

# GUIDE FOR WRITING AND REVIEWING IN EDUPHORIA AND OTHER RESOURCES



Justin Seabolt, M.Ed.

CFAC Website:

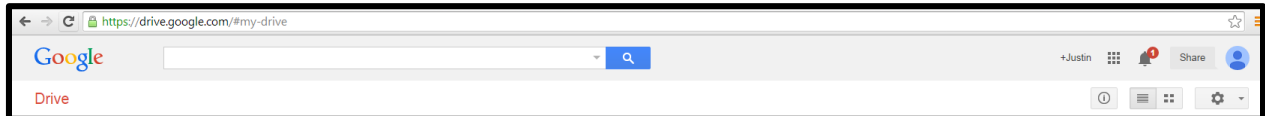
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## How to Sign Up for Items to Write (Using the Item Writer Sign Up Sheet)

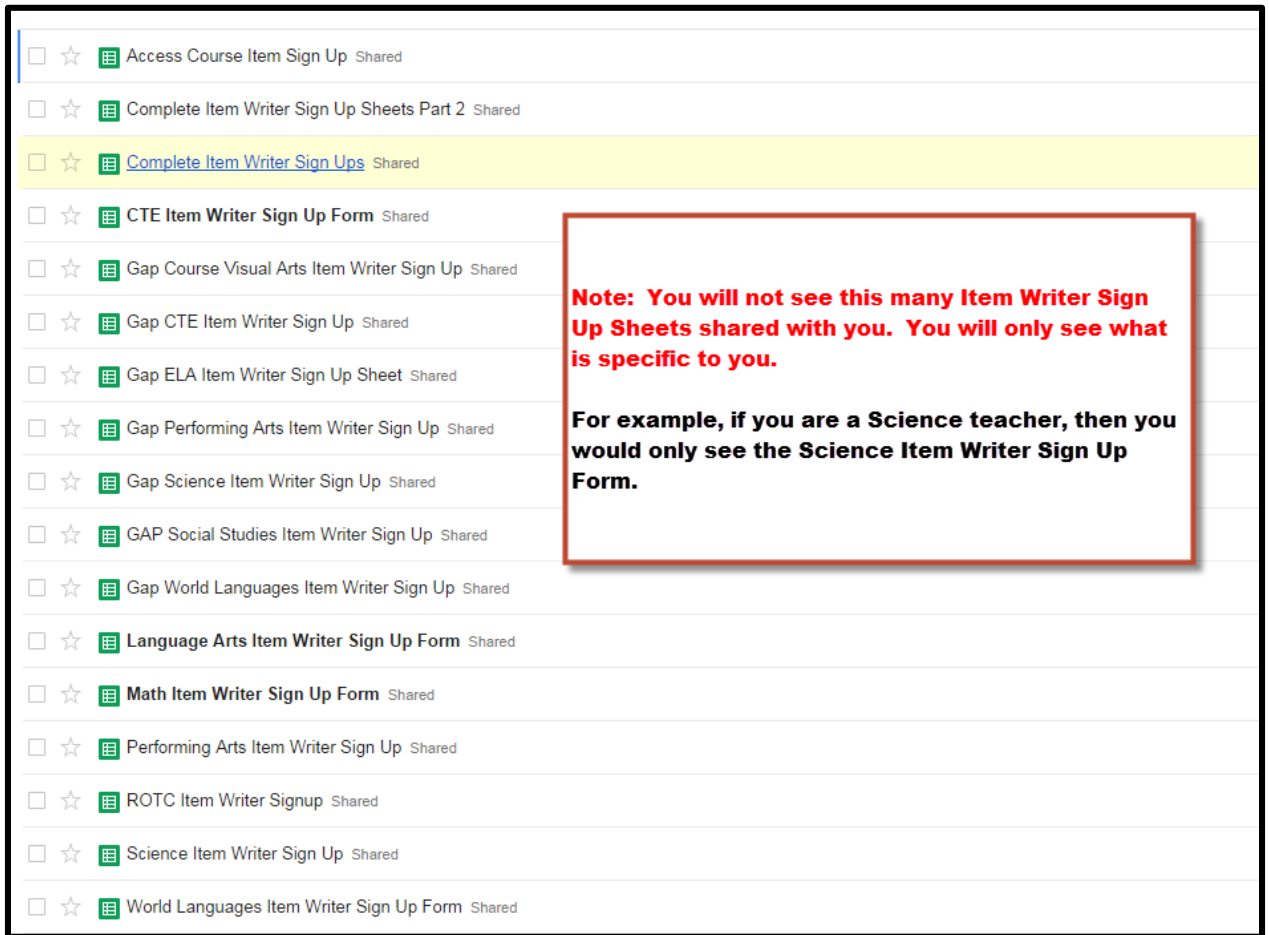
1. If you do not yet have access to the sign-up sheet needed for your course(s), you should first contact Justin Seabolt at [seaboltj@osceola.k12.fl.us](mailto:seaboltj@osceola.k12.fl.us). You will need to provide him with a Gmail account or any email address that you know will work to access Google Drive. If you aren't sure about whether an email account will work or not, please go ahead and create a new Gmail account.
2. Once you have provided Justin with a Gmail account, please go to [www.drive.google.com](http://www.drive.google.com).



