

AASA Item Specifications

COMMON ITEM FORMATS



ELA

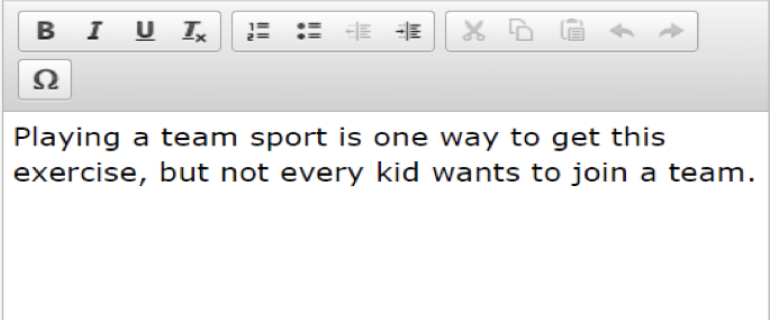
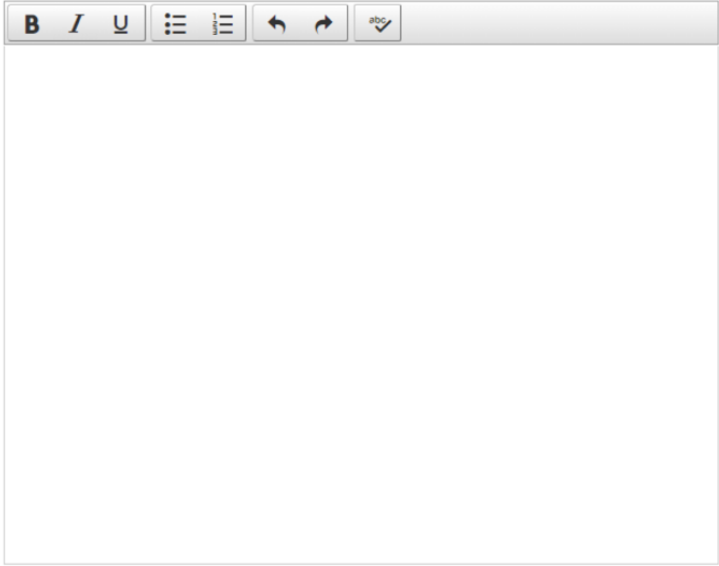
Code	Name	Description	Example
MCR	Multiple Choice	Requires the student to select one correct answer from 4 options.	<p>Read these sentences from paragraph 9 of "Discovering Japan."</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>9 Ana stared at Blair's <u>elegant</u> drawing, and a smile flickered across her face. 'You may not be a poet, but you are a fantastic artist, and your drawings are lovely!' Ana exclaimed.</p> </div> <p>What does <u>elegant</u> mean as it is used in the paragraph?</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> A. beautiful <input type="radio"/> B. huge <input type="radio"/> C. colorful <input type="radio"/> D. simple

MSR	Multiple-Select	The student must select all the correct answers from several options.	<p>Based on the information in "A Summer Plan," which two statements are true about the mural shown in the illustration?</p> <p><input type="checkbox"/> A. Bree painted the rocks.</p> <p><input checked="" type="checkbox"/> B. Bree painted the fish.</p> <p><input type="checkbox"/> C. Marcos painted the waterfalls.</p> <p><input checked="" type="checkbox"/> D. Marcos painted the bridge.</p> <p><input type="checkbox"/> E. Emma painted the birds.</p>
------------	------------------------	---	---

