

Item and Response Types Quick Sheet

As students engage with the Summative Assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

There are several resources that teachers and students can use to get ready for the test, including a Practice Test and Training Tests. It is **highly recommended** that **ALL** students access the Training Test site before taking the Summative Test. Doing so will provide students an opportunity to view and practice each of the item types.

A short [Proctoring Instructions for Practice and Training Tests](#) documents is available for TAs and provides step-by-step instructions for setting up the test and approving students.

Table 1 lists the different Smarter Balanced item types and briefly describes each one.

Table 2 lists the different MSP, OGL Science, and EOC item types and briefly describes each one.

Table 3 lists an OSPI developed Smarter Balanced Item Type Quick Sheet that provides an example for each item type listed in **Table 1**.



Not all assessments will necessarily include all item types.

Table 1

Type of Item	Brief Description of How to Respond
Smarter Balanced Mathematics & OGL	
Equation (EQ)—Numeric	Enter equation or numeric response using on-screen panel containing mathematical characters
Grid Item (GI) —Drag-and-Drop	Drag-and-drop single or multiple elements into a background image
Grid Item (GI)—Graphing	Plot points and/or draw lines
Grid Item (GI)—Hot Spot	Select certain areas of an image
Matching Interaction (MI)	Table format, click entry. match text or images in rows to values in columns
Multiple Choice (MC)	Single correct option
Multiple Select (MS)	Multiple-option selected response using on-screen panel containing mathematical characters
Short Answer Text Response (SA)—Brief write	Keyboard alpha/numeric entry
Table Interaction (TI)—Fill In	Table format, numeric entry into table cells
Smarter Balanced English Language Arts & OGL	
Evidence-Based Selected Response (EBSR)	Two part item: respond to a Multiple Choice (MC) item, and then respond to a Multiple Select (MS) item
Hot Text (HTQ)	Select sections of text, drag-and-drop sections of text, order text
Matching Interaction (MI)	Table format, click entry. match text or images in rows to values in columns
Multiple Choice (MC)	Single correct option
Multiple Choice (MS)	Multiple-option selected response using on-screen panel containing mathematical characters
Short Answer Text Response (SA)—Brief write	Keyboard alpha/numeric entry
Writing Extended Response (WER)—Full Write	Keyboard alpha/numeric entry

Item and Response Types Quick Sheet

Table 2

Type of Item	Brief Description of How to Respond
MSP Science— OGL Science— EOC Math/Biology	
Multiple Choice	Multiple-choice questions have either three response options (MSP gr5 & OGL ES) or four response options (MSP gr8 & OGL MS, EOC). For some of these questions, students choose the one best answer. For others, students select all the correct options. Each question is worth one point.
Short-Answer and Text Response	Short-answer and Text Response questions ask students to supply their answers in the answer space or on the answer line or lines provided. Depending on the content area, answers may be in the form of words, phrases, sentences, numbers, and/or diagrams. Each question is worth one, two, or more points.
Completion and Equation/Numeric	Completion and Equation/Numeric questions ask students to supply the answer. Answers may be in the form of a word, phrase, short sentence, number and/or algebraic answers, on the answer line or in the box provided. Each question is worth one or more points.
Stand-Alone	Stand-alone questions on the science assessments are not connected with a scenario. Stand-alone questions ask students to choose the best answer for multiple-choice questions or write a word or phrase for completion questions. Each question is worth one point.

Table 3: OSPI Developed Smarter Balanced
Item Type Quick Sheet

Multiple Choice, single correct response

EXAMPLE

This item type provides a list of answer options for students to choose or highlight. Students can only select one option.

Multiple Choice, multiple correct responses

EXAMPLE

This item type provides a list of answer options for students to choose or highlight. One or more options can be selected.

Matching Tables

EXAMPLE

This item type displays a table that students complete by matching options to statements, figures, or other stimuli. Students click in the boxes displayed in the table to select an answer for each statement, figure, or other stimulus.

Short Text

EXAMPLE

This item type provides a text box for the student to freely type an answer. Editing options may be available on an item-by-item basis.