3. Once you are in Google Drive, on the left side of the screen, you should see the following:



4. Once you click on “Shared with Me,” you should see any and all Item Writer Sign Up Sheets that have been shared with you.



The screenshot shows a list of 18 shared Item Writer Sign Up Sheets. The third item, "Complete Item Writer Sign Ups", is highlighted in yellow. A red-bordered callout box on the right contains the following text:

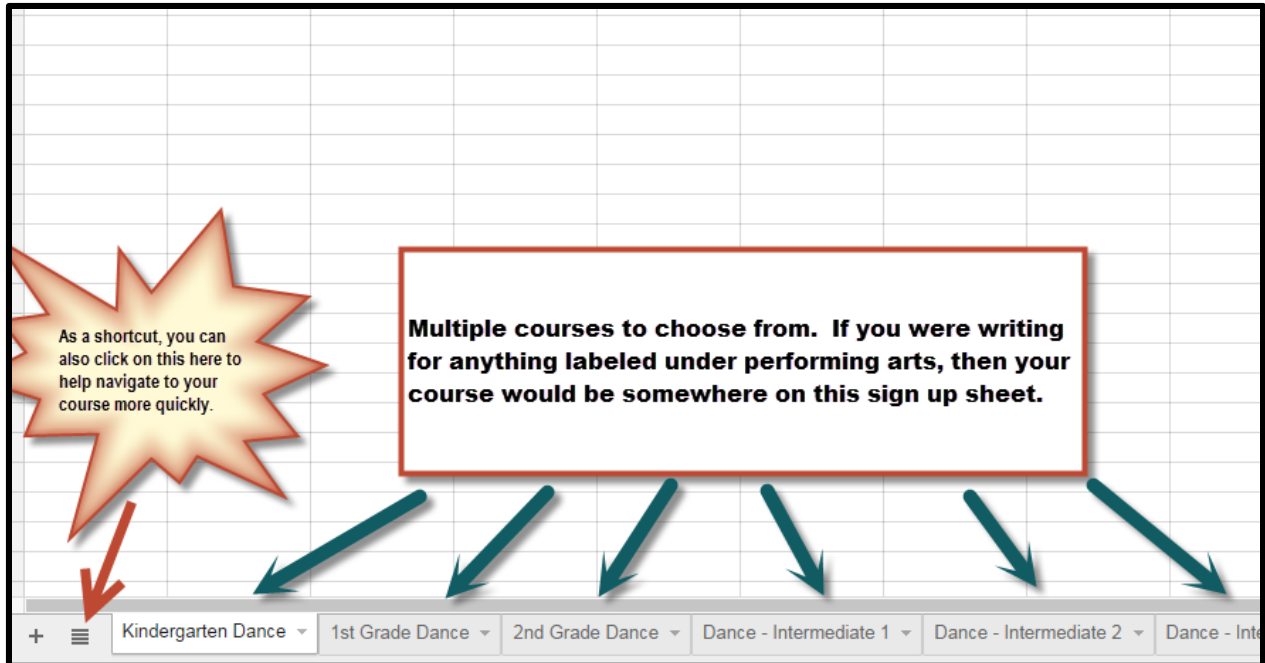
**Note: You will not see this many Item Writer Sign Up Sheets shared with you. You will only see what is specific to you.**

**For example, if you are a Science teacher, then you would only see the Science Item Writer Sign Up Form.**

The list of items includes:

- Access Course Item Sign Up Shared
- Complete Item Writer Sign Up Sheets Part 2 Shared
- Complete Item Writer Sign Ups Shared
- CTE Item Writer Sign Up Form Shared
- Gap Course Visual Arts Item Writer Sign Up Shared
- Gap CTE Item Writer Sign Up Shared
- Gap ELA Item Writer Sign Up Sheet Shared
- Gap Performing Arts Item Writer Sign Up Shared
- Gap Science Item Writer Sign Up Shared
- GAP Social Studies Item Writer Sign Up Shared
- Gap World Languages Item Writer Sign Up Shared
- Language Arts Item Writer Sign Up Form Shared
- Math Item Writer Sign Up Form Shared
- Performing Arts Item Writer Sign Up Shared
- ROTC Item Writer Signup Shared
- Science Item Writer Sign Up Shared
- World Languages Item Writer Sign Up Form Shared

5. Next, click on the sign-up sheet you are trying to open. For this first example, I am using the GAP Performing Arts Sign Up Sheet.
6. Once open, notice at the bottom of the screen, you will see multiple tabs with different courses. This is where you will browse to find the course you are looking for.



7. At this point, you should keep in mind that sign-up sheets **can** look differently but they all serve the same purpose; which is to sign up for items to write for your course(s).

A	B	C	D	E	F	G	H
Item Writer Who Claims Assignment	Item Number	Most Granular Level (Benchmark)	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	Complexity Level
		MU.68.C.2.1	1				L
		MU.68.C.2.1	1				L
		MU.68.C.2.2	1				L
		MU.68.C.2.2	1				M
		MU.68.C.2.2				1	M
		MU.68.S.2.2	1				M
		MU.68.S.2.2	1				M
		MU.68.S.2.2				1	M

**This sign up sheet is pretty easy to understand. Each line represents 1 item (question) that needs to be written.**

**As a writer, you would put your name on the item(s) that you want to write.**

A	B	C	D	E	F	G	H
Item Writer Who Claims Assignment	Item Number	Most Granular Level (Benchmark)	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	Complexity Level
Justin Seabolt		MU.68.C.2.1	1				L
		MU.68.C.2.1	1				L
		MU.68.C.2.2	1				L
							M
							M
							M
							M
							M
							M
							M
							H
							L
							L
							L
							1 H
							L
							L
							M

**In this example, I have placed my name on the first line. In this example, I have committed to writing 1 item for Benchmark MU.68.C.2.1.**

**In addition, I am required to write this item as a multiple choice item at Low Complexity.**

**When you sign up for items, they are non-negotiable. You must write what you sign up for and you are not allowed to make edits.**

Not all sign-up sheets are created equal so here are a couple examples of different looking sign-up sheets. Regardless of how they look, they are all used in the same way.

Item Writer Who Claims Assignment	Item Number	Most Granular Level (Benchmark)	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	Complexity Level
		DA.912.C.2.3 Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent	1				M
		DA.912.C.2.3 Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent	1				M
		DA.912.O.3.1 Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures			1		M
		DA.912.S.3.1 Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement	1				M
		DA.912.S.3.1 Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement	1				M
		DA.912.S.3.2 Develop and					

Not much difference here; the benchmarks are just written out. If your benchmarks are not written out (like my first example), you will need to use your test item specs, blueprints, and/or CPALMS/ Curriculum Frameworks if you aren't sure of the definition of the benchmark.

Item Writer Who Claims This Item	Most Granular Level (Benchmark)	UIN (Unique Identifying Number) - MUST BE FILLED IN	Item Type	Item Complexity
	SC.912.N.1.3		Multiple Choice	Low
	SC.912.N.1.5		Multiple Choice	Moderate
	SC.912.N.3.5		Multiple Choice	Moderate
	SC.912.L.14.6		Multiple Choice	High
	SC.912.L.14.15		Multiple Choice	Moderate

In this example, there is only one column for Item Type and the item type is written out.

8. Once you actually sign up for an item, the process is pretty straightforward:
  - a. Login to Eduphoria and write the item
  - b. Once the item has been submitted in Eduphoria, return to the sign-up sheet and enter the Item Number (UIN – Unique Identification Number)

**Note: I cannot stress the importance of inputting the Item Number (UIN) into the sign-up sheet. This is our tracking system and this is how we know what work has been completed and what still needs to be done. Every time you submit an item in Eduphoria, the system will automatically generate an Item Number for you. If you are having a difficult time locating this Item Number, there is a section later in this guide titled “Finding my Unique Identification Number (UIN)” that I strongly encourage you to read. If your Item Number (UIN) is not correctly written in the sign-up sheet, your items will not be approved because our level 2 editors and proofreaders are required to verify that Item Numbers in Eduphoria match what is on the sign-up sheets.**

Item Writer Who Claims Assignment	Item Number	Most Granular Level (Benchmark)	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	Complexity Level
Awesome Writer	LOC22726	DA.912.F.3.6 Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement through learned dance techniques.					

