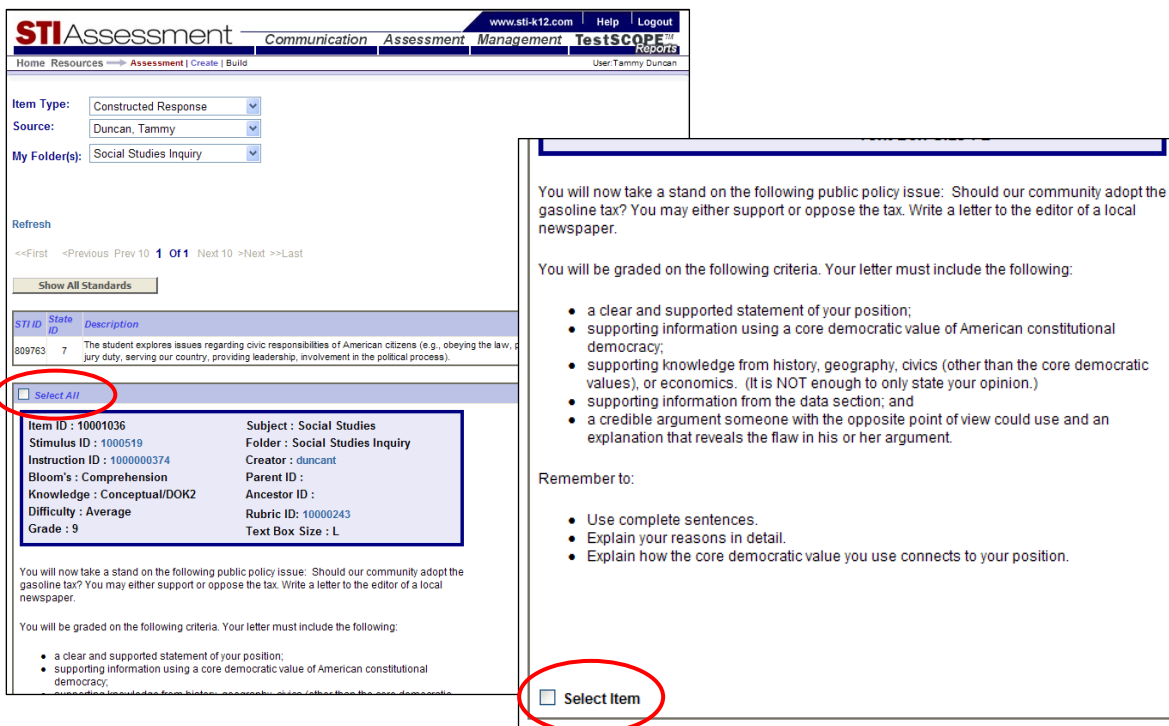


From the pull-down menus, select the type of item you want to add to your test, the source of the item, and the folder in which it is located.



The table that appears lists the items by standard and indicates the number of items per standard. Click the [View Questions](#) link to see the items.

To select all items, click the [Select All](#) checkbox at the top of the index table. To select an individual item, click the checkbox that appears in the item's lower right-hand corner.



## Viewing a Test with Constructed-Response Items

From the *Assessment / Manage* page, select Source and Assessment Type. Select **View/Print** from the Manage Assessment Option pull-down menu. Click the **View/Print** link next to the name of the desired test. This screenshot shows only a small part of the index, as this sample account has many associated tests. To locate your tests in a very long list, click the blue column heading to sort by the column-head attributes: *Assessment ID*, *Assessment Description* or *Date*.

The screenshot shows the 'Assessment Management' page. At the top, there are navigation tabs for 'Communication', 'Assessment Management', and 'TestSCOPE Reports'. Below the navigation, there are filters for 'Source' (Duncan, Tammy), 'Assessment Type' (Regular), and 'Manage Assessment Option' (View/Print). A table lists several assessments:

	Assessment ID	Assessment Description	Date
View/Print	185983	Social Studies Inquiry Test	7/21/2009 10:08:27 AM
View/Print	185977	Simple circuitry	7/10/2009 12:00:00 AM
View/Print	185759	Test Math GB	2/24/2009 12:00:00 AM

The screenshot shows the 'Social Studies Inquiry Test' page. It includes checkboxes for 'View this assessment with correct answers', 'Add this assessment to Custom List on login screen', and 'Display item details'. There is also a 'District Assessment' checkbox. The 'Instructions' section reads: 'Read the passage. Next, read the questions below the passage. Then choose the best answer for each question.' Below this is a 'DATA SECTION' titled 'GASOLINE TAX' with a passage about a 5% tax on gasoline sales and a data section about drunk driving arrests.

- ◆ Clicking the *Correct Answers* checkbox causes the letter of the correct answers for multiple-choice items to appear in green.

The screenshot shows a multiple-choice question with the following options:

2 Study the information in the data section. Which of the following statements BEST describe the number of arrests over time?

- (A) The number of arrests has increased steadily.
- (B) The number of arrests has decreased every year since the second year.
- (C) The number of arrests has generally decreased over time.
- (D) The number of arrests grew at first but has declined constantly since.

3 What conclusion can you draw from the results of the poll?

- (A) There are more people who have cars than those who do not have cars.
- (B) The percentage of people with cars who are opposed to the gas tax is about twice that of population.
- (C) More people are opposed to the gas tax than in favor of it.
- (D) A slight majority of the people with cars said "no" to the gas tax.



- ◆ Clicking the *Custom List* checkbox puts the test in the custom list on your STIA homepage.



- ◆ Clicking the *Display Details* checkbox shows information about the item. Note that some of this information is not available until you complete Constructed-Response Settings.
  - Clicking the blue state-standards number causes the standard to display.
    - In many states, the academic standards may not have official numbers for strands, domains, and even some objectives/benchmarks. You may still align items to these entries in the standards, but the state ID may display as an asterisk (\*) or as “unnumbered standard.” These, too, are “clickable,” so you may view the text of that entry in the standards.
    - While you may align items to any entry in the state standards that you like, it might be worth reconsidering aligning to very high levels in the hierarchy. It’s not very useful to know that an item is aligned to “Number Sense” or “Biology I”—or that a student needs help on these topics.

**Type your response to the writing prompt in the textbox.**

Item ID: 10001036	Subject: Social Studies
Standard ID: 7	Stimulus ID: 1000519
Points: 0	Instruction ID: 1000000374
Weight: %	Parent: 0
Blooms: Comprehension	Ancestor: 0
Knowledge: Conceptual (DOK 2: Skill/Concept)	Creator: duncant
Rubric ID: 10000243	TextBox Size: L

**1** You will now take a stand on the following public policy issue: Should tax? You may either support or oppose the tax. Write a letter to the ed

You will be graded on the following criteria. Your letter must include the

- a clear and supported statement of your position;
- supporting information using a core democratic value of America
- supporting knowledge from history, geography, civics (other than economics. (It is NOT enough to only state your opinion.)
- supporting information from the data section; and

Standard\_PopUp - Windows Internet Explorer

http://demo.stiassessment.com/reports/showStandard.aspx?StandardID=809763

**STIAssessment**

STI ID	State ID	Description
809763	7	The student explores issues regarding civic responsibilities of American citizens (e.g., obeying the law paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process).

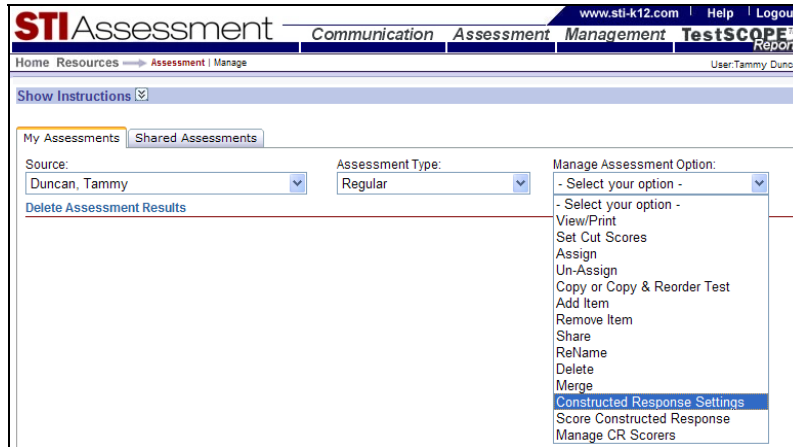
**Close**

- ◆ The gray **Back** button returns you to the *Assessment Management* page.
- ◆ Click the Printer icon in the upper right corner to create a customizable .PDF of the test.

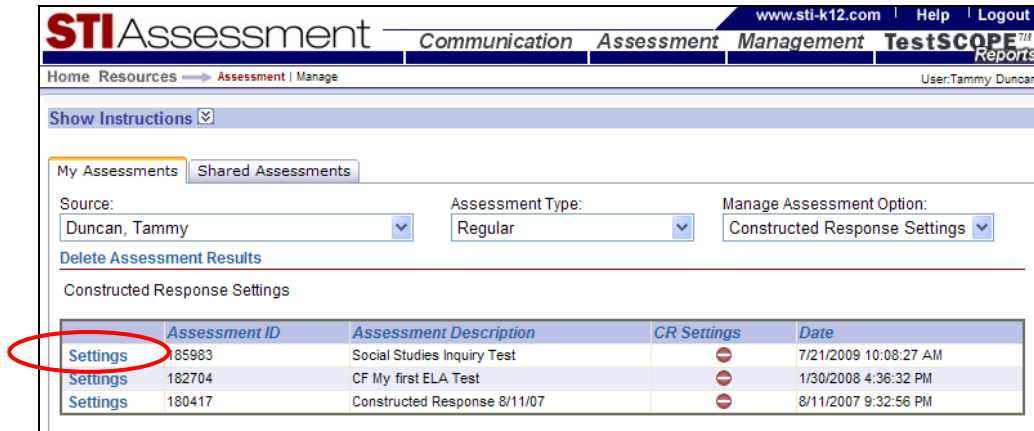
## Constructed-Response Settings

Before a test with constructed-response items can be completed and assigned to students, you must “tell” STIAssessment how you want to weight the different constructed-response items and the multiple-choice portion of the test.

Once you have double-checked your test and verified the item alignments, select **Constructed Response Settings** from the pull-down menu on the *Assessment / Manage* page.



On the *Constructed-Response Settings* index page, click the blue **Settings** link next to the name of the desired test. Alternatively, you can click the red minus icon in the *CR Settings* column. (A green plus icon means that the CR settings have been submitted, and the test is ready to be assigned.)



The weighting for each portion of the test must be a whole number greater than or equal to one (1), and the total percentage weightings must add up to 100%. To simplify this formula, the weighting for the multiple-choice portion is calculated for you as *100% minus the sum of constructed-response item percentages*. For example, in the screenshot below, the user has set the weight of the CR item to 55%. STIA automatically divides the remaining 45% among the multiple-choice items.

When you have completed filling in the form, click the gray **Set points and weighting** button.

**STIAssessment** | www.sti-k12.com | Help | Logout  
 Communication | Assessment | Management | TestSCOPE Report  
 Home Resources | User: Tammy Dunce

**Constructed Response Settings**

**Assessment Name:**  
**Social Studies Inquiry Test (185983)**

Fill in the text boxes (with blue borders) with whole numbers. The weighting of the multiple-choice items (yellow) is automatically equal to 100% minus the weighting for the constructed-response items. Click the **Set points and weighting** button to save the settings.

Item	CR Points or # of MC Items	Weight (%)
10001036	<input type="text" value="4"/>	<input type="text" value="55%"/>
Multiple Choice Items	<input type="text" value="3"/>	<input type="text" value="45%"/>
Total	<input type="text" value="7"/>	<input type="text" value="100%"/>

After you click the button, a confirmation screen appears. You're now ready to assign the test, if testing online, or print it if you are using scan sheets!

**STIAssessment** | Communication | Assessment  
 Home Resources

**Constructed Response Settings > Finished**

**Assessment Name:**  
**Social Studies Inquiry Test**

Points and Weights Successfully Saved for:  
 1 Constructed Response Items.  
 3 Multiple Choice Items.

Select an option below to continue:

- View Assessment
- Assign Assessment
- Assign assessment by mapping
- Return to Manage Assessments
- Go to Constructed-Response Settings

## Assigning Points to Constructed-Response Items

When calculating the total score for a test, STI computes the percent-score equivalent for each constructed-response score (for example, 3 out of 4 possible points is 75%, and 4 out of 5 possible points is 80%), multiplies this by the item’s weighting, and then adds all the weighted scores together to obtain a total score. This means that each constructed-response item can have just about any number of points associated with it.

For ease of use, the points for each constructed-response item should be the same as the number of score points or levels in its corresponding scoring rubric.

Scoring rubrics are highly recommended to help ensure consistent scoring, *especially* in situations where there are multiple graders and inter-rater reliability is therefore a concern. However, it’s also possible to score constructed responses without having a formal rubric.

As a general rule, you should assign points to a constructed response according to how that constructed response is to be scored. The following table provides some suggestions for the number of points to be assigned to a constructed-response item for different scoring methods.