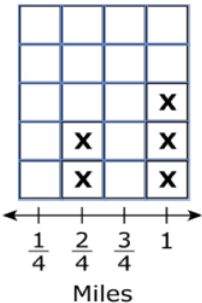
EBSR	Evidence-Based Selected Response	<p>MC/MS format: The student is directed to answer a 'Part A' multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing another 'Part B' multi-select item.</p> <p>MC/TE format: The student is directed to answer a 'Part A' multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing another 'Part B' TEI item.</p>	<p>This question has two parts. First answer Part A. Then answer Part B.</p> <p>Part A</p> <p>What is a theme of "Discovering Japan"?</p> <ul style="list-style-type: none"> <input type="radio"/> A. Studying other countries can help people learn new skills. <input type="radio"/> B. Working in groups can make it easier to understand a difficult subject. <input checked="" type="radio"/> C. Keeping a positive attitude is important to overcoming challenges. <input type="radio"/> D. Trying something new often helps people discover hidden talents. <p>Part B</p> <p>Which detail best supports the answer in Part A?</p> <ul style="list-style-type: none"> <input type="radio"/> A. "Her best friend had written 'Italy,' while Ana had written 'Japan.' " (paragraph 1) <input type="radio"/> B. " 'I can write about Japan's poetry,' Ana suggested lastly." (paragraph 4) <input type="radio"/> C. "For several weeks, Ana's group worked hard on their project." (paragraph 5) <input checked="" type="radio"/> D. " 'We have to keep practicing,' Ana said encouragingly." (paragraph 7)
------	----------------------------------	--	--

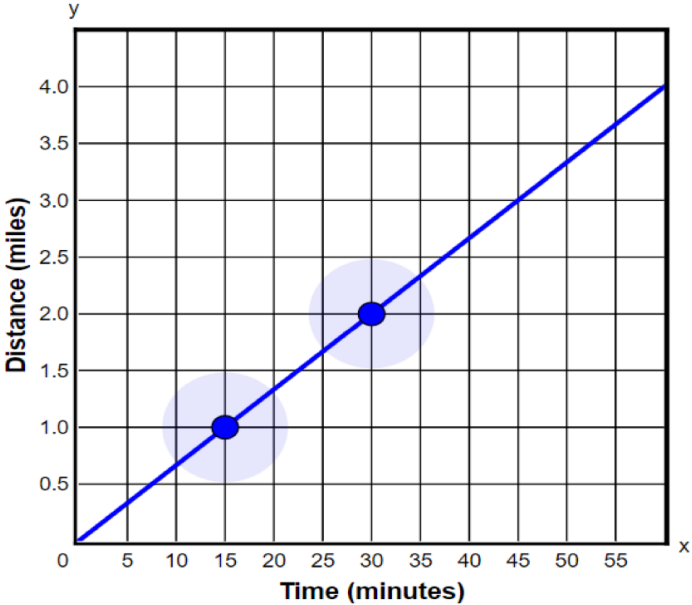
InC	Inline Choice	The student clicks a box which reveals a drop-down menu containing options. The student then selects the correct word or phrase from the drop-down menu.	<p>Complete the sentence by selecting the correct answers from the drop-down menus.</p> <p>The first mechanical clocks in Europe were <input type="text" value="large and heavy"/> ,</p> <p>and people put them <input type="text" value="on church towers"/> .</p>
GM/GMT	Gap Match/ Gap Match Table	GM: Certain numbers, words, phrases, or sentences may be designated 'draggable' in this item type. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format.	<p>Which description matches each character from "A Summer Plan"?</p> <p>Move the correct answer to each box.</p> <div> <div> <p>Emma</p> <p>Begins to correct the error on the mural</p> </div> <div> <p>Bree</p> <p>Has the idea to enter the contest</p> </div> </div> <div> <div> <p>Marcos</p> <p>Suggests painting a mural</p> </div> <div> <p>Dad</p> <p>Realizes the group has made a mistake</p> </div> </div>