**In this example, you can see where the writer has correctly input the Item Number into the sign up sheet.**

***One more note: All Item Numbers (UINs) are unique, meaning no two Item Numbers will be the same. With each item submitted into Eduphoria, the system will generate a new Item Number (UIN) that will correlate to that specific item.***

***Last note: Please make sure that you put the Item Number (UIN) into the sign-up sheet immediately after you write each question.***



9. You may notice on some sign-up sheets that people are signed up to write more than one item at a time and there is no Item Number (UIN) currently written. We do allow you to sign up for up to 10 items at a time as long as you are committed to completing the work. The same rules apply as above, however. Each time you write an item, you would still be expected to return to the sign-up sheet to input the Item Number (UIN). It's very easy to lose track of which Item Numbers (UINs) go with what benchmark you signed up for, so I strongly encourage you to not forget this step.

6	Johnson	WL.K12.NM.6.4	LOC23132			1
7	Johnson	WL.K12.NH.6.2	LOC23112			1
8	Johnson	WL.K12.NH.6.2	LOC23071	1		
9	Johnson	WL.K12.NH.6.2	LOC23061	1		
10	Johnson	WL.K12.NM.6.4	LOC23055	1		
11	Johnson	WL.K12.NM.6.4	LOC23042			
12	Ullmann	WL.K12.NH.5.2	LOC22932			
13	Ullmann	WL.K12.NH.5.2	LOC22925			
14	Ullmann	WL.K12.NH.5.1	LOC22913			
15	Ullmann	WL.K12.NH.5.1	LOC22901			
16	Ullmann	WL.K12.NM.5.3	LOC22894			
17	Ullmann	WL.K12.NM.5.3	LOC22889			
18	Ullmann	WL.K12.NH.4.2	LOC22831			
19	Ullmann	WL.K12.NM.4.3	LOC22814			
20	Ullmann	WL.K12.NM.4.3	LOC22761			
21	Ullmann	WL.K12.NM.4.2	LOC22734			
22	Ullmann	WL.K12.NM.4.2	LOC22715			
23	Ullmann	WL.K12.NH.3.4	LOC22547			
24	Johnson	WL.K12.NH.3.3	LOC22537			
25	Johnson	WL.K12.NH.3.3	LOC22537			
26	Ullmann	WL.K12.NH.3.4	LOC22525			
27	Ullmann	WL.K12.NM.3.4	LOC22517			1
28	Ullmann	WL.K12.NM.3.4	LOC22500	1		
29	Johnson	WL.K12.NH.2.1	LOC22495	1		
30	Ullmann	WL.K12.NM.2.2	LOC22463	1		
31	Ullmann	WL.K12.NH.2.1	LOC22433	1		

**In this example, look at the writer named "Ullman." She is obviously signed up for more than 10 items at once BUT she has Item Numbers (UINs) for each item.**

**This means she probably signed up for 10 items, wrote and recorded the Item Numbers and then continued to sign up for 10 more.**

**This method is okay.**

A	B	C	D	E	F	G	H	I
Item Writer Who Claims Assignment	Most Granular Level (Benchmark)	Item Number	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	# Audio Response	# Video Response
Justin Seabolt	WL.K12.IL.5.5						1	
Justin Seabolt	WL.K12.IL.5.5							
Justin Seabolt	WL.K12.IM.5.3							
Justin Seabolt	WL.K12.IM.5.3							
Justin Seabolt	WL.K12.IM.5.6							
Justin Seabolt	WL.K12.IM.5.6							
Justin Seabolt	WL.K12.IM.6.1							
Justin Seabolt	WL.K12.IM.6.1							
Justin Seabolt	WL.K12.IM.6.1							
Justin Seabolt	WL.K12.IM.6.4							
	WL.K12.IM.6.4							
	WL.K12.IM.6.4							
	WL.K12.IL.9.2					1		
	WL.K12.IL.9.2					1		
	WL.K12.IM.8.2		1					
	WL.K12.IM.8.2					1		

**In this example, the writer has signed up for exactly 10 items. Granted, there are no Item Numbers (UINs) currently written in the system, but this is okay.**