Scoring Method	Suggested Point Value
Rubric	Constructed response’s point value equals the number of score points or scoring levels in the rubric
Checkmark	1 point (give a point if student wrote a response; do not give a point if student did not provide a response)
Modified Checkmark	3 points (3 = check-plus; 2 = check; 1 = check-minus; 0 = minus/zero)
Percentage	100 points
"Whole" letter score	4 points (A = 4, B = 3, C = 2, D = 1, F = 0)
"Plus-minus" letter score	12 points (A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, F = 0)

You can adjust the number of points as desired, of course. For example, at the Massachusetts Institute of Technology, A = 5, B = 4, C = 3, D = 2, and F = 0. This method of calculation ensures that a student’s grade point average is seriously damaged by a failing grade. (Two A’s and one F round to a B average in a 4-point grading system, but round to a C average in the M.I.T system.) As a result, M.I.T. students have additional motivation to turn in all work and show up for all tests.

## Correcting Items in Tests: Recommended Procedures

### Best Practices

- ◆ If you need to ensure that the content of your tests never changes, store items and other components (passages, graphics, instructions, rubrics, and so on) in a user folder, and *do not touch them*.
- ◆ Since STIA Item Library items are updated regularly, do not use them on a “carved-in-stone” test. Copy them to your special “Do Not Touch” folder and build your immutable test using these protected copies.

- ◆ Create and save a .PDF version of a test each time it is administered so you have an exact copy for your records (see the next section, [Printing a Test with Constructed-Response Items](#), for details).

### Explanation

In order to operate quickly and efficiently, tests in STIAssessment do not contain copies of items *per se*. Instead, they contain “pointers” to the items where they reside in your folders or in the STIA Item Library.

This means that you can correct errors in items and stimuli at any time. However, for the sake of good testing practices and fairness, you shouldn’t touch the items on a test once students have started taking it.

For example, an error in one item in a sample test wasn’t found until *after* the Constructed Response Settings had been submitted.

3 The demand for gasoline is <i>inelastic.</i> This means that

This item is fine now, because it was corrected in the folder, and this correction transferred to the test.

3 The demand for gasoline is *inelastic*. This means that

- (A) people purchase much more gasoline when its price goes down.
- (B) people purchase much less gasoline when its price goes up.
- (C) people purchase about the same amount of gasoline regardless of its price.
- (D) people always complain about the price of gasoline, no matter how much it costs.

The self-correcting nature of the STIA system, however, means that you need to be very careful when it comes to deleting or changing items. Alterations to a master item affect *every* test using that item, including past and present tests.

Since most users are concerned only with the results of past tests, which aren’t changed by the correction of a typo, this is usually not a problem. However, please follow the Best Practices outlined above for efficient, trouble-free assessment creation and management.

## Printing a Test with Constructed-Response Items

Clicking the Printer icon on the View/Print test page brings up the window for the Test-to-PDF options and PDF generator. The following screenshot shows the page in its initial state. The middle inset shows the bottom part of the page while the PDF is being generated, and the bottom inset shows the bottom part of the page once the PDF is ready for downloading

**STIAssessment** www.sti-k12.com Help Logout  
 Communication Assessment Management TestSCOPE Reports  
 Home Resources User: Tammy Duncan

**Test-to-PDF Options** ?

**Step 1: Double-check your display options.**

**Cover Page Options:**  
 Test Detail Text:

Justification:  Left  Center  Right

**Assessment Font and Layout Options**

Assessment Font: Arial  
 Stimulus Text Size: 12 pt  
 Item Border Style: 1 pt  
 Instructions Text Size: 12 pt  
 Item Stem Text Size: 12 pt  
 Item Answer Choices Text Size: 12 pt  
 Line Spacing Between Choices: 1  
 Line Spacing Between Items: 1  
 Color (% Black): 20

NOTE: Text size of graphics cannot be changed. This mainly affects Math and Science content, but some Reading passages also contain graphic elements.

**STEP 2: Generate your PDF file.**   
**STEP 3: Download your PDF.**

**PDF is being generated. Please wait for process to finish. The [View PDF] button will become active when process is complete.**

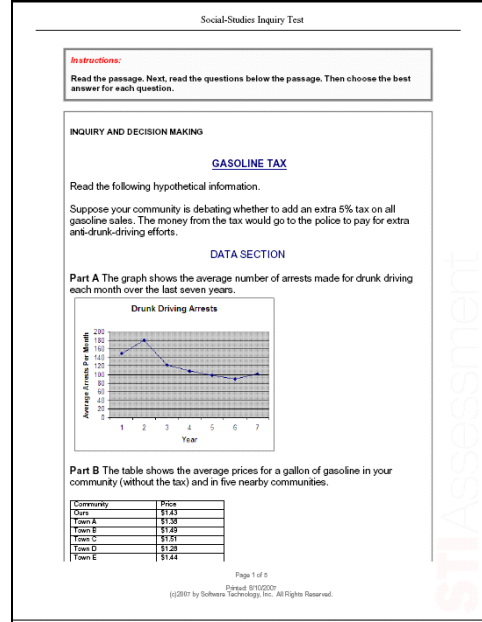
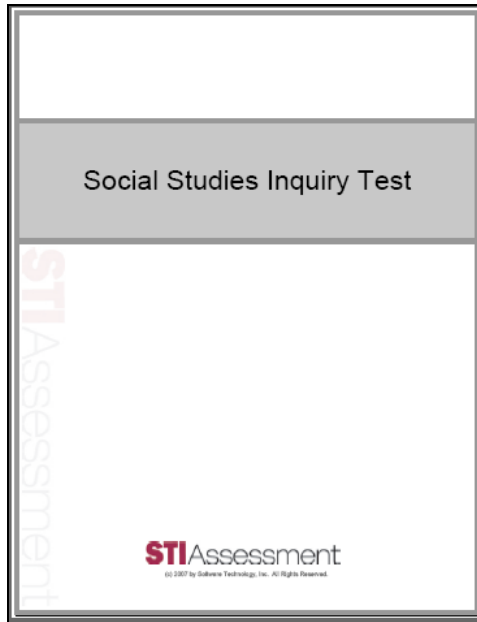
**STEP 2: Generate your PDF file.**   
**STEP 3: Download your PDF.**

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**STEP 2: Generate your PDF file.**   
**STEP 3: Download your PDF.**   
 View PDF will open a new window displaying your last generated PDF. NOTE: You will need to save or print the PDF to retain a copy.

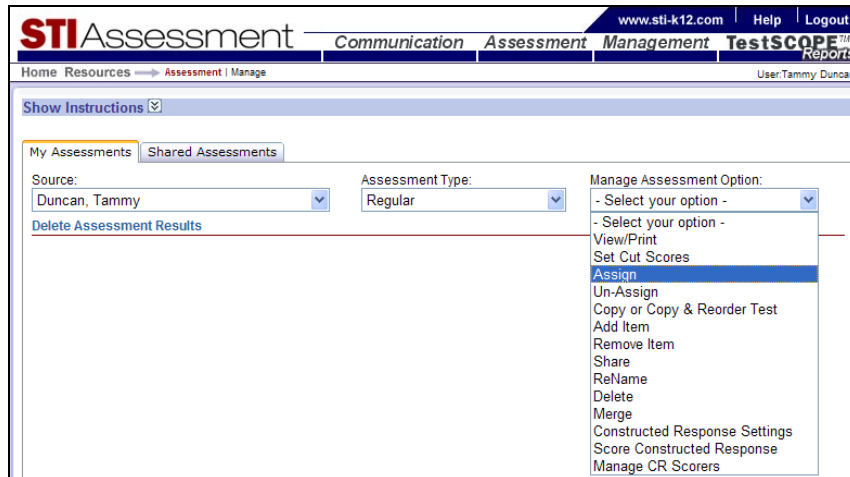
You may keep generating PDFs with different settings until you find a combination of settings you like (although the default settings usually work just fine). *Remember to save the PDF of the version you like best and rename the file so you'll recognize it later.* The PDF generator creates unique names for each PDF it makes, such as 204880\_-8590148847501121467.

Some sample test pages are shown here.

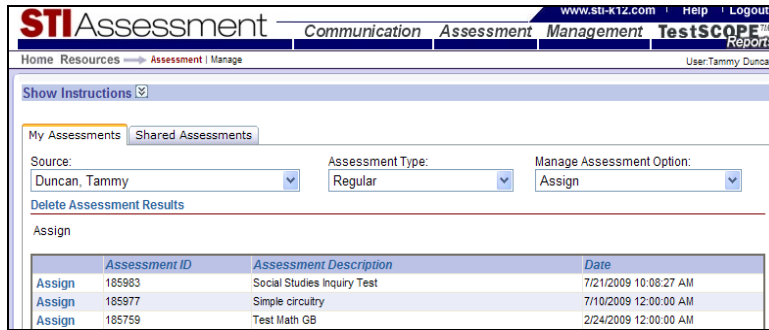


## Assigning a Test with Constructed-Response Items

Select **Assign** from the pull-down menu on the *Assessment / Manage* page.



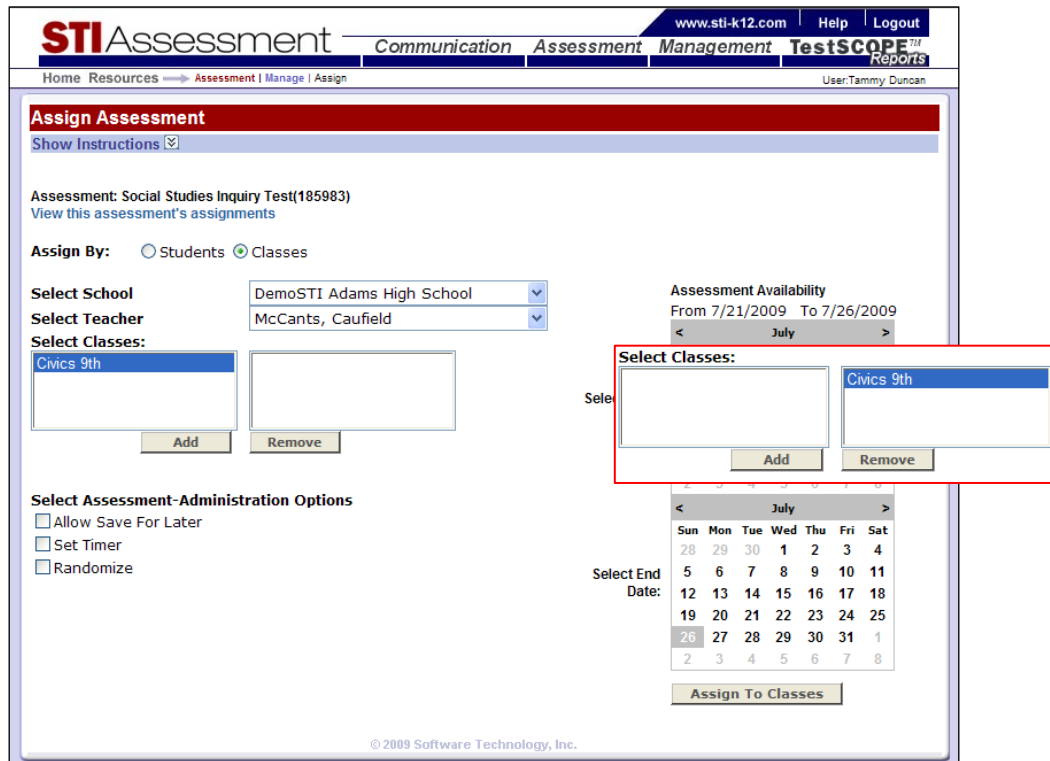
On the *Assign* index page, click the blue **Assign** link next to the name of the desired test.



Click the radio button to indicate whether the test is to be assigned to classes or individual students (as for a make-up test).

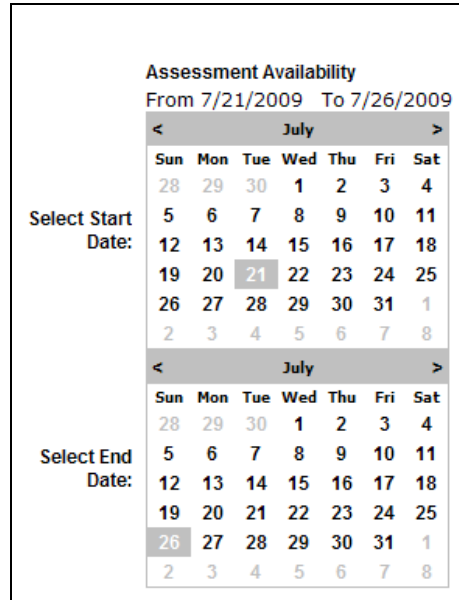
Different kinds of accounts on STIAssessment have different levels of access. For example, a classroom teacher can assign tests only to his or her students and classes, and the choices on the *Assign* page reflect this. The demonstration account illustrated here is assigned to a District Administrator, who can assign tests to different schools.

In this example, the test is being assigned to a class. The name of the class is highlighted, and the **Add** button is then clicked for each class that is to be assigned the test. (In this case, there's only one class.) The inset, bordered in red, shows the updated roster.