MTG	Match-Table Grid	The student checks a box to indicate if information from a column header matches information from a row.	<p>In each row, identify whether each problem listed was caused by a sundial clock or a candle clock.</p> <p>Select all the correct answers.</p> <table><tr><th>Problem</th><th>Sundial Clock</th><th>Candle Clock</th></tr><tr><td>They needed a certain type of weather to work.</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>They did not show the time of day.</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>They could not provide a time to meet.</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>	Problem	Sundial Clock	Candle Clock	They needed a certain type of weather to work.	<input checked="" type="radio"/>	<input type="radio"/>	They did not show the time of day.	<input type="radio"/>	<input checked="" type="radio"/>	They could not provide a time to meet.	<input type="radio"/>	<input checked="" type="radio"/>
Problem	Sundial Clock	Candle Clock													
They needed a certain type of weather to work.	<input checked="" type="radio"/>	<input type="radio"/>													
They did not show the time of day.	<input type="radio"/>	<input checked="" type="radio"/>													
They could not provide a time to meet.	<input type="radio"/>	<input checked="" type="radio"/>													
HT	Hot Text	Excerpted sentences from the text are presented in this item type. Certain words, phrases, or sentences are highlighted. This indicates that the text is selectable ('hot'). The student can then click on the option to select it.	<p>Which three details from paragraphs 2–7 of “A Summer Plan” best support the inference that the friends work well together?</p> <p>Select all the correct answers.</p> <div><p>2 Bree and Marcos chatted about planting flowers in the nearby park, but I interrupted them.</p><p>3 “Let’s do something more unusual,” I declared.</p><p>4 “What?” Bree and Marcos asked as I stared at the park’s weary wooden fence. Weathered paint chips fell from its faded boards.</p><p>5 “We could paint that fence,” I announced.</p><p>6 As Marcos considered my idea, his face lit up with inspiration. “Let’s do more—let’s create a mural,” he proposed. “It can show the great things about Ladera.”</p><p>7 “Yes!” Bree and I shouted in agreement. We had found our “something amazing.”</p></div>												

SCR	Short Constructed response	The student uses a keyboard to enter a response into a text field. These items can usually be answered in a sentence two.	<p>Rose wants to combine the ideas in sentences 4 and 5. In the space provided, write a new sentence that combines these ideas in a clear and effective way.</p> 
WP	Writing Prompt	These items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.	<p>In both "Discovering Japan" and "A Summer Plan," groups of characters are working on a project together. Explain how planning is important to the outcome of each group's project.</p> <p>Enter your answer in the space provided.</p> 

MATHEMATICS

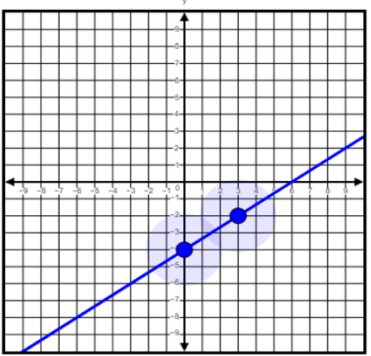
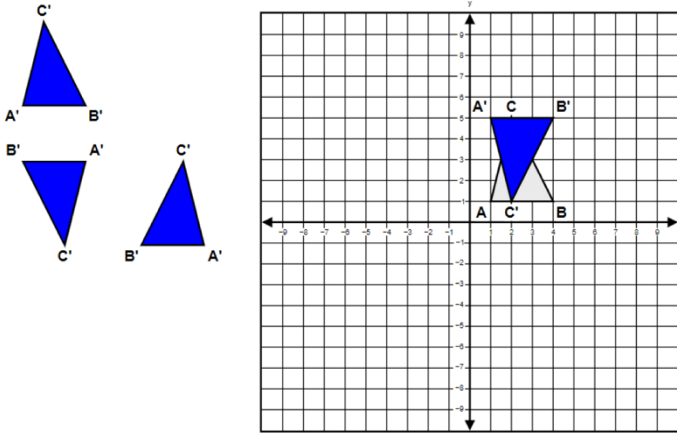
Code	Name	Description	Example
BG	Bar Graph	Bar graph interaction allows students to drag bars vertically or horizontally along numerical values. Individual bars, histograms, and clusters are supported.	<p>Johanna walks each day for 5 days and records how far she walks. The total distance that she walks in 5 days is 4 miles.</p> <p>Add Xs above the number line to show how many miles Johanna could have walked each day.</p> <div><div>X</div><div><p>Johanna's Walks</p></div></div>