Two-part Multiple Choice with evidence-based response (EBSR) • ELA Only

EXAMPLE

This item type is a two-part multiple choice question related to an accompanying passage. For Part A students choose or highlight only one option. For Part B students choose or highlight one or more options. Both parts must be answered before proceeding to the next question.

Hot Text • ELA Only

EXAMPLE

This item type allows the student to click to highlight or move text. Words or groups of words can be selected, dragged, and rearranged. The student may also have the ability to highlight specific words, phrases or sentences.

Full Write • ELA Only

EXAMPLE

This item type provides a text box for the student to freely type an essay. An editing tool bar is provided with options to format the essay.

Item Type Quick Sheet**Drag-and-Drop • Mathematics Only****EXAMPLE**

This item type provides objects that students place or move to provide an answer. Objects can be placed either once or multiple times.

Table Fill In • Mathematics Only**EXAMPLE**

This item type presents a partially completed table that student complete. The student types His/her answer in each of the empty cells in the table.

Grid Item • Mathematics Only**EXAMPLE**

This item type provides a grid and a number of tools for students to use. Tools include Add Point, Connect Line, and students use these tools to create an answer on the grid.

Equation/Numeric • Mathematics Only**EXAMPLE**

This item type provides a numeric keypad and/or mathematical symbols that students use to enter an answer. Students can use the provided keypad, the computer's keyboard, and/or a combination of the two to enter their answer. This keypad does not calculate answers for the student.

Hot Spot • Mathematics Only**EXAMPLE**

This item type presents statements, figures, or other stimuli to the students on which they click to answer a question. Students click on one or more statements, figures, or stimuli to answer the question.

OSPI Developed Smarter Balanced
Item Type Quick Sheet

Multiple choice • ELA

Questions: 6 ▾ ELA Grades 6-8 Training Test (5 out of 6) (State-SSID: GUEST) GUEST SESSION

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6

Tammy wrote a narrative for a creative writing contest. Her teacher suggested she add a transition sentence to connect the paragraphs below. Read the paragraphs from the narrative and the directions that follow.

On the first day of middle school, Grace marched onto the school bus and slid into an empty seat. She wondered how many more times she would have to ride the bus without her best friend Alex. The noisy bus filled with laughter and the chirping sounds of chatter. The bus driver started the old, tired engine and, with a grumpy tone, told all the students to find a seat. Grace opened her book bag in search of her library book. Unable to locate the book, she sat back in her seat and tried to relax.

Her kindergarten teacher had a bright smile and sang songs to the class every morning. He made school exciting and Grace remembered enjoying every minute of her time in the bright, colorful classroom. She thought about meeting Alex the first day of kindergarten during lunch. They had the same lunch box and, after a brief introduction, they decided to swap sandwiches.

Select the sentence that **best** adds a transition between the two paragraphs.

- Ⓐ Grace began to daydream about her other teachers, friends, and favorite subjects.
- Ⓑ Grace felt a sense of relief as she thought about all the books she had read.
- Ⓒ Grace's mind began to focus on her lunch as her stomach grumbled loudly.
- Ⓓ Grace's thoughts slowly led her back to another, happier first day of school.

Multiple choice • Mathematics

10

Which expression is equal to 3×7 ?

- Ⓐ $(2 \times 7) + (1 \times 7)$
- Ⓑ $(7 \times 5) - 2$
- Ⓒ $(3 \times 4) + (3 \times 5)$
- Ⓓ $(3 \times 4) \times 3$

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OSPI Developed Smarter Balanced
Item Type Quick Sheet

Multiple Choice, multiple correct responses • ELA

Questions: 5 ELA Grades 3-5 Training Test (4 out of 6) (State-SSID: QUEST) QUEST SESSION

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Zoom Out Zoom In

Water in Space

Listen to the presentation. Then answer the questions.

"Water in Space" by NASA, from http://www.nasa.gov/mov/178680main_028_ksmn_3-5_water_cap.mov. In the public domain.

5

Many scientists are studying hard to find ways to recycle water in space.

Pick **two** reasons from the presentation that explain why NASA wants to recycle water in space.

- Water is difficult to store.
- NASA wants to save money.
- NASA ships have little extra space.
- NASA cares about the environment.
- People use a lot of water in their daily lives.
- Astronauts need more water than other people do.