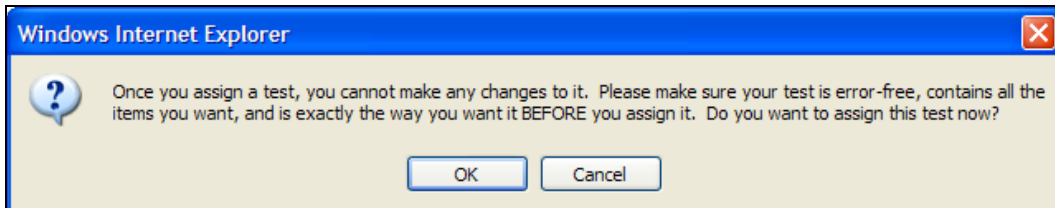
Choose the testing dates by clicking the dates on the calendar. To advance to future months, click the right arrows (>). To back up, click the left arrows (<).



Set the other options if desired.



When the **Assign to Classes** button is clicked, an important message appears. *Do not ignore it.*



In this warning, STIA engineers are advising you that tests are “locked down” by the process of assigning. Of course, tests with constructed-response items are already locked down earlier in the process of submitting the CR Settings. The timing of CR lockdown may change in the future—but it’s certain that all STIA tests will continue to be locked when they are assigned.

After clicking the **OK** button, you will receive confirmation that the assessment has been assigned.



STI Assessment

Home Resources → Assessment | Manage | Assign

**Assign Assessment**

Show Instructions ☑

Assessment: Social Studies Inquiry Test(185983)  
View this assessment's assignments

Assign By:  Students  Classes

**Assessment Assigned**

### ***Special Instructions for District Administrators***

Tests created by the district administrator and then assigned to classes, students, or mappings in the district must be marked as district assessments and must be published. Otherwise, teachers will not be able to access the constructed-response items and score them.

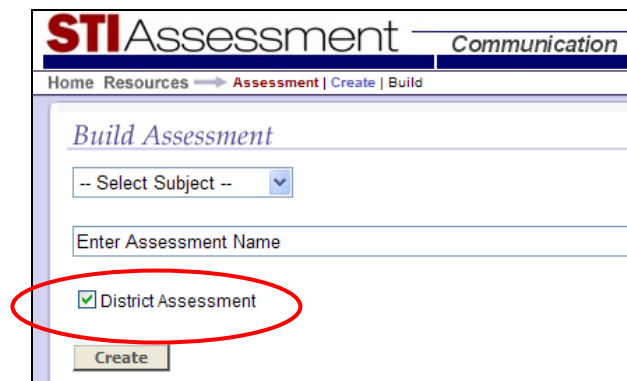
If you are a classroom teacher as well as a district administrator, you do not have to mark and publish tests intended for your own classes. You must make the test a district assessment and publish it only if it's being assigned to classes for which you are not the designated teacher.

If you forget to mark and publish a test, and teachers start calling you to ask where their students' responses are, don't panic. You can complete this process after the fact—even after students have taken the test.

### **Marking a Test as a District Assessment**

Users may designate (or un-designate) tests as *District Assessments* with the click of a checkbox.

A test may be designated as a District Assessment at the time of its creation by clicking the *District Assessment* checkbox.



STI Assessment Communication

Home Resources → Assessment | Create | Build

*Build Assessment*

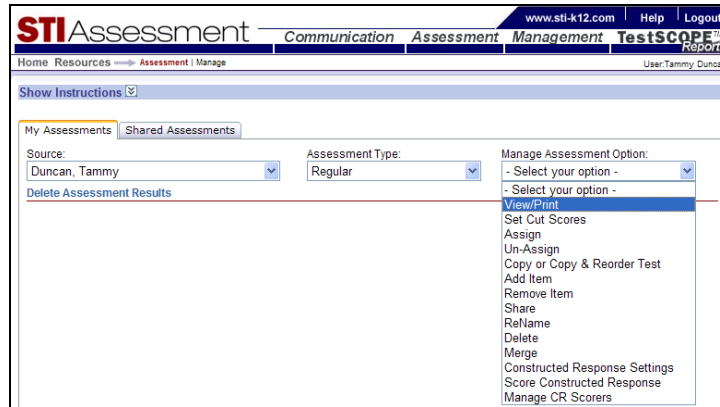
-- Select Subject -- ▾

Enter Assessment Name

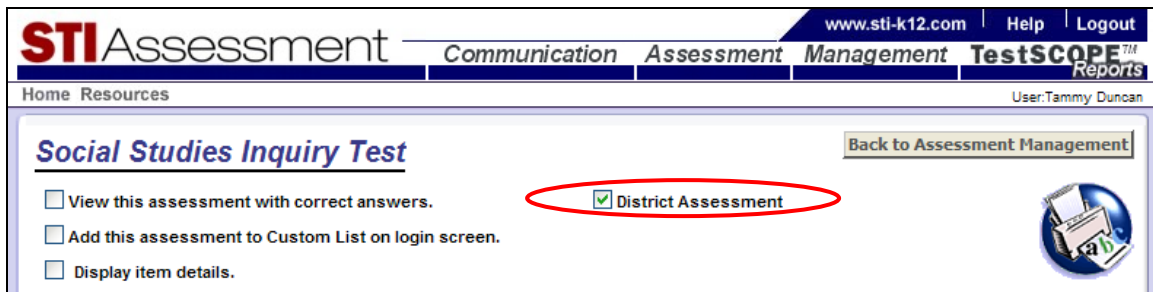
District Assessment

Create

A checkbox also appears on the View/Print page. To access this, click on the *Assessment / Manage* page. Select *Source*, *Assessment Type*, and from the *Manage Assessment Option* drop-down box, select **View/Print**.

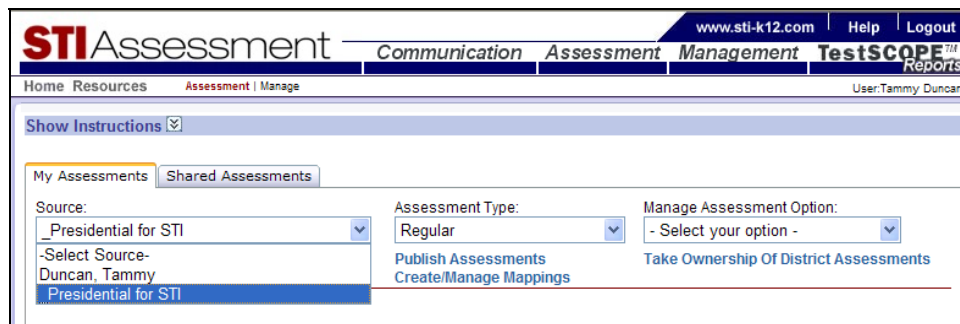


The *District Assessment* checkbox will already be checked off if the test was designated as a district assessment at the time it was created.

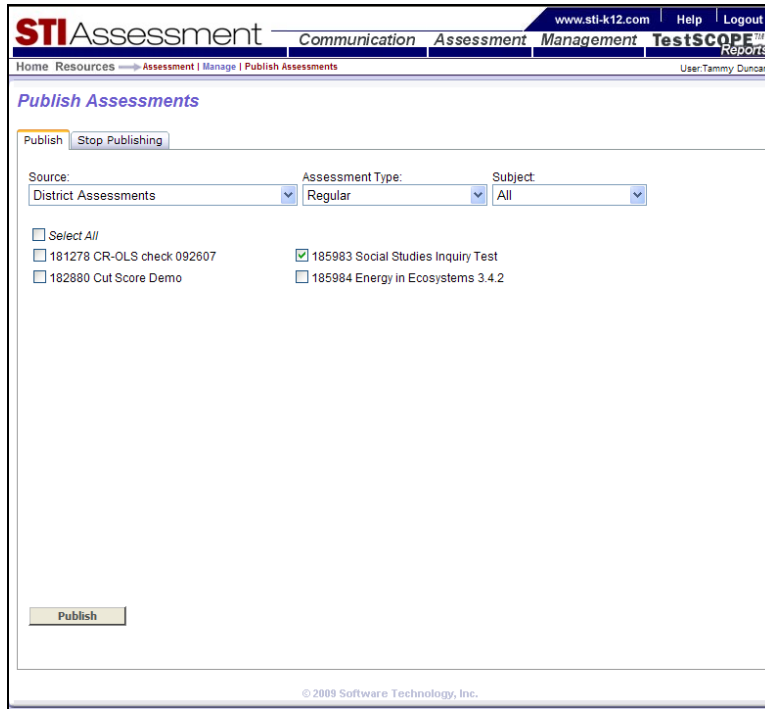


### Publishing a District Assessment

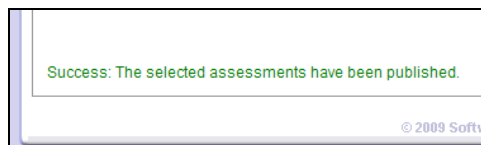
To manage district assessments, select the district as the *Source* on the *Assessment / Manage* page. (For example, the district name depicted below is *\_Presidential for STI*.) This will reveal a list of special District Administrator options for assessment management.



Click the blue **Publish Assessments** link. Click the checkbox next to the assessment(s) you want to publish, then click the gray **Publish** button.



You will receive publishing confirmation at the bottom of the page.



## Taking an Online Test with Constructed-Response Items

Many districts that have adopted STIAssessment administer paper-and-pencil tests. They print out the tests, prepare scanner forms, and then scan the students' multiple-choice results into the STIA system. Documents are available in the STIAssessment Resource Center that explain how to manage scanned tests.

Districts lucky enough to have sufficient computer resources can save a great deal of paper and the headaches of scanning by administering tests online.

Assigned tests appear on the student's homepage. When the student clicks the name of the test, which appears in blue, instructions for the test and a blue **Begin** button will appear.



The following screenshot shows the online version of the sample test. Passages appear in a scrollable frame above their related items. Each section of the test appears on a separate webpage; students navigate among sections by clicking the blue links on the “answer sheet” on the right-hand side of the page. Clicking on the question numbers also allows for movement among sections.

**STI Assessment** **Social Studies Inquiry Test**

Home Help Logoff User: Dustin Akins

**GASOLINE TAX**

Read the following hypothetical information.

Suppose your community is debating whether to add an extra 5% tax on all gasoline sales. The money from the tax would go to the police to pay for extra anti-drunk-driving efforts.

**DATA SECTION**

Part A The graph shows the average number of arrests made for drunk driving each month over the last seven years.

**Drunk Driving Arrests**

Average Arrests Per Month

1 You will now take a stand on the following public policy issue: Should our community adopt the gasoline tax? You may either support or oppose the tax. Write a letter to the editor of a local newspaper.

You will be graded on the following criteria. Your letter must include the following:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics. (It is NOT enough to only state your opinion.)
- supporting information from the data section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his or her argument.

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Clicking the gray **Instructions** button on the answer key shows the instructions for the section. The instructions here are exactly the same as on the print test, because we wanted to use *exactly* the same items for all samples for the purposes of demonstration. For a real online test, you would choose or write instructions to match the format of the test.

Instructions - Windows Internet Explorer

http://demo.stiassessment.com/student/PopUp\_Instruction.asp

**Instruction:**

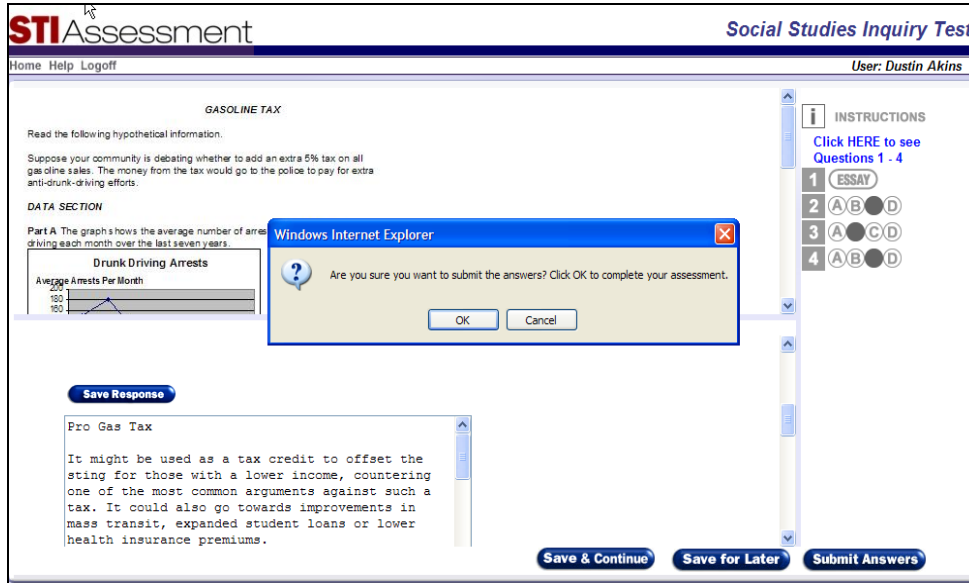
**Question 1** Type your response to the writing prompt in the textbox.