**This means the writer is committed to writing these 10 items and entering the corresponding Item Numbers (UINs).**

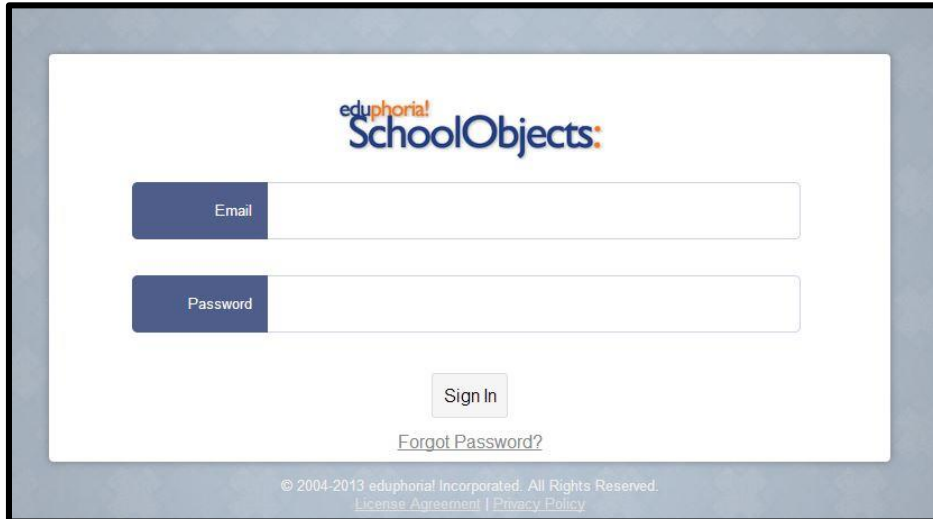
A	B	C	D	E	F	G	H	I
Item Writer Who Claims Assignment	Most Granular Level (Benchmark)	Item Number	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	# Audio Response	# Video Response
Justin Seabolt	WL.K12.IL.5.5							
Justin Seabolt	WL.K12.IL.5.5							
Justin Seabolt	WL.K12.IM.5.3							
Justin Seabolt	WL.K12.IM.5.3							
Justin Seabolt	WL.K12.IM.5.6							
Justin Seabolt	WL.K12.IM.5.6							
Justin Seabolt	WL.K12.IM.6.1							
Justin Seabolt	WL.K12.IM.6.1							
Justin Seabolt	WL.K12.IM.6.1							
Justin Seabolt	WL.K12.IM.6.4							
Justin Seabolt	WL.K12.IM.6.4							
Justin Seabolt	WL.K12.IM.6.4							
Justin Seabolt	WL.K12.IL.9.2							
Justin Seabolt	WL.K12.IL.9.2							
Justin Seabolt	WL.K12.IM.8.2		1					
Justin Seabolt	WL.K12.IM.8.2					1		

**In this example, the writer has signed up for more than 10 items at a time and there are no Item Numbers (UINs) input. This is no good.**

**This method is not allowed.**

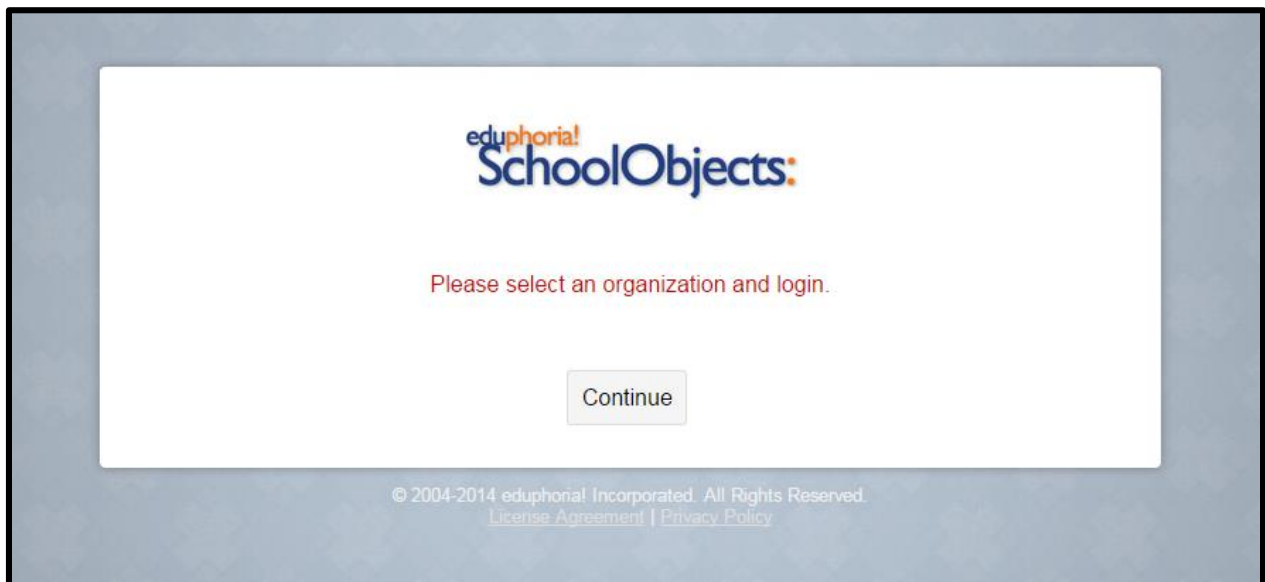
## How to Write Multiple Choice Items in Eduphoria

