

Developing MSA- and HSA-Style Questions

Description: An interactive discussion of how to take textbook problems and translate them into state assessment-like items. Questions from different textbooks will be “translated” and common elements of MSA and HSA assessment items will be reviewed. Resources available on the MSDE website will also be shared.

1. Title page
2. What types of problems are on the MSA/HSA?

HANDOUT
HANDOUT

I. What is the difference between textbook and MSA/HSA problems

3. What does an MSA/HSA Problem look like?
4. Textbook problem on line of best fit
5. MSA/HSA line of best fit problem from the 2005 public release version of the test
6. How are they similar?
7. How are they different?

II. What are Selected Response and Student-Produced Response Items?

8. What is a Selected Response (SR) item?
9. What is a Student-Produced Response (SPR) item?

III. Writing Selected Response and Student-Produced Response Items

10. Start with a textbook problem
11. How many choices should we use?
12. What are distracters?
13. How should choices be balanced?
14. Evolution of an SR Item – Original 1
15. Evolution of an SR Item – Edited 1
16. Evolution of an SR Item – Original 2
17. Evolution of an SR Item – Edited 2
18. What are the differences between SR’s and SPR’s?
Multiple answers and finite range

IV. What is a Constructed Response Item?

15. What is a constructed response item?
16. Brief Constructed Response (BCR)
17. Brief Constructed Response (BCR) Continued
18. Extended Constructed Response (ECR)

BACK

V. Writing Constructed Response Items

19. Start with a textbook ‘word problem’
20. Include necessary information
MSA (part A [answer] and part B [process] – split indicators) vs HSA (holistic) scoring
21. Be clear and concise
22. Ask the question

Developing MSA- and HSA-Style Questions

VI. *Rubric Categories*

- 23. How will you use each rubric category?
- 24. Application
- 25. Application for students
- 26. Explanation
- 27. Explanation for students
- 28. Justification
- 29. Justification for students

HANDOUT

- 30. Connection
- 31. Extension
- 32. Representation
- 33. Representation
- 34. Analysis
- 35. Analysis for students

VII. *MSA/HSA Style Guide*

- 36. through 39. MSA/HSA Style Guide

HANDOUT

VIII. *Levels of Cognitive Demand*

- 40. Levels of Cognitive Demand

IX. *How do we convert textbook problems into MSA/HSA constructed response items?*

- 41. How do we convert textbook problems into MSA/HSA items?

X. *Practice converting textbook problems into MSA/HSA items*

- 42. Sample Textbook Problems
- 43. Grade 6: Properties of Quadrilaterals
- 44. Grade 7: Probability
- 45. Grade 8: Indirect Measurement
- 46. Algebra 1: Pattern
- 47. Algebra 1: Simulation
- 48. Sample MSA/HSA Problems
- 49. Grade 6: Properties of Quadrilaterals SR
- 50. Grade 7: Probability SPR
- 51. Grade 8: Indirect Measurement BCR
- 52. Algebra 1: Pattern ECR
- 53. Algebra 1: Simulation BCR

BUTTONS TO NAVIGATE

XI. *Summary*

- 54. Context
- 55. Solution Process
- 56. BCR/ECR Timing
- 57. Rubric Categories
- 58. Summary
- 59. Summary