**Questions 2-4** Choose the best answer for each question.

Notice that the stimulus and items portions of the page scroll separately. This allows students to look at exactly the right part of the stimulus to respond to the item. In this case, item 2 is about trends in drunk-driving arrests.

The blue **Save & Continue** button allows students to save their multiple-choice responses as they’re working on the test, so they don’t have to worry about losing their work if an Internet connection should suddenly be lost. If students forget to click this button, it’s not a problem—there is also an autosave process working in the background.

On the constructed-response items, a blue **Save Response** button allows students to save their work at will. Students complete their test by clicking the blue **Submit Answers** button. To help prevent premature submissions, a warning message appears when the **Submit** button is clicked, as shown in the following screenshot.



Another nice feature of online tests is that students (and educators) are able to see basic results right away. This screenshot shows the results page for one student; the red-bordered inset shows the results for a different test.

**STIAssessment Social Studies Inquiry Test**  
 Home Help Logoff User: Dustin Akins

*Testing Complete!* [Click HERE to View Past Test Results](#)

Note: Your score does not include essay or short answer type questions. They will be graded separately by your teacher. Please contact your teacher for more information.

Click "Yes" or "No" in the column below to view the question with the correct response.

Question On Test	Correct	Correct Answer	Answer Given
2	Yes	C	C
3	Yes	B	B
4	Yes	C	C
<b>Average</b>	<b>100.00 %</b>		

ID	STI ID	Number Of Question	Number Correct	Percent Correct
7	The student explores issues regarding civic responsibilities of American citizens (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process).	3	3	100.00 %

Click "Yes" or "No" in the column below to view the question with the correct response.

Question On Test	Correct	Correct Answer	Answer Given
2	Yes	C	C
3	No	C	X
<b>Average</b>	<b>50.00 %</b>		

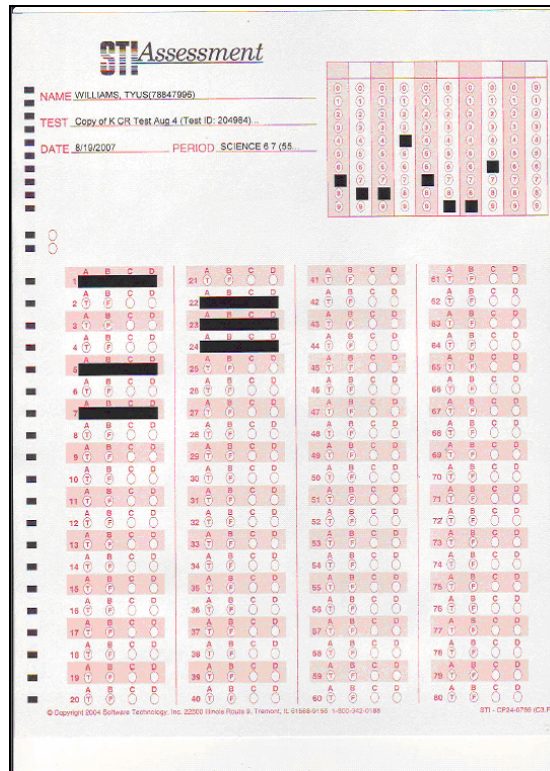
  

ID	STI ID	Number Of Question	Number Correct	Percent Correct
5	The student analyzes how changes in prices affect consumer behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil embargo of 1974; droughts (Ag products), changes in consumer preferences-fads, health information).	1	0	0.00 %
8	The student examines the role of interest groups and their impact on governmental policy.	1	1	100.00 %

More sophisticated reports for online tests are available overnight, after STIAssessment has time to process them. The reports for tests that contain constructed-response items are dependent upon the teacher scoring the student responses and entering the scores into STIAssessment.

## Administering a Scanned Test with Constructed-Response Items

Tests with constructed-response items can be administered with scanned forms. These forms may also be pre-slugged. STIAssessment pre-slugging automatically disables the answer choices corresponding to constructed-response items on the forms, as shown in the following picture of a sample pre-slugged form. However, this feature will work only for STI-supported printers.

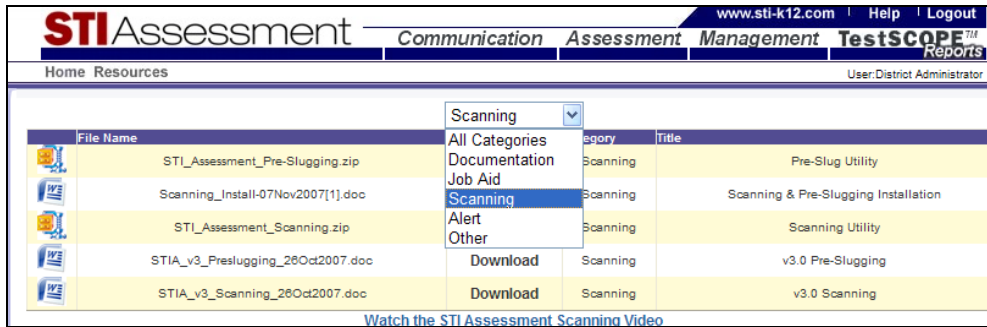


For more information, along with illustrated instructions on pre-slugging and scanning, please download the documents from the STIA Resource Center. Click the button found at the bottom of the center column of your logged-in homepage to access the Resource Center.





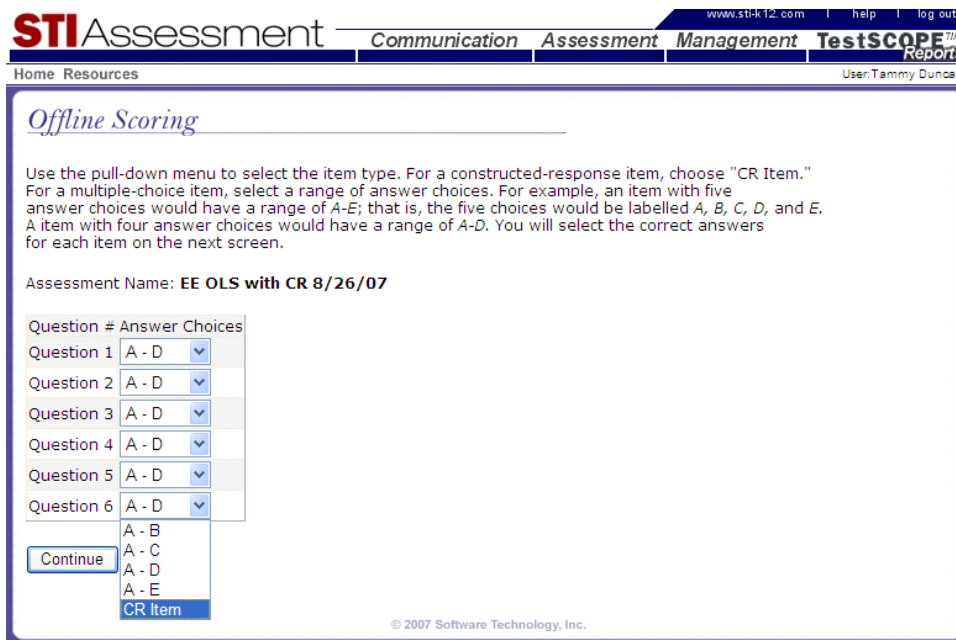
Use the pull-down menu to find the category of resources you want to see (in this case, *Scanning*). Then click the **Download** link next to the desired document.



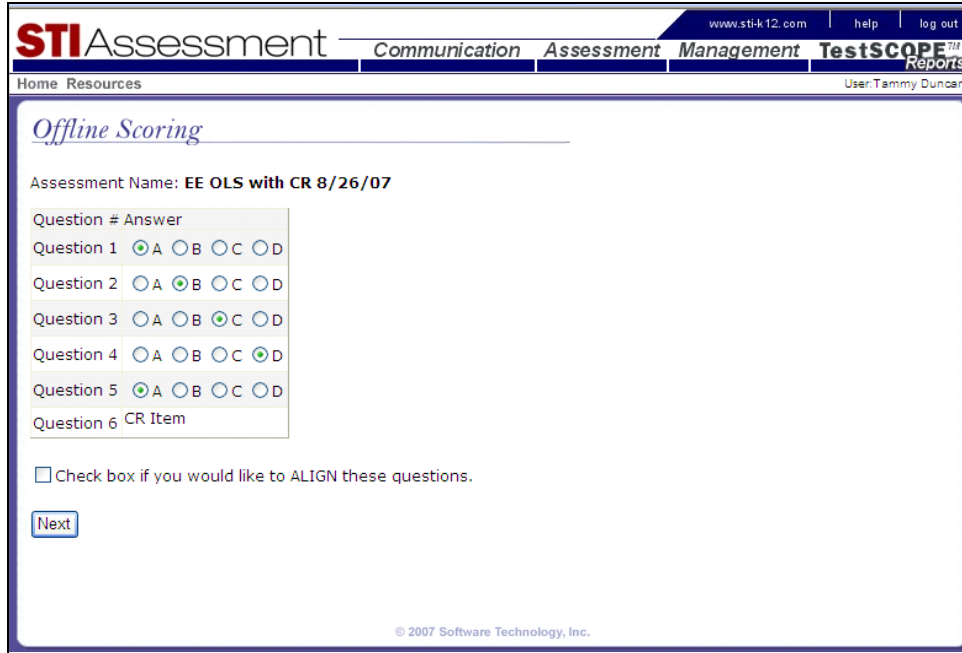
### ***Administering an “Offline” Test with Constructed-Response Items Online***

STIA’s Offline Scoring (*OLS*) allows teachers to take advantage of STI’s reporting capabilities without actually entering any test items into STIA. This is done by creating a description of the test’s structure, then creating an answer key.

As shown in the following screenshots, you can include constructed-response items along with selected-response (multiple-choice) items in an OLS test. For each question number that corresponds to a constructed-response item, select *CR Item* from the pull-down menu.



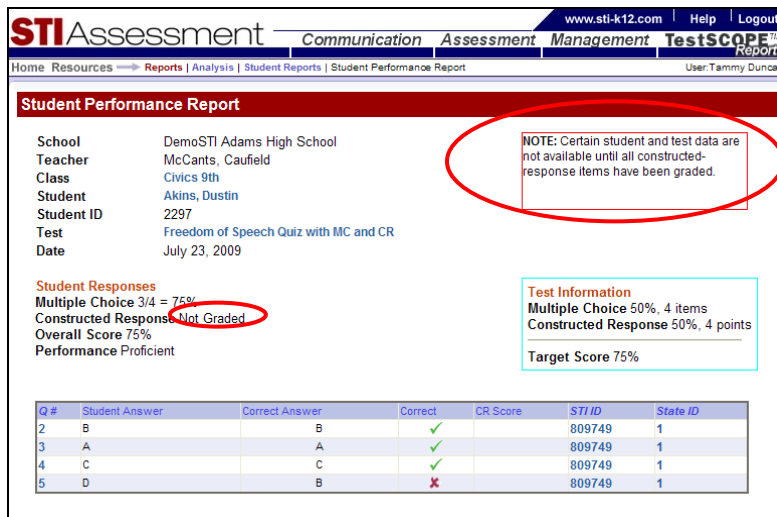
After clicking the **Continue** button, you will create the answer key for your OLS test. Note that the CR items are marked as such and, of course, no correct answer needs to be indicated for them.



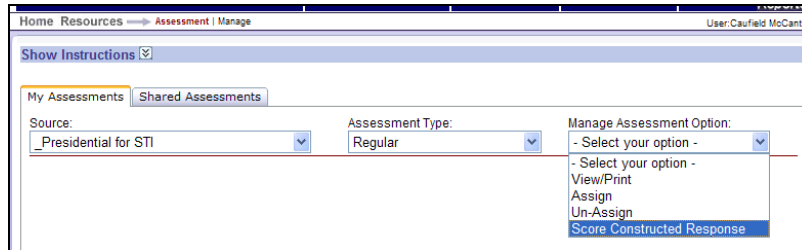
As is true with all OLS tests, item content does not appear on online views of the test; item content does not exist in STIA until you enter it. To avoid calling into question the validity of a test due to the way it is administered, it is not possible to assign and administer an OLS test online.

## Scoring a Test with Constructed-Response Items

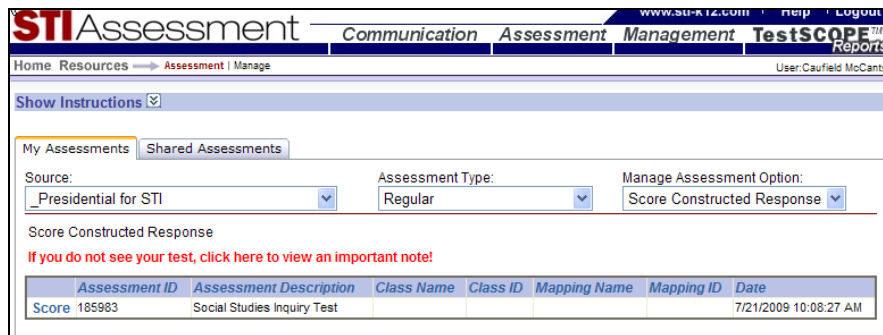
If constructed responses need to be scored, reminders appear in strategic places, including the test reports.