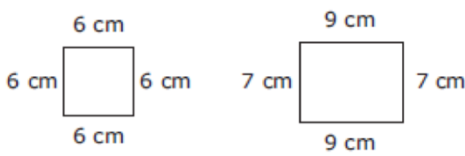
GRR	Graphical Response	<p>The student uses the point, line, or arrow tools to create a response on a graph. The item type may also require the student to select numbers, words, phrases, or images and use the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically</p>	<p>Jeff is walking at a constant speed of 1 mile every 15 minutes. Graph the line that represents the distance Jeff walks, y, after x minutes.</p> <p>Select two points on the coordinate grid. A line will connect the points.</p> <p style="text-align: center;">Jeff's Walking Speed</p> 
-----	--------------------	--	--

MCR MSR	Choice Multiple Choice Multiple Select	Choice (also called Multiple Choice, Choice Interaction, or Multiple Select) allows the student to choose the correct answer(s) from pre-set responses.	<p>An expression is given.</p> $416 \div 8$ <p>What is the value of the expression?</p> <p><input type="radio"/> A. 50</p> <p><input checked="" type="radio"/> B. 52</p> <p><input type="radio"/> C. 152</p> <p><input type="radio"/> D. 520</p>
			<p>Which expressions have a value greater than 984,422?</p> <p>Select all the correct answers.</p> <p><input type="checkbox"/> A. $90,000 + 8,000 + 500 + 40 + 5$</p> <p><input checked="" type="checkbox"/> B. $900,000 + 80,000 + 5,000 + 10 + 9$</p> <p><input checked="" type="checkbox"/> C. $900,000 + 80,000 + 5,000 + 100 + 4$</p> <p><input checked="" type="checkbox"/> D. $900,000 + 80,000 + 4,000 + 500 + 8 + 5$</p> <p><input type="checkbox"/> E. $900,000 + 80,000 + 4,000 + 300 + 90 + 9$</p>

EQR or EE	Equation Editor Equation Response	Equation Editor allows the student to use a palette of buttons to enter a numerical response or to create mathematical expressions.	<p>Peter's father is 4 times as old as Peter. His father is 44 years old. The missing value in the given equation represents Peter's age.</p> $4 \times \square = 44$ <p>How many years old is Peter?</p> <p>Enter your answer in the space provided.</p> <div><div>11</div><div><div><div>←</div><div>→</div><div>↶</div><div>↷</div><div><X</div></div><table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td></tr><tr><td></td><td>0</td><td>$\frac{\square}{\square}$</td></tr><tr><td>.</td><td>-</td><td>$\frac{\square}{\square}$</td></tr></table></div></div>	1	2	3	4	5	6	7	8	9		0	$\frac{\square}{\square}$.	-	$\frac{\square}{\square}$
1	2	3																
4	5	6																
7	8	9																
	0	$\frac{\square}{\square}$																
.	-	$\frac{\square}{\square}$																
FM GR	Fraction Model Graphical Response	Fraction Model allows the student to divide a shape (circle or rectangle) into varying numbers of segments by clicking a 'Fewer' or 'More' button and select those segments, which shades those segments with a solid color.	<p>What fraction can be used to model the expression $4 \times \frac{2}{12}$?</p> <p>Divide the figure into the correct number of equal parts using the Fewer or More buttons. Then select each part that should be shaded.</p> <div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>Fewer</div><div>More</div><div>Reset</div></div></div></div>															