Multiple Choice, multiple correct responses • Mathematics

7

Use this number line to solve the problem.

Choose **all** the number lines that show a number equal to the number shown by point *P*.

-
-
-
-
-

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OSPI Developed Smarter Balanced Item Type Quick Sheet

Matching Table • ELA

5

A student is writing an argumentative report about solar power. He found possible sources for his report. Read the sources and the directions that follow.

Source 1

People are using the Sun's rays to meet their power needs. When power is made from the Sun, it is called solar power or solar energy. Every hour the Sun gives enough energy to produce power for the whole world. Energy is available power. This kind of energy can provide hot water, heat, and cool air while not releasing harmful products into the air.

Source 2

The Sun's energy is captured by devices with many cells that are able to turn the Sun's rays into power. The power is then stored in batteries. The equipment needed to capture and store solar power costs a lot of money; therefore most private homes are not using solar power. However many businesses and companies are putting money into solar equipment, so they can take advantage of the Sun's endless supply of energy.

The student wrote down some claims to use in his report. Look at the claims in the table. Decide if the information in **Source 1**, **Source 2**, both sources, or neither source supports each claim. Click on the box that identifies the source that supports each claim. There will be only one box selected for each claim.

	Source 1	Source 2	Both Sources	Neither Source
Claim 1: Solar power depends on expensive machines.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 2: Solar power is a clean source of energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 3: Solar power produces plenty of energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Matching Table • Mathematics

2

Does replacing the unknown number with 7 make each equation true? Select Yes or No for each equation.

	Yes	No
$6 \times \square = 36$	<input type="checkbox"/>	<input type="checkbox"/>
$8 \times \square = 64$	<input type="checkbox"/>	<input type="checkbox"/>
$49 \div \square = 7$	<input type="checkbox"/>	<input type="checkbox"/>
$54 \div \square = 6$	<input type="checkbox"/>	<input type="checkbox"/>

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OSPI Developed Smarter Balanced Item Type Quick Sheet

Short text • ELA

Questions: 2 | ELA Grades 6-8 Training Test (1 out of 6) (State-SSID: GUEST) GUEST SESSION

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Zoom Out Zoom In

On a Mission

It was out of the ordinary for Lefty to be late. Clark Smyth, the stationmaster for the Pony Express station, was becoming concerned. Mr. Smyth added a few pieces of wood to the cookstove. He was trying to keep the food he had prepared for Lefty warm. As the hours passed and the fire in the cookstove lost strength, the sound of hooves could be heard in the darkness of the valley.

Once the distinct sound of hooves was heard near the station, Mr. Smyth leaped into the air and dropped a big wooden ladle into the cooking pot. He ran outside to greet the rider. I followed closely behind Mr. Smyth, eager to see my friend, Lefty Trotter, a Pony Express rider. In the moonlight, Mr. Smyth and I could barely notice the horse approaching.

When the horse approached the station, it was easy to see that something was terribly wrong. The horse was not carrying a rider. Lefty was nowhere in sight.

The horse that stopped in front of the station was coated in sweat and looked exhausted after traveling from Warm Springs station. Mr. Smyth walked the horse over to the watering trough while I gathered some oats and hay. After the horse was tied to the hitching post, Mr. Smyth removed the mochila, a leather saddle covered with four cantinas, or pockets, containing mail that needed to be delivered to California.

"We need to find Lefty," Mr. Smyth said.

2

What inference can be made about the narrator's feelings toward the main problem of mail delivery **established** in the text? Support your answer with details from the text.

This item type provides a box for the student to freely type an answer. Editing options are available

Short text • Mathematics

Questions: 8 | Math Grades 3-5 Training Test (7 out of 9) (Student ID: GUEST) GUEST SESSION

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Zoom Out Zoom In

Look at these figures.

Figure A: A rectangle.

Figure B: A parallelogram.

Figure C: A square.

Figure D: A trapezoid.

Figure E: A right trapezoid.

Figure F: A rhombus.

8

Susan says that all of the figures are parallelograms because they have exactly four sides. Is she correct? Explain your answer.

