

## ELA Innovative Item Types

*Disclaimer: The items shown in the document may be live items for 18-19 and **should not** be used for classroom instruction.*

### What is an innovative item?

An innovative item is a machine-scored item type whose unique format allows for assessment of a concept in a way traditional paper-and-pencil selected response items do not allow. Innovative items often provide a format that makes it more difficult for students to guess the correct answer and can uniquely enhance the standard being assessed.

As of August 2018, ANet ELA interims will provide the innovative item types listed below. All item types available in 2017-18 will be available this upcoming year, in addition to several new item types offered in our online Assessment Delivery System (ADS). [Click here for more information on what to expect with the students experience in the new ADS.](#)

Item Type	Description	Scoring and Notable Features
<a href="#">Choice Matrix</a> <New in 18-19>	A technology-enhanced item in which students click checkboxes to categorize statements or ideas	<ul style="list-style-type: none"> <li>Worth 2 points with partial credit available</li> </ul>
<a href="#">Drag &amp; Drop Classification</a>	A technology-enhanced item in which students drag and drop answer options to sort answers into categories	<ul style="list-style-type: none"> <li>Worth 2 points with partial credit available</li> </ul>
<a href="#">Drag &amp; Drop Matching</a>	A technology-enhanced item in which students drag and drop answer options to match corresponding prompts	<ul style="list-style-type: none"> <li>Worth 2 points with partial credit available</li> </ul>
<a href="#">Drag &amp; Drop Ordering</a>	A technology-enhanced item in which students drag and drop answer options to order a sequence of events or steps	<ul style="list-style-type: none"> <li>Worth 2 points with partial credit available</li> </ul>
<a href="#">Evidence-Based Selected Response</a> <Available on paper & online assessments>	An item in which students answer two selected response items in a "Part A...Part B" format; in Part B, students identify evidence to support their answer to Part A.	<ul style="list-style-type: none"> <li>Worth 2 points with partial credit available</li> </ul>
<a href="#">Multiple Select</a> <Available on paper & online assessments>	An item in which students select 2 correct answers from 6 answer choice options	<ul style="list-style-type: none"> <li>Worth 1 point</li> </ul>
<a href="#">Select Text</a>	A technology-enhanced item in which students select 2 correct answers (words, phrases, sentences, or paragraphs) from 6 answer choice options to answer a question about a specific portion of text	<ul style="list-style-type: none"> <li>Worth 1 point</li> </ul>

## ELA Innovative Item Design Considerations

When designing innovative items, the ELA assessment team uses the following guiding questions to drive innovative item development:

- **Does the format of the item *enhance* student demonstration of the standard?**  
Certain item types are well-suited to assess certain skills. For example, bucketing items are well-suited to assessing standards where students are asked to compare and contrast ideas across texts. When creating innovative items, the assessment team first thinks about how the format of the innovative item will enhance or uniquely elicit an aspect of the standard being assessed.
- **Does the item have the opportunity to provide teachers with actionable data grounded in student misunderstanding?**  
In order to further the purpose of our assessments in providing actionable data for teachers, the assessment team also thinks carefully about how the item will be analyzed to provide information about what students do and do not understand about a given standard. Factors such as how many answer choices and distractors the item has, what skills are required of students to make sense of and answer the question, how many points the item is worth, and how partial credit will operate for the item push the assessment team to provide items that lend themselves towards data analysis.

## ELA Innovative Item Type Descriptions

### Choice Matrix <New in 18-19>

#### Item Overview

Choice matrix items are technology-enhanced items (TEIs) in which a student is required to evaluate one or more question stems (row items) using a set of answer choices (column options). Each question stem will have a correct answer. Similarly with a multiple-select items, choice matrix items make it difficult to guess or to use the process of elimination to identify the correct answer. Row items are generally statements or pieces of evidence from the text and column options are either/or options (each stem will have only one correct answer). These items are worth 2 points and partial credit is available.

#### Item Design Considerations

- Ideal for assessing statements that belong in an objective summary (see example) or whether evidence is supported or not supported by the text.

#### CHOICE MATRIX EXAMPLE

For each statement, select the box that indicates which details belong in an objective summary of the passage and which do not.

	Belongs in an objective summary	Does not belong in an objective summary
The family is notified that the slave catchers are coming.	<input type="radio"/>	<input type="radio"/>
The family celebrates after successfully hiding the slaves.	<input type="radio"/>	<input type="radio"/>
The slave catchers threaten the family if they are caught helping slaves.	<input type="radio"/>	<input type="radio"/>
The slave catchers foolishly agree to not bring their dogs inside the house.	<input type="radio"/>	<input type="radio"/>
The family willingly risks their own safety to ensure the protection of the slaves.	<input type="radio"/>	<input type="radio"/>
The slave catchers demand entry into the house so they can search for runaway slaves.	<input type="radio"/>	<input type="radio"/>

### Drag & Drop Items

#### Item Overview

Drag and drop items are technology-enhanced items (TEIs) in which students “select” a field on the screen that they will drag to another location to answer the identified question. Depending on the item, there may be more answer choices than correct answers, requiring students to prioritize which textual elements they will select and then move them to the provided location on the screen. Drag and drop items are worth 2 points, and students can receive partial credit of 1 point. The number of correct answers and answer choices determines what answers are awarded partial credit. Examples of specific types of drag and drop items are below:

### Drag and Drop Classification

Students engage with the item by dragging and dropping answer choices from one location into the correctly labeled “bucket” in order to answer the question. In some items, each answer choice can be dragged and dropped multiple times, and item stems will indicate whether answer choices will be used more than once. In other items, there may be more answer choices than correct answers. In either case, directions in the item stem let students know if there are duplicate answers or unused answers.