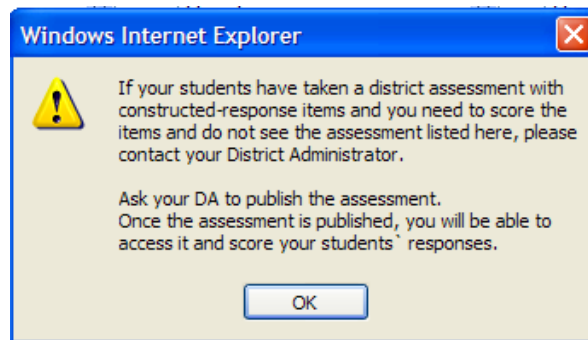
The primary means of accessing the scoring page is via the *Manage Assessment Option* pull-down menu on the *Assessment / Manage* page. In the following example, the source is selected because the test is a district assessment.



The constructed-response scoring page is an index page that lists all the tests that need to be scored. To choose a test, you click its blue **Score** link.



Note: If the test does not appear in the list, click the red link.



Use the pull-down menu on the scoring page to select a student. The menu lists only those students who have taken the test; in the example below, ten students have taken the test.

**STIAssessment** [www.sti-k12.com](#) [Help](#) [Logout](#)  
**Communication Assessment Management TestSCOPE™ Reports**  
 Home Resources User:Caufield McCants

**Constructed Response Scoring** Select Test > Enter Scores > Review/Submit Scores

School DemoSTI Adams High School  
 Teacher McCants, Caufield  
 Class Civics 9th  
 Test Social Studies Inquiry Test  
 Date Tuesday, July 21, 2009

**Test Information**  
 Multiple Choice 45%, 3 items  
 Constructed Response 55%, 4 points

Use the pull-down menu to select a student. Click the blue View link to view a new window with the writing prompt, rubric, and online student response (if applicable). Click in a textbox to enter a score (must be a whole number). To save your work in progress, click the Save button. When you have finished entering scores, click the Review Scores button.

**Students**  
 -Select Student-  Needs Saving  
 -Select Student-  
 Akins, Dustin  
 Anderson, Kayla  
 Araz, Isabella  
 Holtzer, Carey  
 Li, Viet  
 O'Dell, Ryan  
 Olivares, James  
 Vu, Li  
 Wilder, Latonya

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Enter the student's score for each constructed-response item in the appropriate box. Clicking the **Save** button allows the scoring-in-progress to be saved.

**STIAssessment** [www.sti-k12.com](#) [Help](#) [Logout](#)  
**Communication Assessment Management TestSCOPE™ Reports**  
 Home Resources User:Caufield McCants

**Constructed Response Scoring** Select Test > Enter Scores > Review/Submit Scores

School DemoSTI Adams High School  
 Teacher McCants, Caufield  
 Class Civics 9th  
 Test Social Studies Inquiry Test  
 Date Tuesday, July 21, 2009

**Test Information**  
 Multiple Choice 45%, 3 items  
 Constructed Response 55%, 4 points

Use the pull-down menu to select a student. Click the blue View link to view a new window with the writing prompt, rubric, and online student response (if applicable). Click in a textbox to enter a score (must be a whole number). To save your work in progress, click the Save button. When you have finished entering scores, click the Review Scores button.

**Students**  
 Akins, Dustin  Needs Saving

Item ID	View	Score
10001036	<a href="#">View</a>	<input type="text"/> Of 4

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Clicking the **View** button allows you to easily refer to the item and its rubric.

The screenshot shows a web interface titled "Constructed Response". On the left side, there is a question: "You will now take a stand on the following public policy issue: Should our community adopt the gasoline tax? You may either support or oppose the tax. Write a letter to the editor of a local newspaper." Below the question are grading criteria and a list of requirements for the response. On the right side, there is a tabbed interface with "Online Student Essay" and "Rubric" tabs. The "Rubric" tab is active, showing a table with points and descriptions for each score level from 4 to 0.

Points	Description
4	In order to receive a 4-point score, the response must: <ul style="list-style-type: none"> <li>give a clearly stated position on the issue</li> <li>provide one (or more) piece of accurate, valid, and relevant supporting information from the Data Section                             <ul style="list-style-type: none"> <li>Examples of relevant supporting data include:                                     <ul style="list-style-type: none"> <li>72% of people who own cars oppose the tax.</li> <li>There were about 50 fewer drunk driving arrests per month in the seventh year than in the first year.</li> <li>Gas prices in our community are close to the average price for the local area.</li> </ul> </li> </ul> </li> <li>provide one (or more) statement of accurate, relevant, and important supporting knowledge from history, geography, civics, or economics that comes from the student's prior knowledge (information other than that supplied by the Data Section or a core democratic value of American constitutional democracy)                             <ul style="list-style-type: none"> <li>Examples of relevant supporting knowledge include:                                     <ul style="list-style-type: none"> <li>If gas prices increase in our community more than in other places, demand for our gas will fall compared to demand in other communities.</li> <li>American colonists objected when the British raised taxes on important goods such as tea and paper.</li> </ul> </li> </ul> </li> <li>provide at least one supporting point that is based on the core democratic values of American constitutional democracy</li> <li>provide one reason that acknowledges an opposing viewpoint and refute that position on the issue</li> </ul>
3	In order to receive a 3-point score, the response must: <ul style="list-style-type: none"> <li>give a clearly stated position on the issue</li> <li>provide at least one supporting point that is based on the core democratic values of American constitutional democracy</li> <li>contain 2 of the remaining 3 elements</li> </ul>
2	In order to receive a 2-point score, the response must: <ul style="list-style-type: none"> <li>give a clearly stated position on the issue</li> <li>contain 1 or 2 of the remaining 4 elements</li> </ul>
1	In order to receive a 1-point score, the response must: <ul style="list-style-type: none"> <li>give a clearly stated position on the issue</li> </ul>
0	Response shows no evidence of any elements, or no clearly stated position is found

The frame on the right-hand side of the page is tabbed. If students take the test online, their responses are saved and can be viewed while scoring. The screenshot shows a long student response.

The screenshot shows the same "Constructed Response" interface as above, but with the "Online Student Essay" tab active. The student's response is visible in the right-hand frame. The response is titled "Pro Gas Tax" and discusses the benefits of a gasoline tax, such as offsetting the sting for lower income, improving mass transit, and reducing greenhouse gas emissions. It also compares gas prices in Europe and the U.S.

**Pro Gas Tax**

It might be used as a tax credit to offset the sting for those with a lower income, countering one of the most common arguments against such a tax. It could also go towards improvements in mass transit, expanded student loans or lower health insurance premiums.

Lower gasoline consumption would also reduce greenhouse gas emissions, a growing concern in the face of global warming.

"We still don't pay very much in gas. While wholesale prices for gasoline are generally the same in Europe as they are in the U.S., Schipper noted the \$5, \$6 or \$7 a gallon Europeans pay, thanks to the high tax.

Americans, by contrast, pay a federal tax of about 18 cents a gallon. State taxes vary but are generally lower than 40 cents a gallon.

"As long as the marginal cost of driving is so low, the big changes aren't going to happen," said Schipper, who supports both a larger U.S. gas tax and more fuel-efficient vehicles.

By big changes, he means driving attitudes that more closely resemble Europeans, where

Clicking the **Review Scores** button on the score-entry page brings up an easy-to-read verification page. It is important to verify the scores because once they've been submitted they cannot be changed. Scores for *all* students must be submitted at the same time. In the following view, one student still needs scoring.

**STIAssessment** [www.sti-k12.com](#) [Help](#) [Logout](#)  
 Communication Assessment Management **TestSCOPE™ Reports**

Home Resources User: Caufield McCants

**Constructed Response Scoring** Select Test > Enter Scores > Review/Submit Scores

School: DemoSTI Adams High School  
 Teacher: McCants, Caufield  
 Class: Civics 9th  
 Test: Social Studies Inquiry Test  
 Date: Tuesday, July 21, 2009

**Test Information**  
 Multiple Choice 45%, 3 items  
 Constructed Response 55%, 4 points

To verify the accuracy of a score, you may wish to click a blue View link to see the writing prompt, rubric, and online student response (if applicable). Click the Back to Enter Scores button to correct a score. When you are certain that all scores are correct and complete, click the Submit Scores button.

Student ID	Student Name	Item ID	View	Score
739627	Akins, Dustin	10001036	View	3 of 4
739621	Anderson, Kayla	10001036	View	4 of 4
739622	Araz, Isabella	10001036	View	3 of 4
739623	Holtzer, Carey	10001036	View	2 of 4
739629	Li, Viet	10001036	View	4 of 4
739624	O'Dell, Ryan	10001036	View	3 of 4
739625	Olivares, James	10001036	View	2 of 4
739626	Vu, Li	10001036	View	of 4
739628	Wilder, Latonya	10001036	View	3 of 4

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Clicking the **Submit Scores** button reminds you of the finality of submitting scores.

**STIAssessment** [www.sti-k12.com](#) [Help](#) [Logout](#)  
 Communication Assessment Management **TestSCOPE™ Reports**

Home Resources User: Caufield McCants

**Constructed Response Scoring** Select Test > Enter Scores > Review/Submit Scores

School: DemoSTI Adams High School  
 Teacher: McCants, Caufield  
 Class: Civics 9th  
 Test: Social Studies Inquiry Test  
 Date: Tuesday, July 21, 2009

**Test Information**  
 Multiple Choice 45%, 3 items  
 Constructed Response 55%, 4 points

To verify the accuracy of a score, you may wish to click a blue View link to see the writing prompt, rubric, and online student response (if applicable). Click the Back to Enter Scores button to correct a score. When you are certain that all scores are correct and complete, click the Submit Scores button.

Student ID	Student Name	Item ID	View	Score
739627	Akins, Dustin	10001036	View	3 of 4
739621	Anderson, Kayla	10001036	View	4
739622	Araz, Isabella	10001036	View	3
739623	Holtzer, Carey	10001036	View	2
739629	Li, Viet	10001036	View	4
739624	O'Dell, Ryan	10001036	View	3 of 4
739625	Olivares, James	10001036	View	2 of 4
739626	Vu, Li	10001036	View	3 of 4
739628	Wilder, Latonya	10001036	View	3 of 4

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**Windows Internet Explorer**

Once grades have been submitted, they cannot be changed, and no new grades can be added. Are you sure you are ready to submit the grades for this class?

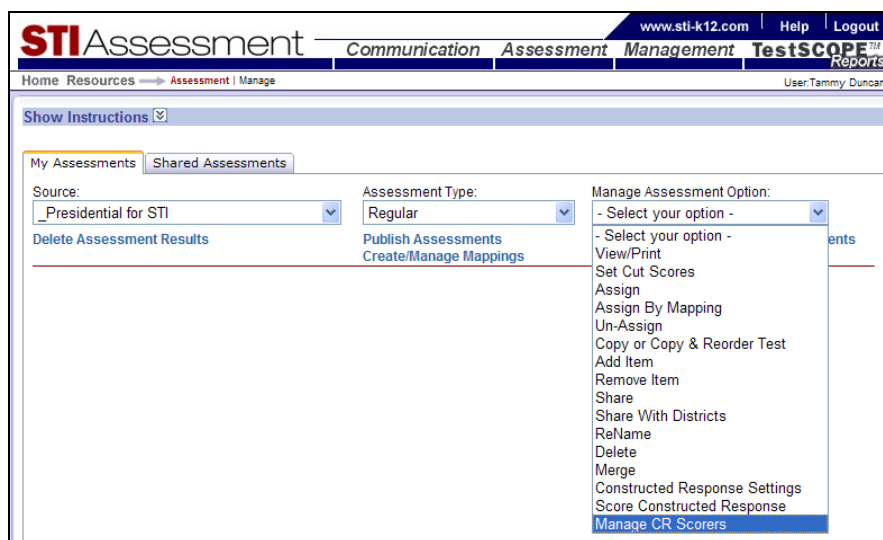
Clicking the **OK** button on the popup causes the *Confirmation* page to appear.



## CR Scoring Assignment

If the DA created a constructed response assessment, he or she may assign which teacher, *DACur* or *SA* accounts have rights to score the constructed response items for that assessment.

To access this feature, navigate to **Assessment | Manage**, select the district as **Source**, choose the **Assessment Type**, and then choose **Manage CR Scorers** from the Manage Assessment Option drop-down list. This feature is only available to DA-level or higher and for *both* regular and offline tests.