GM	Gap Match	Gap Match allows the student to drag texts or images (also called choices) to a gap (a location on a background image).	<p>What values correctly complete each equation shown in the table?</p> <p>Move the correct answer to each box. Each answer may be used more than once or not at all.</p> <div><div>10</div><div>100</div><div>1,000</div></div> <table><tr><th>Factor</th><th>Missing Factor</th><th>Product</th></tr><tr><td>3,250 ×</td><td><div>100</div></td><td>= 325,000</td></tr><tr><td>7,861 ×</td><td><div>10</div></td><td>= 78,610</td></tr><tr><td>4,900 ×</td><td><div>100</div></td><td>= 490,000</td></tr></table>	Factor	Missing Factor	Product	3,250 ×	<div>100</div>	= 325,000	7,861 ×	<div>10</div>	= 78,610	4,900 ×	<div>100</div>	= 490,000				
Factor	Missing Factor	Product																	
3,250 ×	<div>100</div>	= 325,000																	
7,861 ×	<div>10</div>	= 78,610																	
4,900 ×	<div>100</div>	= 490,000																	
HS	Hot Spot	Hot Spot allows the student to select one or more areas called hot spots on an image.	<p>Which point on the number line represents the fraction $\frac{6}{100}$?</p> <p>Select the place on the number line to plot the point.</p>																
IC	Inline Choice	An Inline Choice item is like a fill-in-the-blank item where the student selects a single text option from a drop-down menu within a table or inline text. The item may contain multiple blanks.	<p>Rectangles <i>A</i>, <i>B</i>, <i>C</i>, and their side lengths, in inches (in), are shown.</p> <table><tr><td>Rectangle A 12 in 2 in <input type="text"/></td><td>Rectangle B 10 in 6 in <input type="text"/></td><td>Rectangle C 8 in 4 in <input type="text"/></td></tr></table> <p>Complete the sentences about the perimeter and area of the rectangles by selecting the correct answers from the drop-down menus.</p> <p>Rectangle <input type="text" value="B"/> has a perimeter of 32 inches.</p> <p>The area of Rectangle A is <input type="text" value="24"/> square inches.</p>	Rectangle A 12 in 2 in <input type="text"/>	Rectangle B 10 in 6 in <input type="text"/>	Rectangle C 8 in 4 in <input type="text"/>													
Rectangle A 12 in 2 in <input type="text"/>	Rectangle B 10 in 6 in <input type="text"/>	Rectangle C 8 in 4 in <input type="text"/>																	
MTG	Match Table Grid	The Match Table grid interaction allows students to select radio buttons or check checkboxes in cells to indicate a match between the column and row labels.	<p>Which numbers are factors of 40, 42, and 48?</p> <p>Select all the correct answers. You may select more than one answer in each row.</p> <table><tr><th></th><th>6</th><th>7</th><th>8</th></tr><tr><td>Factor of 40</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>Factor of 42</td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Factor of 48</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>		6	7	8	Factor of 40	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Factor of 42	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Factor of 48	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6	7	8																
Factor of 40	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																
Factor of 42	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																
Factor of 48	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																

PG	Point Graph Graphical Response	Point Graph allows the test-taker to plot points, line segments, continuous lines, and/or polygons. Point Graph items can use one or multiple graph interactions (composite graphs).	<p>A linear equation is given.</p> $y = \frac{2}{3}x - 8$ <p>Graph a line with the same slope as the equation given and a y-intercept of -4.</p> <p>Select two points on the coordinate plane. A line will connect the points.</p> 
ST	Shape Transformation	Shape Transformation allows the test-taker to choose one of four variants of a single shape, drag it onto a four-quadrant grid, and position it on the grid.	<p>Triangle ABC is shown on the coordinate grid. Triangle ABC is reflected across the line $y = 3$ to create $\triangle A'B'C'$.</p> <p>Select the correct orientation of $\triangle A'B'C'$ and position it correctly in the coordinate grid.</p> 

ETR	Editing Task Response	<p>The student clicks on a blank, which reveals a drop-down menu containing options to complete an equation or expression, a statement, or other component. The student then selects the correct response.</p>	<p>The two figures shown are measured in centimeters (cm).</p> <div style="text-align: center;">  </div> <p>Complete the statement about the two figures. For each blank, fill in the circle before the word or phrase that is correct.</p> <p>The shapes are both <input type="radio"/> A squares <input type="radio"/> B trapezoids <input type="radio"/> C rectangles </p> <p>because <input type="radio"/> A all the angles in each shape are right angles. <input type="radio"/> B all the sides of each shape have the same length. <input type="radio"/> C all the sides of each shape are made of straight lines. </p>
-----	-----------------------	--	--