1. Log into <https://cfac.schoolobjects.com> or <https://sac.schoolobjects.com>



The screenshot shows the login interface for Eduphoria! SchoolObjects. At the top center is the logo "eduphoria! SchoolObjects:". Below the logo are two input fields: the first is labeled "Email" and the second is labeled "Password". Below these fields is a "Sign In" button. Underneath the button is a link that says "Forgot Password?". At the bottom of the page, there is a copyright notice: "© 2004-2013 eduphoria! Incorporated. All Rights Reserved. License Agreement | Privacy Policy".

2. This step may not apply to everyone. Please select an organization and login. If you are working on CFAC courses, choose CFAC. If you are working on anything else, choose SAC courses. If “Please select an organization and login” doesn’t appear on your screen, then you are defaulted to only working on CFAC courses and you may skip this step. SAC courses are currently only for a select few counties who are working on courses outside the scope of CFAC.



The screenshot shows a screen with the Eduphoria! SchoolObjects logo at the top. In the center, there is a red text prompt: "Please select an organization and login.". Below this prompt is a "Continue" button. At the bottom of the page, there is a copyright notice: "© 2004-2014 eduphoria! Incorporated. All Rights Reserved. License Agreement | Privacy Policy".

**eduphoria!**  
**SchoolObjects:**

Email

Password

Organization

[Forgot Password?](#)

**OR**

**eduphoria!**  
**SchoolObjects:**

Email

Password

Organization

[Forgot Password?](#)

3. Click on "aware."



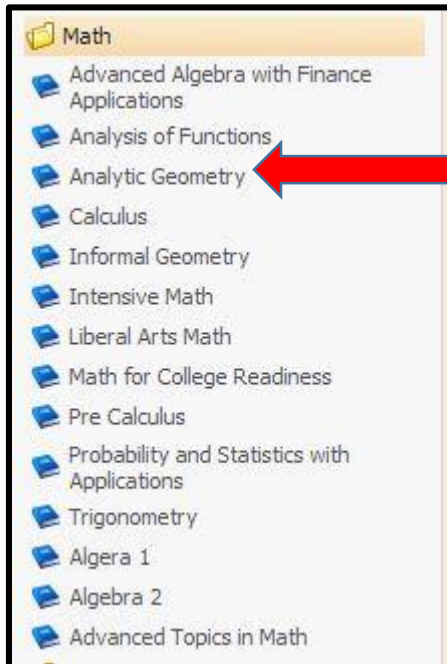
The screenshot shows the 'eduphoria! myapplications' dashboard. At the top center is the logo 'eduphoria! myapplications' in blue and orange. Below the logo is a horizontal line. On the left side, there is a magnifying glass icon next to the application name 'aware' in orange. Below 'aware' is the description 'View student test data and perform district benchmarks'. On the right side, there is a book icon next to the application name 'forethought' in orange. Below 'forethought' is the description 'District wide curriculum management and lesson planner.' At the bottom center, there are two buttons: 'Log Off' and 'My Profile'. A large red arrow points down from the top left towards the 'aware' application.

4. In the upper left of your screen, make sure you have the “Item Bank” tab chosen click on your Content Area’s folder. For training purposes, we will use *Math*.



**Note: Please choose your own content area from the list provided.**

5. Upon clicking on your Content Area’s folder, a list will show which courses are available to choose from. In our case, we are going to choose *Analytic Geometry*.