After selecting **Manage CR Scorers**, you will see a list of tests. There is a column called **CR Scorers** which displays either a red icon (no assignments) or a green icon (has assignments). To alter the assignments for a given test click on either the icon under **CR Scorers** or the **Assign Scorers** link

The screenshot shows the 'Manage CR Scorers' interface. At the top, there are navigation tabs: 'Communication', 'Assessment Management', and 'TestSCOPE Reports'. Below this, there are filters for 'Source' (Presidential for STI), 'Assessment Type' (Regular), and 'Manage Assessment Option' (Manage CR Scorers). A table lists several assessments:

	Assessment ID	Assessment Description	CR Scorers	Date
Assign Scorers	180629	CRIA_ByStandard_test	⊖	9/5/2007 10:07:38 AM
Assign Scorers	181278	CR-OLS check 092607	⊖	9/26/2007 10:34:30 AM
Assign Scorers	182015	Gr8 English 4.2.4 Bibliography Test w CR	⊖	10/22/2007 8:48:12 PM
Assign Scorers	185847	Regular CR-Only Test ELA	⊖	4/19/2009 8:36:45 PM
Assign Scorers	185983	Social Studies Inquiry Test	⊕	7/21/2009 10:08:27 AM

Once you select the test you want, you will be taken to the following page:

The screenshot shows the 'Assign Constructed Response Scorers' page. It features a red header bar with the title. Below, the 'Test Details' section shows: Name: Social Studies Inquiry Test, Creator: 937493, Test ID: 185983. A prompt asks to 'Choose a Class or Mapping that you would like the Assignment(s) to be applied to.' There are dropdown menus for 'Class' and 'Mapping' separated by 'OR'. A 'Save Assignment(s)' button is present. At the bottom, there are 'Assign' and 'Unassign' tabs, and dropdown menus for 'District', 'School', and 'Class'.

This page has many options. First, decide whether you want to assign scorers to classes or to mappings. Once you have decided, use the drop-down and select the *Class* or *Mapping* you wish to assign to a scorer.



**STI Assessment** | Communication | Assessment | Management | TestSCOPE™ Reports | www.sti-k12.com | Help | Logout

Home Resources | User: Tammy Duncan

### Assign Constructed Response Scorers

**Test Details**  
**Name:** Social Studies Inquiry Test  
**Creator:** 937493  
**Test ID:** 185983

Choose a Class or Mapping that you would like the Assignment(s) to be applied to.

Class:  OR Mapping:

**Assign** | Unassign

District:  | School:  | Class:

Assign	ID	Last Name	First Name	UserName	User Type	School ID	District ID
<input type="checkbox"/>	957806	Principal	HS	hs	School Admin	2768	2137
<input type="checkbox"/>	957807	Mullins	Laura	lmullins	Teacher	2768	2137
<input type="checkbox"/>	957808	Velasquez	Penny	pvelasquez	Teacher	2768	2137
<input type="checkbox"/>	957809	McCants	Caufield	cmccants	Teacher	2768	2137

Once you have your *Class* or *Mapping* selected, use the tabs to *Assign* or *Unassign* scorers. You may mark scorers on both tabs before clicking the **Save Assignment(s)** button. This button will perform both the assignments and un-assignments you make.

Use the **District / School / Class** drop-downs under the *Assign* tab to filter for a teacher list. Once you find the teacher(s) you want to assign, click the box under the *Assign* column to put a check in it. You may mark as many as you like. You may also change your filtering parameters and not lose your marks.

**Assign Constructed Response Scorers**

**Test Details**  
**Name:** Social Studies Inquiry Test  
**Creator:** 937493  
**Test ID:** 185983

Choose a Class or Mapping that you would like the Assignment(s) to be applied to.

Class:  OR Mapping:

**Assign** | Unassign

District:  | School:  | Class:

Assign	ID	Last Name	First Name	UserName	User
<input type="checkbox"/>	957806	Principal	HS	hs	Scho
<input type="checkbox"/>	957807	Mullins	Laura	lmullins	Teact
<input type="checkbox"/>	957808	Velasquez	Penny	pvelasquez	Teac
<input checked="" type="checkbox"/>	957809	McCants	Caufield	cmccants	Teach

After making your assignments, you can click the *Unassign* tab to mark teachers or simply click **[Save Assignment(s)]** to save your changes.

The *Unassign* tab is simpler than the *Assign* tab. All teachers that have been assigned to the test for the selected *Class* or *Mapping* are displayed. If you want to un-assign a teacher, simply put a check next to the teacher's name.

**Assign Constructed Response Scorers**

**Test Details**  
**Name:** Social Studies Inquiry Test  
**Creator:** 937493  
**Test ID:** 185983

Choose a Class or Mapping that you would like the Assignment(s) to be applied to.

Class:  OR Mapping:

UnAssign	ID	Last Name	First Name	UserName	User Type	School ID	District ID	Assigned By
<input type="checkbox"/>	957809	McCants	Caufield	cmccants	Teacher	2768	2137	Duncan, Tammy

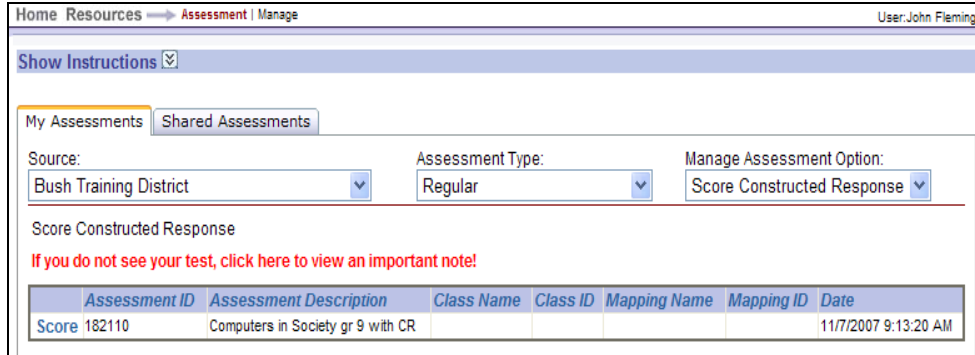
Note: Assignments and unassignments may be made at any time. So if a teacher started scoring a test that was assigned and then is unassigned, the teacher will no longer see the test in his or her list of test to score.

Also, when a teacher other than the owner of the test is assigned as a CR Scorer, then the owner no longer can score the test.

Teachers who have been assigned scoring will be greeted by the following notice.



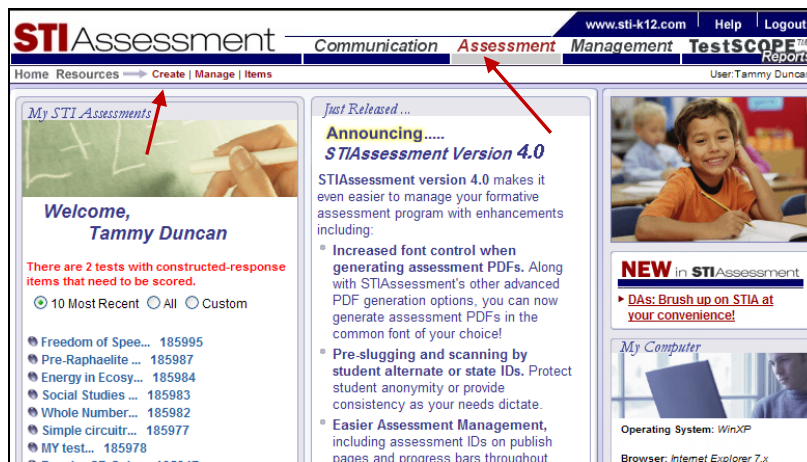
When a teacher selects the Manage Assessment Option **Score Constructed Response**, he or she will see a list of all tests that have been assigned to that teacher.



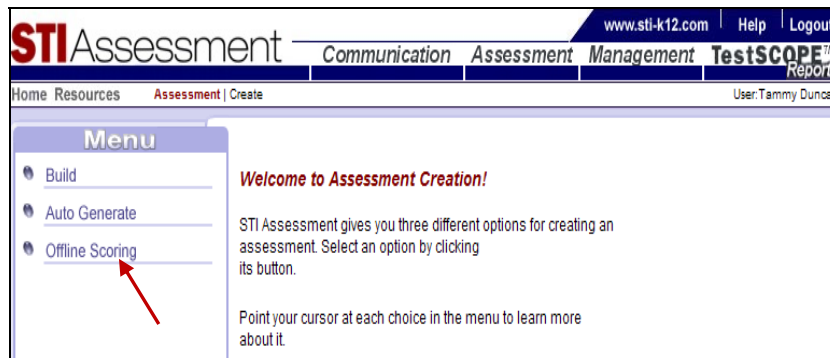
## Offline Constructed Response Only Tests

Teachers and District Administrators have the ability to create a Constructed Response-only test, assign that test to students who will be taking it, and then score that test immediately. These are the steps to follow:

Log in to STIAssessment and navigate to the *Assessment | Create* page.



Click the **Offline Scoring** menu item.



Enter the *Number Of Items* that will be on the test, give the assessment a *Name*, and choose a *Subject* for the test. Click the **Continue** button to proceed.

The screenshot shows the 'Offline Scoring' page in the STIAssessment application. The page title is 'Offline Scoring' and the breadcrumb trail is 'Test Basics > Item Types > Answers > Alignments > Create Assessment > Confirmation'. The form contains the following fields:

- Number Of Items:** A text input field containing the number '5'.
- Assessment Name:** A text input field containing 'Sample CR Only Test'.
- Subject:** A dropdown menu with 'Social Studies' selected.

At the bottom of the form, there are two buttons: 'Continue' and 'Cancel'.

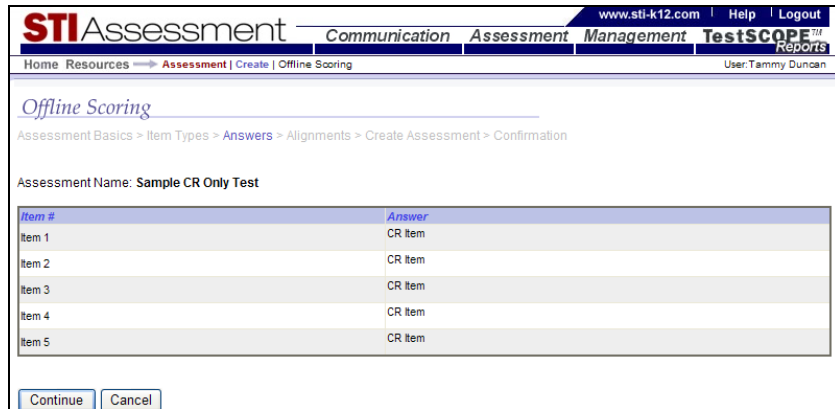
Select the type of *Answer Choices* for each question on the Assessment by clicking the down arrow next to each box and selecting the answer choice to use. For an offline assessment consisting only of constructed-response items, you would select **CR Item** for all items. Click the **Continue** button to proceed.

The screenshot shows the 'Offline Scoring' page with the 'Answer Choices' section. The page title is 'Offline Scoring' and the breadcrumb trail is 'Assessment Basics > Item Types > Answers > Alignments > Create Assessment > Confirmation'. The assessment name is 'Sample CR Only Test'. Below this, there is a table with the following structure:

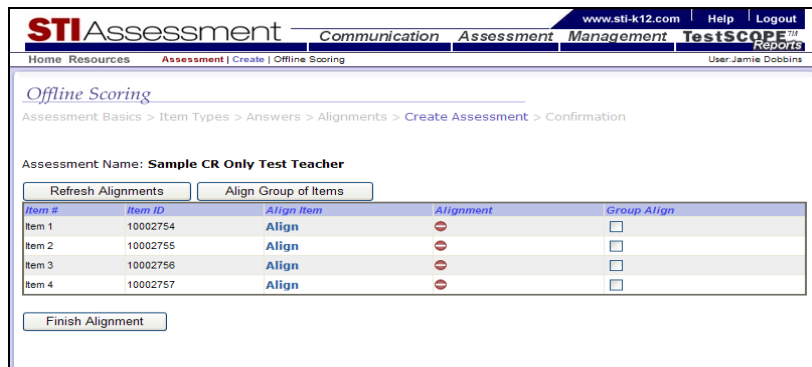
Item #	Answer Choices
Item 1	CR Item
Item 2	CR Item
Item 3	CR Item
Item 4	CR Item
Item 5	A - D

Below the table, the dropdown menu for Item 5 is open, showing the following options: A - B, A - C, A - D, A - E, and CR Item. At the bottom of the page, there are 'Continue' and 'Cancel' buttons.

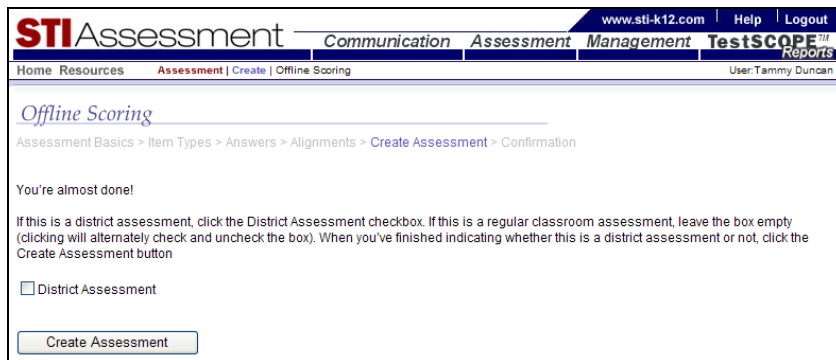
The next page will display the *Answers* page for selecting the correct answer for each question. Since this is a Constructed Response only test there is nothing to choose here. Click the **Continue** button to proceed.