#### DRAG & DROP CLASSIFICATION EXAMPLE

Drag and drop the statements that support the claims of the catastrophists and gradualists.

- Each answer may belong in more than one category.
- Do not place the same answer in the same category more than once.

Catastrophists	Gradualists

:: claim that an asteroid collision led to a mass extinction of life on Earth

:: suggest that sulfur contributed to the dinosaur extinction

:: claim that plant and animal life were already declining at the time of the asteroid impact

:: believe that an asteroid struck Earth 65 million years ago

:: argue that volcanic eruptions contributed to the extinction of dinosaurs over time

### Drag and Drop Matching

In a drag and drop matching TEI, students are instructed to move elements of a text and match them with clearly labeled locations. This technology supports the categorization of information. Examples of skills that are assessed through this type of technology include matching character descriptions to characters from a passage or matching evidence from the text that illustrates different themes presented.

#### DRAG & DROP MATCHING EXAMPLE

Drag and drop the statements that describe how the structure of the poem contributes to its overall meaning.

Stanza 1	—	
Stanza 2	—	
Stanza 3	—	
Stanza 4	—	

:: highlights a turning point in the speaker's thoughts

:: details the speaker's desire to ride the motorcycle

:: describes the speaker's reaction to seeing the motorcycle

:: provides the physical setting of the poem

## Drag and Drop Ordering

In a drag and drop ordering TEI, students are instructed to move elements of a text into identified locations and place them in a particular order. Examples of skills that are assessed through this type of technology include items requiring students to summarize a text or identify the order in which events or steps occurred in a text.

### DRAG & DROP ORDERING EXAMPLE

Summarize how Susie trains her dogs by selecting the steps she takes in the order that they happen.

**Evidence-Based Selected Response <Available on paper & online assessments>**

### Item Overview

Evidence-based selected response items are two part selected response items worth two points. Part A assesses a student’s ability to answer a question aligned to reading or language standards; part B, most often aligned to reading standard 1, asks students to identify the correct evidence from the text that supports their answer to Part A. Evidence-based selected response items give teachers valuable information about student understanding of a text by both asking for students to exhibit their comprehension of a particular skill as well as find evidence from the text that supports their answer. In order to receive any credit for this item type, students must get Part A correct.

### Item Design Considerations

- Items are worth 2 points, with partial credit given if students only answer Part A of the two parts correctly. Scoring is dependent, meaning students are not awarded partial credit if they only answer Part B correctly.
- Part A may be aligned to any standard, while Part B is always aligned to Standard 1 (cite textual evidence to support inferences or conclusions drawn from the text).

**EVIDENCE-BASED SELECTED RESPONSE EXAMPLE**

This is a two-part item.

**Part A**

What is the theme of the passage?

A	Be grateful for the gifts you are given.
B	It is better to be powerful than thoughtful.
C	Always follow the advice of wiser individuals.
D	It is important to do what is right, regardless of the consequences.

**Part B**

Which paragraph from the passage **best** supports the answer to Part A?

A	paragraph 8
B	paragraph 12
C	paragraph 15
D	paragraph 21

**Multiple Select <Available on paper & online assessments>**

**Item Overview**

A multiple select item is a selected response item that has more than one correct answer. Unlike traditional selected response items, items with multiple correct answers make it difficult to guess or to use the process of elimination to identify the single correct answer. These items are worth 1 point and require both correct answers to be selected for a student to receive credit.

**Item Design Considerations**

- Multiple select items can be structured as one-part items, and, in some cases, may be present in

### MULTIPLE SELECT EXAMPLE

What are **two** main ideas of the text?

A	Experts disagree about the cause of the drought in California.
B	The cold weather in California has prevented snow from melting.
C	People living in California will have to change how they use water.
D	California is facing a severe drought due to a lack of rain and snow.
E	The water cuts in California are too strict for all public facilities to follow.
F	Too much water is being used on golf courses in California to keep lawns green.

### Select Text

#### Item Overview

Select text items are a technology-enhanced item in which students answer a question by selecting the appropriate evidence directly from the text. All items will have two correct answers. As seen in the sample below, the part of the text students are directed to is displayed next to the item, and the answer choices are highlighted in gray for students to choose from. The answer choice will change color when the cursor hovers over it and will remain a new color once students click on it to select it as their answer. To deselect, students just click the answer again.

#### Item Design Considerations

- Items are worth 1 point and require both correct answers to be selected.
- There are always six choices with two correct answers.
- May be applied to most standards, though most frequently used to assess vocabulary in context.

### SELECT TEXT EXAMPLE

Select **two** phrases from paragraph 13 that have the same meaning as **decipher** as it is used in the text.

Marine officers **tried every possible way** of breaking the Navajo code. Intelligence experts **recorded the Navajo messages** and **took them back** to their offices to decipher. According to one experienced code-cracker, "It **sounded like gibberish**. We couldn't even transcribe it, much less **crack it**."