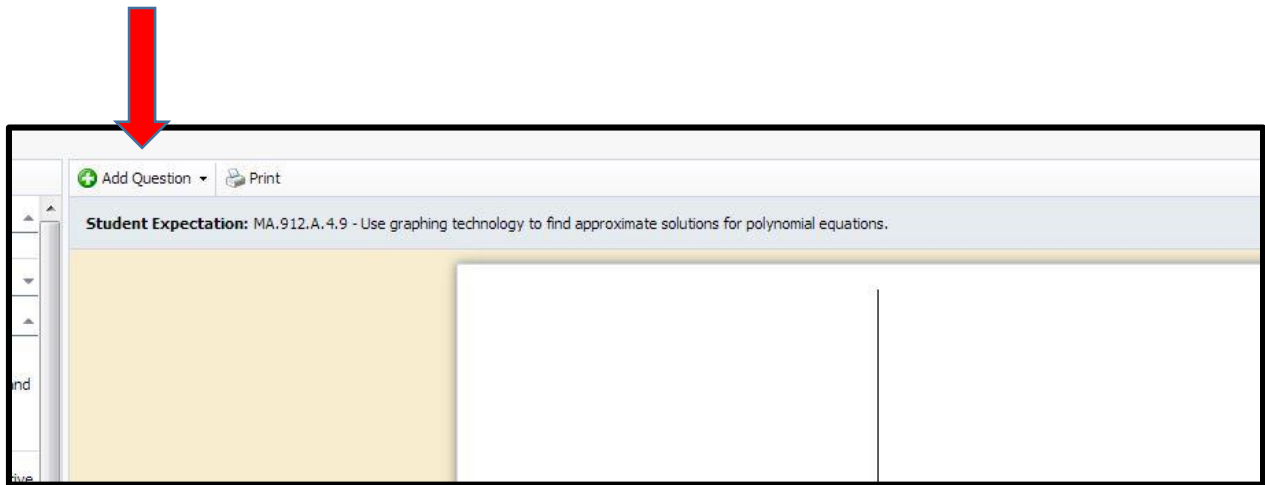


6. Next, a list of benchmarks will appear. You will click on the benchmark that you are writing an item for. For training purposes, we will choose *MA.912.A.4.9*.

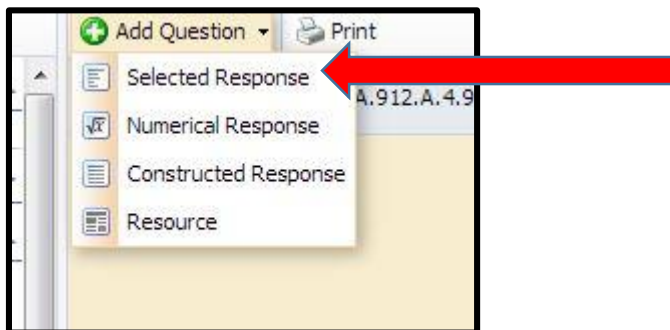
The screenshot shows a web interface for a 'Course Bank'. At the top, there is a 'View Entire Course Bank' button. Below that is a 'Resources' section, which is expanded to show 'Analytic Geometry 1206330'. A list of benchmarks follows, each with a document icon and a description. A red arrow points to the benchmark 'MA.912.A.4.9 - Use graphing technology to find approximate solutions for polynomial equations.'

Course	Benchmark	Description
LACC.910.RST.2.4	Craft and Structure	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 910 texts and topics.
LACC.910.RST.3.7	Integration of Knowledge and Ideas	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LACC.1112.RST.2.4	Craft and Structure	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 1112 texts and topics.
LACC.1112.RST.3.7	Integration of Knowledge and Ideas	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
MA.912.A.4.5	Graph polynomial functions	Graph polynomial functions with and without technology and describe end behavior.
MA.912.A.4.8	Describe the relationships among the solutions of an equation, the zeros of a function, the x-intercepts of a graph, and the factors of a polynomial expression, with and without technology.	
MA.912.A.4.9	Use graphing technology to find approximate solutions for polynomial equations.	
MA.912.A.5.6	Identify removable and non-removable discontinuities and vertical, horizontal, and oblique asymptotes of a graph of a rational function, find the zeros, and graph the function.	
MA.912.A.8.7	Solve applications of exponential growth and decay.	
MA.912.A.9.1	Write the equations of conic sections in standard form and general form, in order to identify the conic section and to find its geometric properties (foci, asymptotes, eccentricity, etc.).	
MA.912.A.9.2	Graph conic sections with and without using graphing technology.	
MA.912.A.9.3	Solve real-world problems involving conic sections.	

7. After clicking on the appropriate benchmark, you will click on “**Add Question**” at the top of your screen.



8. After clicking on “**Add Question**,” you will need to choose what type of item you are going to write. For training purposes, we will choose “**Selected Response**.” Note that **Multiple Choice** and **Selected Response** are synonyms in regards to Eduphoria.





9. After choosing “**Selected Response**” you will begin writing your item and entering your multiple choice answer choices.