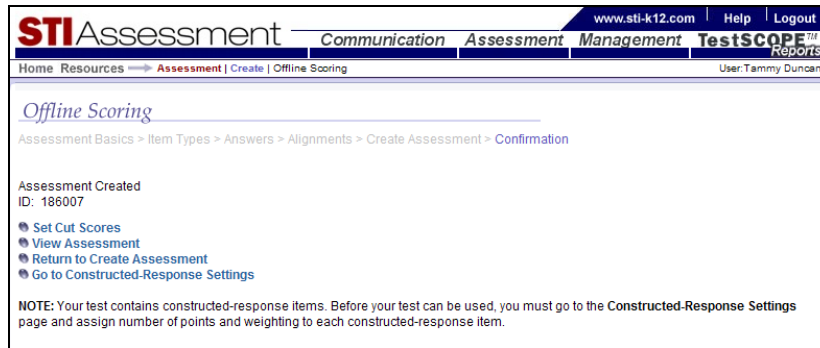
Next is the *Alignment* page for aligning questions to Standards where applicable. Items may be aligned one at a time by clicking the blue **Align** text or by clicking the image in the *Alignment* column for the item to align. Align a group of items by checking the boxes in the *Group Align* column for each item to align and then clicking the **Align Group of Items** button. After alignments are completed, click the **Finish Alignment** button to proceed. At this point, the test will be stored in a temporary table. You may return at a later date to finish creating the test. The unfinished tests will be shown on the first page of offline test creation.



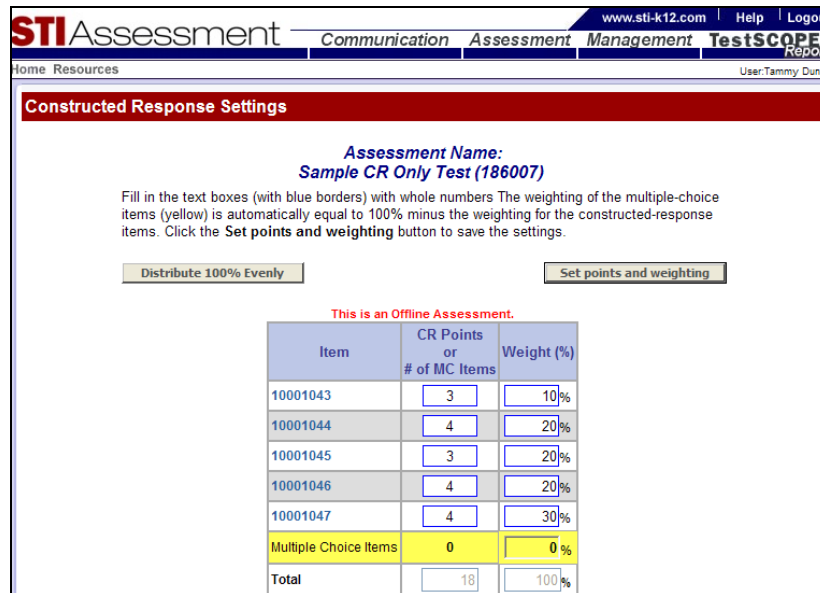
Next, you have the option to create the assessment. To do this, click the **Create Assessment** button.



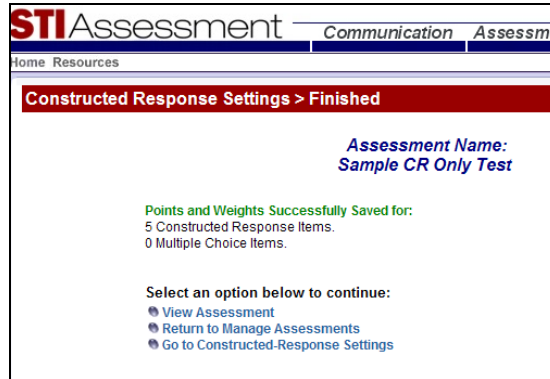
The confirmation page displays, showing the ID of the new offline assessment that was created and the options to **Set Cut Scores**, **View Assessment**, or **Return to Create Assessment** menu. Since this test contains Constructed Response items, there is also an option to **Go to Constructed Response Settings** page. Constructed Response Settings must be completed before the test can be assigned. Users may also access the *Constructed Response Settings* page from the *Assessment Management* page. Click the [Go to Constructed-Response Settings](#) link to continue.



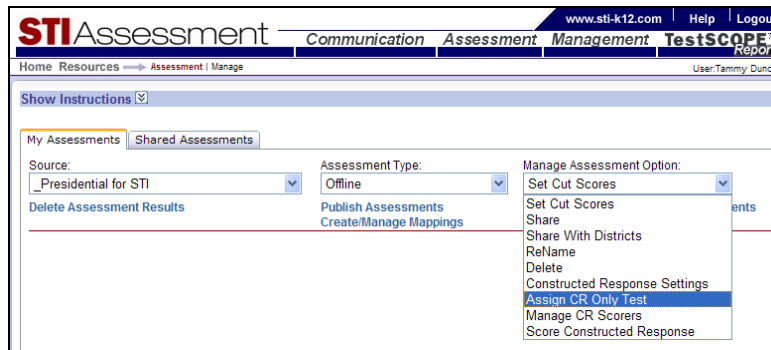
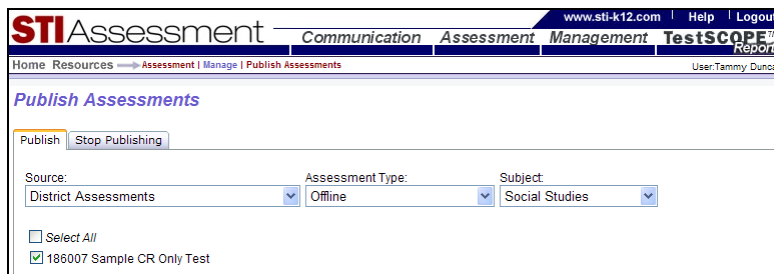
**Constructed Response Settings:** This page allows users to set the points and weightings for each Constructed Response question on the assessment. It is important to fill in all boxes on this page accurately for the test to be scored correctly. If every question will be weighted evenly, just fill in the boxes in the *CR Points* column and click the **Distribute 100% Evenly** button to distribute the weight evenly. Click the **Set points and weighting** button to save and continue.



Next, the confirmation page for constructed response settings will display. Click [Return to Manage Assessments](#) to return to the *Assessment / Manage* page.



To assign the assessment to students, select *Source* (in this case this would be the district, because it is a district assessment), select *Assessment Type* as **Offline**, and select the *Manage Assessment Option* as **Assign CR Only Test** from the drop-down box. Note: Don't forget to publish the test if it is a district assessment.



A list of assessments that are available for assignment will display. Click the **Assign CR Only Test** link next to the assessment name that was just created.

The screenshot shows the 'Manage' page for an assessment. At the top, there are navigation tabs: Communication, Assessment, Management, and TestSCOPE Reports. Below the navigation, there are filters for Source, Assessment Type, and Manage Assessment Option. A table lists two assessments:

	Assessment ID	Assessment Description	Date
<a href="#">Assign CR Only Test</a>	185845	CR-Only OLS test	4/19/2009 12:00:00 AM
<a href="#">Assign CR Only Test</a>	186007	Sample CR Only Test	7/24/2009 1:50:10 PM

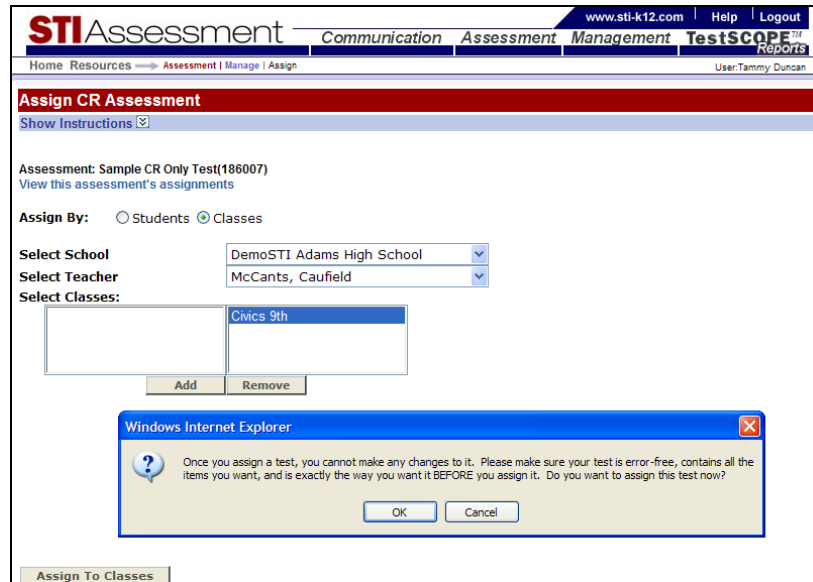
Use the radio buttons to select whether to assign the assessment by *Students* or by *Classes*. Then use the drop-down menus to set the parameters for students/classes. (Note that different users will have different levels of control over parameters; for instance, a district administrator can specify school, teacher, class, and students, whereas a teacher can specify only class and students.) A list of classes (or students) corresponding to the selected parameters will appear in the list on the left-hand side. Select the classes (or students) to which the assessment is to be assigned, then click the **Add** button. The selected classes (or students) will “slide” to the right-hand list, indicating they have been assigned. To remove a class (or student), select its entry in the right-hand list, then click the **Remove** button.

The screenshot shows the 'Assign CR Assessment' page for the assessment 'Sample CR Only Test(186007)'. The 'Assign By' radio buttons are set to 'Classes'. The 'Select School' dropdown is 'DemoSTI Adams High School' and the 'Select Teacher' dropdown is 'McCants, Caulfield'. Under 'Select Classes:', a list contains 'Civics 9th'. There are 'Add' and 'Remove' buttons at the bottom.

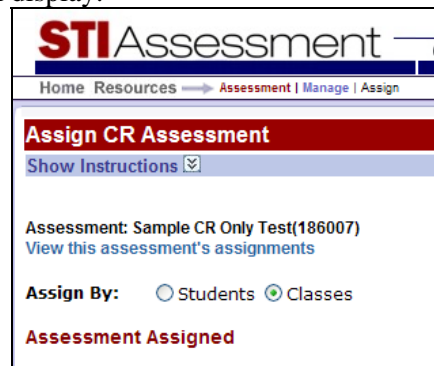
The screenshot shows the 'Assign CR Assessment' page for the assessment 'Sample CR Only Test(186007)'. The 'Assign By' radio buttons are set to 'Students'. The 'Select School' dropdown is 'DemoSTI Adams High School', the 'Select Teacher' dropdown is 'McCants, Caulfield', and the 'Select Class' dropdown is 'Civics 9th'. Under 'Select Students:', a list contains 'Akins, Dustin', 'Anderson, Kayla', 'Araz, Isabella', and 'Holtzer, Carey'. There are 'Add' and 'Remove' buttons at the bottom.



Click the **Assign to Classes** or **Assign to Students** button. A message will appear. Click **OK** after reading the message carefully.

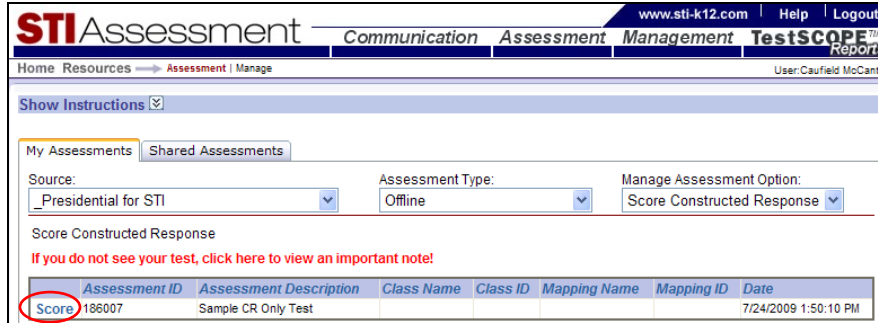


Assignment confirmation will display.