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OSPI Developed Smarter Balanced
Item Type Quick Sheet

Two-part Multiple Choice with evidence-based response (EBSR) • ELA Only

Questions: 3 ELA Grades 6-8 Training Test (2 out of 6) (State-SSID: GUEST) QUEST SESSION

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Read the text. Then answer the questions.

Fishy Weather Conditions
By Phillip Cho

Lajamanu, Australia, is a dry little town with 600 residents, sitting right on the edge of the Tanami desert. On a map, Lajamanu looks a lot closer to the center of Australia than any coast. On any given day, red dust blows down the streets, and a dry wind hurries weeds down the dirt roads. Not much happens that is new or unexpected, so imagine how amazed its residents were when live fish rained down on them from a dark gray cloud one afternoon.

That is exactly what happened in the remote Australian village. Raining fish, especially more than 300 miles from an ocean, seems like it must be an elaborate hoax. In some places, however, it happens so often that it doesn't even surprise residents any longer. In Yoro, Honduras, it happens so regularly that they have begun to predict the Lluvia de Peces, or Rain of Fishes, once or twice a year.

How do clouds make fish? The simple answer is that they don't. There is a particular weather phenomenon called a waterspout. A waterspout is just like a tornado, only it forms above oceans, lakes, or rivers. Like a tornado, a waterspout is shaped like a funnel and moves in a circle at high speeds. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section. Some waterspouts are only a few feet tall, but others are over a hundred feet high! When they vacuum in the water, waterspouts tend to carry the fish with them, as well as frogs or other small plants or animals.

As these waterspouts reach land, they begin to dissipate, or

3

The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is **most likely** the author's intent by mentioning blind fish in the text?

- Ⓐ to show how different fish survive, depending on the manner and location in which they live
- Ⓑ to persuade the reader that scientists do not yet understand the territory of certain species of fish
- Ⓒ to persuade the reader that fish are an important part of the ecosystem, even if they are unusual in nature
- Ⓓ to show how knowledge of fish helped scientists determine that waterspouts were responsible for the event

Part B

Which sentence from the text **best** illustrates the inference made in part A?

- "Scientists knew that some fish that lived in deep, underground caves with no light sources often lost their eyesight over generations of adaptation."
- "Clearly, these particular fish were pulled from an underground water source by force."
- "They recorded what was happening and made history by finally proving that the fish really did fall from the sky."
- "It changed thousands of years of myths and legends into true stories and provided scientific explanations for how fish came to live in deep caves and isolated ponds."

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OSPI Developed Smarter Balanced Item Type Quick Sheet

Hot text

Questions: 8 - 15 | G11 ELA Practice Test (15 out of 30) (State-SSID: GUEST) QUEST SESSION

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Zoom Out Zoom In

10

Read the text. Then answer the questions.

from *Life of Pi*
by Yann Martel

Yann Martel's exciting novel, Life of Pi, recounts the adventures of Piscine Patel (Pi), while he is trapped on a small boat with a tiger after the disastrous wreck of a ship carrying his father's zoo. Pi, the narrator, uses flashbacks to tell the story of his harrowing journey.

I slept in fits that night. Shortly before sunrise I gave up trying to fall asleep again and lifted myself on an elbow. I spied with my little eye a tiger. Richard Parker[™] was restless. He was moaning and growling and pacing about

Click on the set of sentences that best reveals the central idea of the text.

The only good thing about the day being so hot was the sight the solar stills presented. Every cone was covered on the inside with drops and rivulets of condensation. The day ended. I calculated that the next morning would make it a week since the Tsintsum had sunk. The Robertson family survived thirty-eight days at sea. Captain Bligh of the celebrated mutinous Bounty and his fellow castaways survived forty-seven days. Steven Callahan survived seventy-six. Owen Chase, whose account of the sinking of the whaling ship, *Essex*, by a whale inspired Herman Melville, survived eighty-three days at sea with two mates, interrupted by a one-week stay on an inhospitable island. The Bailey family survived 118 days. I have heard of a Korean merchant sailor named Poon, I believe, who survived the Pacific for 173 days in the 1950s. I survived 227 days. That's how long my trial lasted, over seven months.

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OSPI Developed Smarter Balanced Item Type Quick Sheet

Full Write

The screenshot shows a digital writing interface for a performance task. The window title is "G6 ELA Performance Task (3 out of 4) (State-SSID: GUEST) GUEST SESSION". The interface is divided into two main sections: "Student Directions" on the left and a writing area on the right.

