

Forward Exam Item Types

The Wisconsin Forward Exam has multiple types of test items. However, because this item sampler is in a format that can be printed, many of its items are multiple-choice. In the Forward Exam, there will be a more diverse array of item types, including the ones described below.

Selected-Response (SR) Items

Selected-Response (SR) items are an efficient method for measuring a broad range of content and can be used to assess a variety of skills. Three types of SR items are used on the online assessments: Multiple-Choice (MC), Enhanced Selected-Response (ESR), and Evidence-Based Selected-Response (EBSR). In all cases, SR items require that a student determines the correct answer(s) to the item posed from a provided list. While it is still possible for a student to perform some work directly related to determining the correct answer, the student is not required to generate the content of the answer when responding to a Selected-Response item. An exception to this requirement is Mathematics Short-Response/Gridded-Response items where students will be required to enter a short alphanumeric response.

Multiple-Choice (MC) Items

Multiple-Choice (MC) items on Wisconsin's assessments have four answer choices, including three distractors and one correct answer. Distractors for Mathematics represent common misconceptions, incorrect logic, incorrect application of an algorithm, computational errors, etc. Distractors for English Language Arts (ELA) are written to represent a common misinterpretation, predisposition, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one raw point. The process skills, directives, and action statements within an MC item also specifically align with the Wisconsin Academic Standards. Multiple-Choice items are present in all grades and are used with all content areas.

Multiple-Choice items can be further defined by being linked to, or independent from, a stimulus source. Items that operate independent of a stimulus are also known as "stand-alone MC." Stand-alone items may still have tables, graphs, or other information used in support of the stem. English Language Arts uses a mixture of MC items linked to a stimulus passage and some that are stand-alone. For Mathematics, all MC items are considered stand-alone.

Enhanced Selected-Response (ESR) Items

The Enhanced Selected-Response (ESR) items are multi-part autoscored items that may consist of varying combinations of Multiple-Choice, Multiple-Response, Gridded-Response, Completion or Short-Answer, and Technology-Enhanced items that explore in greater depth and cognitive complexity the knowledge, skills, and abilities specified by the standards of each content area. Typically, this item type has a common focus and explores authentic problem-solving skills. An example of a Statistics and Probability Mathematics ESR item would utilize a data-table stimulus with Part A using a Technology-Enhanced (TE) graphing tool to create a bar graph of the data presented and Part B asking students to calculate the mean of the data using a Short-Response item.

Two-Part Evidence-Based Selected-Response (EBSR) Items

The Evidence-Based Selected-Response (EBSR) items have two parts and are designed to elicit a response based on what a student has read from a stimulus passage. EBSR items may be linked to a stimulus

passage or to a stimulus passage set. There are several variations of two-part EBSR items, but all two-part EBSR items have an Accuracy piece and an Evidence piece. The Accuracy piece of the item is Part A. Part A of a typical EBSR item will be similar to a standard MC test item. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of a typical EBSR item will elicit evidence from the stimulus passage and will require that the student selects one or more correct answers based on the response the student provided to Part A. Part B is also different from Part A in that it may have five or six answer Options rather than just four answer Options typical of an MC item and more than one Option may be correct.

Technology-Enhanced (TE) Items

Technology-Enhanced (TE) item types share the same functional structure as traditional paper and pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. TE items are used in the content areas of ELA, Mathematics, and Science. Item types such as drag-and-drop, hot spot, and in-line selection of multiple answers from drop-down menus broaden item presentation with engaging, interactive open-ended items.

A wide variety of TE item types are present on the Wisconsin Forward Exam, including, but not limited to:

- **Clock Input** - a student is able to add an hour hand and a minute hand to the clock.
- **Angle Draw Input** - given a base line, the student can represent an angle.
- **Short Input** - there are many types of short inputs that can be used. The number of characters is usually limited to a relatively small number in order to facilitate auto-scoring. The types of characters allowed can also be limited to text only, numbers only, or a mix. An equation editor can be utilized to assist the student in creating something as basic as a fraction or something more complex. The available symbols and templates in the equation builder can be customized for a testing program. Certain Short Input items can also be used in a paper-based test (PBT) as a Gridded-Response item.
- **Bar Graph Input** - students can produce bar graphs with prepopulated titles, labels, and scales, or the system can allow the student to populate them. The number of bars and the color of the bars is predetermined by the system. A reset feature is available that allows the student to start over from the original configuration.
- **Number Line Input** - students can create a graph that might involve plotting points only or points and lines. Both solid and open “dots” are available as well as line segments and rays. Number line graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.
- **Coordinate Graph Input** - allows for the graphing and labeling of points and lines. Regions, determined by plotted lines, can be shaded. Solid and open “dots” as well as solid and dashed lines are available to the student. Coordinate graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.

- **Line Plot Input** - is used as another way to graphically represent data (The basic structure is provided for the student. Certain labeling on the line plot can be done by the student. A reset feature is available that allows the student to start over from the original configuration.)
- **List Input** - a combination of the short input described earlier that allows the student to add input boxes. For example, it can be used for describing the steps in a process without revealing to the student the number of steps needed. The added input boxes can be rearranged and/or deleted.
- **Drag-and-Drop Input** - a wide variety of ways are available to utilize a drag-and-drop input. The main difference between it and a drag-and-paste is that each draggable entity can be used only once with a drag-and-drop input. A reset feature is available that allows the student to start over from the original configuration.
- **Drag-and-Paste Input** - a wide variety of ways are available to utilize drag-and-paste input. The main difference between it and a drag-and-drop is that each draggable entity can be used more than once with a drag-and-paste input. A reset feature is available that allows the student to start over from the original configuration.
- **Drop-Down List Input** - allows for the creation of a situation where a great deal of information about a student's grasp of a concept can be determined with a single item. Students can be asked to choose from three function types, four number of real zero responses, and two inverse function responses. For one function alone, this provides 24 possible answer combinations. With the three functions, a considerable amount of information can be gained, making this almost an open-ended item type.
- **Pictograph using Drag-and-Paste** - another example of drag-and-paste that is a type of graphing often used at lower grade levels.
- **Circle Graph** - a graph that allows the student to create and label the "wedges" that represent the data. Circle graphs can have a prepopulated title or can allow the student to populate it. The color of the "wedges" is predetermined by the system.
- **Matching** - allows for the use of text or graphics as the matching objects. The student clicks on one object and then clicks on a second object to connect them.
- **Highlighting Text** - allows for designated text to be highlighted in a word, phrase, sentence, or paragraph.
- **Graphic Modification Hot Spot** - allows for one image to replace another image when a hot spot is clicked.

Short Write Task

Writing prompt with short passage

Students will be asked to read a short passage and write a one-paragraph response to a writing prompt that is related to the text, in a specific mode/style (e.g., narrative, opinion/argumentative, informative) based on grade-level standards. The passage should be used by the student to support their writing or as

mentor text, depending on the prompt. This task is worth 0-3 points depending on the student's performance.

The writing sample with the short passage should take students approximately 10-20 minutes to complete.

Stand-alone writing prompt

Students will be asked to write a one-paragraph response to a writing prompt in a specific mode/style (e.g., narrative, opinion/argumentative, informative) based on grade-level standards. This task is worth 0-3 points depending on the student's performance.

The stand-alone writing sample should take students approximately 10-20 minutes to complete.