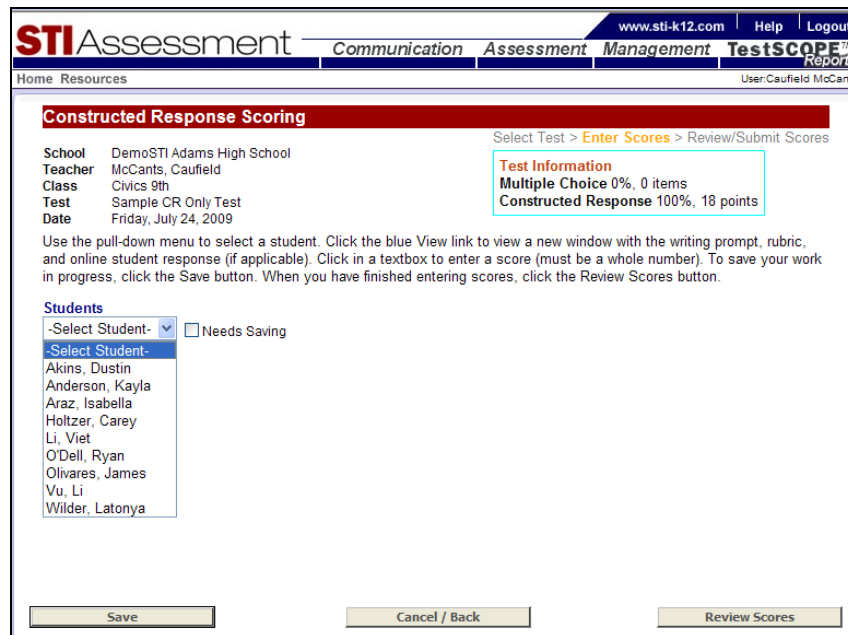


You can then return to the *Assessment / Manage* page by clicking the blue **Manage** link in the navigation bar.

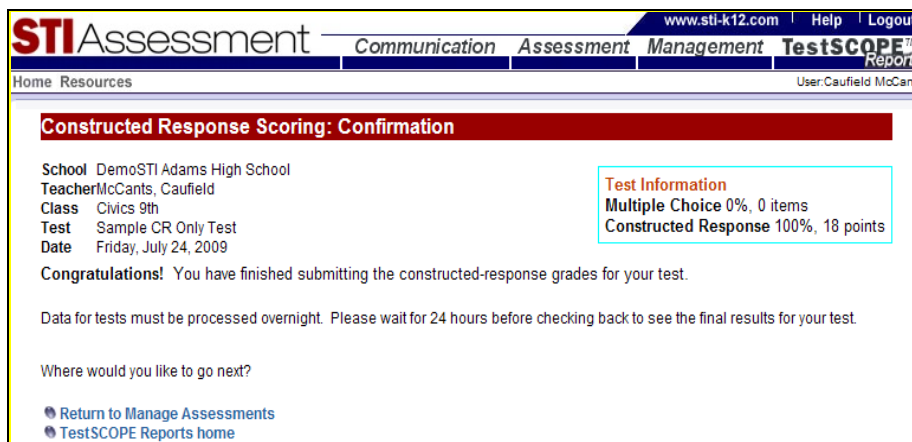
Once the offline assessment has been assigned, it can be scored. Navigate to *Assessment / Manage*. Select the *Source*, choose **Offline** as *Assessment Type* and select **Score Constructed Response** as the *Manage Assessment Option*. Select the assessment to score by clicking the **Score** link. Note: District assessments must be published in order for the scorer to see the test.

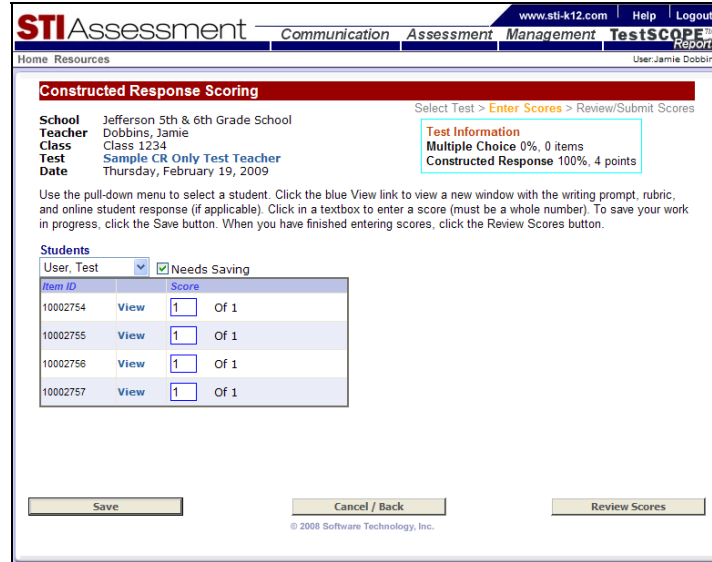


The *Constructed Response Scoring* page will display. Score assessments as described in the “Scoring a Test with Constructed-Response Items” section of this document.



After scores are submitted, a confirmation page appears. Data for assessments will be processed overnight.





## Reports for Tests with Constructed-Response Items

To see the reports for tests in STIA, click the *TestSCOPE Reports* tab. A menu showing the available reports will be displayed.



Most assessment reports are not available until the day after the student takes them, or the answer sheets are scanned. Clicking the blue **When can I see my reports?** link provides a printable table that summarizes when different reports become available.

**TestSCOPE Reports, version 3.5**

**Print** Some reports are available immediately. They appear as soon as the first student completes the test online (or the first batch of answer sheets is scanned). Other tests require intensive analytic processing, which occurs overnight. If a test is being administered or scanned over a period of several days, the latest data for the "overnight" reports will not appear until the following day. **Close**

The report servers start processing data at approximately 1 a.m. CST. Depending on the amount of data, processing can take anywhere from 45 minutes to several hours. While analytic processing is taking place, users will not be able to access most of the reports. The only report that can be accessed during overnight processing is the Class Performance multi-report.

Report Group	Report Name	Availability	
Student	Student Performance Longitudinal Report Standards-Based Report Card	Immediate*	
	Student Performance Growth Student Pre/Post Performance Growth	Overnight	
	Overview Class Performance: Frequency Distribution Class Performance: Item Analysis Class Performance: Item Analysis by Standard Class Performance: Constructed-Response Item Analysis by Standards	Immediate	
Groups	Class Performance: Ranked/Alphabetical Student Report Class Performance: Standards Mastery Class Performance: Student Responses Standards by Class Class Performance by Teacher Teacher Performance School Performance Class Performance Growth Class Pre/Post Performance Growth Class Performance by Subpopulation Grade Level Performance District Performance District Performance by Subpopulation	Overnight	
	Assessments	Assessment Analysis	Overnight

\*Immediate does not mean "instantaneous." There's a process that updates the reports data every 5 minutes. Depending on when the test data arrives during that cycle, the report can appear to be updated instantaneously or to take a couple of minutes.

### Student Performance Report

Clicking **Student Performance** on the TestSCOPE menu allows you to select a student whose test results you want to see.

When you click the **Submit** button, a list of the student's tests appears.

Test ID	Description	Date
185995	Freedom of Speech Quiz with MC and CR	July 23, 2009
185983	Social Studies Inquiry Test	July 21, 2009

Click the blue [View Report](#) link to view the student’s report for a specific test.

The Student Performance report contains many useful features, including summary information about the structure of the test and the performance level associated with the student’s test score.

The screenshot shows the 'Student Performance Report' interface. At the top, it identifies the school as DemoSTI Adams High School, the teacher as McCants, Caufield, and the class as Civics 9th. The student is Dustin Akins, with ID 2297, who took the Social Studies Inquiry Test on July 21, 2009. The report includes a 'Student Responses' section showing 100% on Multiple Choice (3/3) and 75% on Constructed Response (3/4), resulting in an overall score of 86% and a performance level of 'Proficient'. A 'Test Information' box indicates 45% on Multiple Choice (3 items) and 55% on Constructed Response (4 points), with a target score of 75%. A table at the bottom lists four questions, with the first being a Constructed Response question and the others being multiple choice questions (C, B, C) that were all answered correctly.

Q #	Student Answer	Correct Answer	Correct	CR Score	STI ID	State ID
1	Constructed Response			3	809763	7
2	C	C	✓		809763	7
3	B	B	✓		809763	7
4	C	C	✓		809763	7

Blue links on the report allow you to view the class roster; a summary table of all the student’s tests to date; an online version of the test as a whole; the individual constructed-response items (along with their associated rubric and online student response); and the standards aligned to the items. Standards are given in terms of both the student’s STI identification number, which is unique, and the ID number used in the state’s standards documents (which are often not unique).

The student’s summary report, obtained by clicking the student’s name, is a particularly useful summary, as shown in the following screenshot.

The screenshot shows the 'Student Assessment List' for the same student. It lists two assessments: 'Social Studies Inquiry Test' (100.00%) and 'Freedom of Speech Quiz with MC and CR' (75.00%). Each entry includes a 'View Report' link. The table columns are TestID, Test, ClassID, Class, Teacher, and Percentage.

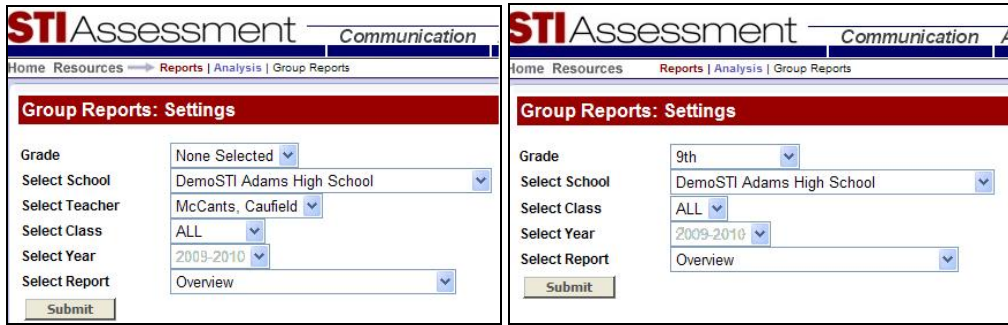
TestID	Test	ClassID	Class	Teacher	Percentage
185983	Social Studies Inquiry Test	785347	Civics 9th	McCants, Caufield	100.00
185995	Freedom of Speech Quiz with MC and CR	785347	Civics 9th	McCants, Caufield	75.00

## Overview Report

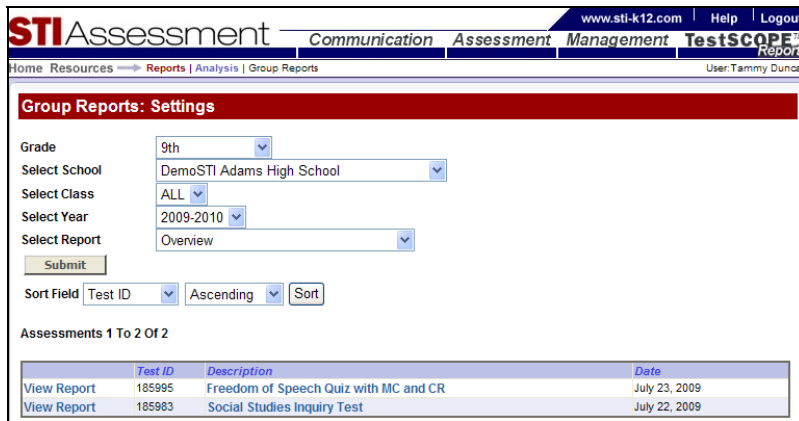
The Overview report allows District Administrators to view student results by grade, as well as by class. (Teachers may only view the results for their own classes.)

Choosing **None Selected** for the grade allows a District Administrator to search for results for an individual class by selecting first the school, and then the teacher, from the menus. (Other reports allow District Administrators to view data in other ways—for example, by teacher.)

Specifying a grade level produces a grade-level report for a particular test for the entire district. As you can see in the screenshot, specifying the grade restricts the other choices available.



The Overview report for a class shows information about the structure of the test as well as other useful information about the test, such as the class mean (“average”). It breaks down the results for the multiple-choice and constructed-response portions of the test, showing the raw scores as well as the weighted scores and final combined score. It compares each student’s score with the district-wide target score, and gives the performance/achievement level associated with the score.



Grade	9th	<b>Test Information</b>	
School	DemoSTI Adams High School	Multiple Choice 45%, 3 items	
Class	ALL	Constructed Response 55%, 4 points	
Test	Social Studies Inquiry Test	Target Score 75%	
Date	July 21, 2009	Grade Mean 78%	

Student Name	MC Result	MC Score	MC Weighted Score	CR Result	CR Score	CR Weighted Score	Score	Difference (Actual-Target)	Performance / Achievement
Akins, Dustin	3 of 3	100%	0.45	3 of 4	75%	0.4125	86%	11%	Proficient ↑
Anderson, Kayla	2 of 3	67%	0.3	4 of 4	100%	0.55	85%	10%	Proficient ↑
Araz, Isabella	2 of 3	67%	0.3	3 of 4	75%	0.4125	71%	-4%	Basic Proficiency ↓
Holtzer, Carey	3 of 3	100%	0.45	2 of 4	50%	0.275	73%	-2%	Basic Proficiency ↓
Li, Viet	2 of 3	67%	0.3	4 of 4	100%	0.55	85%	10%	Proficient ↑
O'Dell, Ryan	3 of 3	100%	0.45	3 of 4	75%	0.4125	86%	11%	Proficient ↑
Olivares, James	2 of 3	67%	0.3	2 of 4	50%	0.275	58%	-17%	Below Basic Proficiency ↓
Vu, Li	3 of 3	100%	0.45	3 of 4	75%	0.4125	86%	11%	Proficient ↑
Wilder, Latonya	2 of 3	67%	0.3	3 of 4	75%	0.4125	71%	-4%	Basic Proficiency ↓

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