Student Directions

Robots Narrative Performance Task

Task:
Your school's technology club is building a new website. The club sponsor is also your English teacher, and he has encouraged everyone to research a topic related to technology for an upcoming project. Since you saw a movie about robots recently, you want to know more about what real robots can do. During your research, you have found three articles about robots.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:
You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:
After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your story.

Writing Area:
The writing area on the right contains the following text: "For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type." Below this text is a large, empty text box for writing. Above the text box is a rich text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Text Color (A), Paragraph styles (List, Indent, Outdent, Bulleted, Numbered), Undo (X), Redo (Y), and a language dropdown set to "English".

Back Up

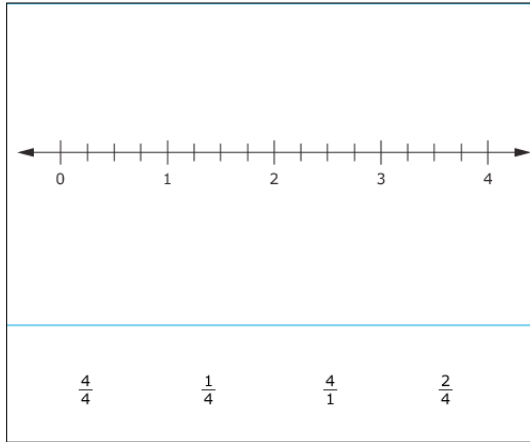
OSPI Developed Smarter Balanced
Item Type Quick Sheet

Drag-and-Drop • Mathematics Only

15



Drag each fraction to the correct location on the number line.



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OSPI Developed Smarter Balanced
Item Type Quick Sheet

Table Fill In • Mathematics Only

17



A pattern is generated using this rule:

Start with the number 7 as the first term and add 5.

Enter numbers into the boxes to complete the table.

Term	Number
First	7
Second	<input type="text"/>
Third	<input type="text"/>
Fourth	<input type="text"/>
Fifth	<input type="text"/>

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OSPI Developed Smarter Balanced
Item Type Quick Sheet

Grid Item • Mathematics Only

6



Maya says that a rhombus cannot also be a rectangle.

Show Maya that her statement is **not** true.
Use the Connect Line tool to draw a rhombus that is also a rectangle.

The grid interface includes a toolbar at the top with three buttons: 'Delete' (with a trash can icon), 'Add Point' (with a star icon), and 'Connect Line' (with a double-headed arrow icon). Below the toolbar is a large grid area for drawing. At the bottom of the grid area is a small, empty rectangular box.

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OSPI Developed Smarter Balanced
Item Type Quick Sheet

Equation/Numeric • Mathematics Only

1

A pencil has a mass of 25 grams. An apple has a mass that is 75 grams more than the pencil.
What is the mass of the apple, in grams?



1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

28

Lisa has 3 pizzas. Each pizza is cut into 8 pieces. Lisa eats 2 pieces. How many pieces are left?
Write an equation to show how many pieces are left.



1	2	3	+	-	x	÷
4	5	6	<	=	>	
7	8	9	()			
0	.	$\frac{\square}{\square}$				

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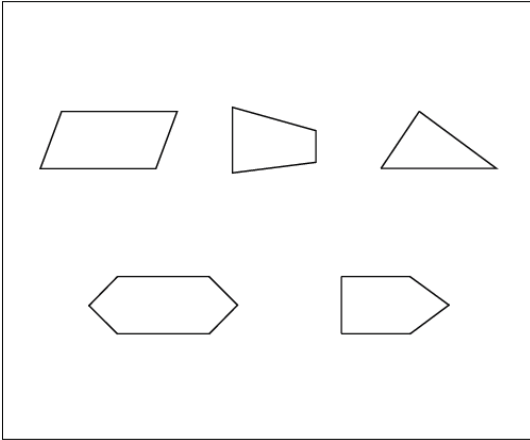
OSPI Developed Smarter Balanced
Item Type Quick Sheet

Hot Spot • Mathematics Only

4



Click **all** of the shapes that are quadrilaterals.



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