New Multiple Choice Question Textbox: This is where you will write your question.

Response Textbox: This is where you will write your answer choices.

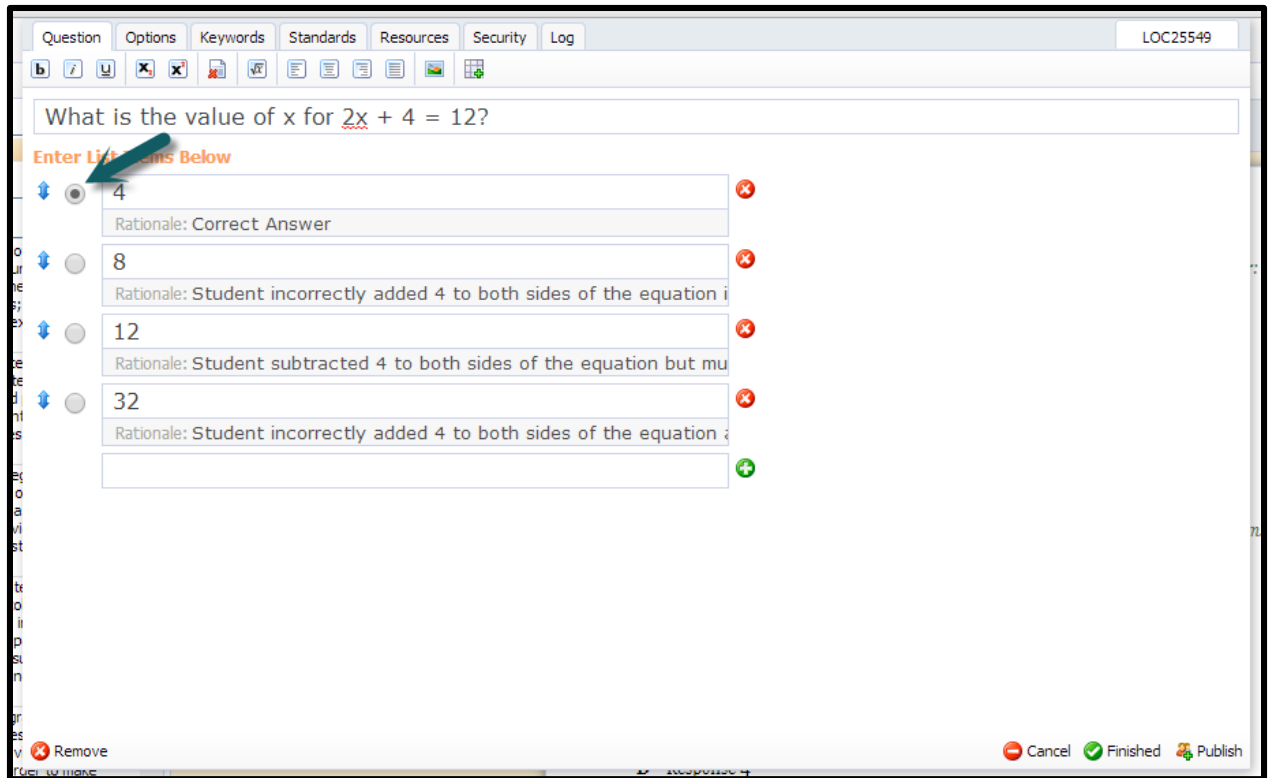
Rationale Textbox: This is where you will write your distractors/rationales for your answer choices. **You must provide a reason for why your incorrect answers are plausible.**

**Note: When writing multiple choice questions, you must have one clear answer and three plausible distractors.**

The screenshot shows a software interface for creating a multiple-choice question. The window title is "New Multiple Choice Question" and the ID is "LOC25549". The interface includes a menu bar with "Question", "Options", "Keywords", "Standards", "Resources", "Security", and "Log". Below the menu bar is a toolbar with various icons. The main area is titled "New Multiple Choice Question" and contains a section "Enter List Items Below". There are four response items, each with a radio button, a text box for the response, and a text box for the rationale. The first three items have a red "X" icon, and the fourth has a green plus icon. At the bottom, there are buttons for "Remove", "Cancel", "Finished", and "Publish".

10. When entering items, you must remember to follow all the rules and guidelines that you learned in training. This applies to the answer choices as well. If you need assistance, please refer to the ***Multiple Choice Answer Choice Guidelines*** section.

11. Let's take a look at the item I have created and review it.



In the example provided, I have asked:

What is the value of x for  $2x+4=12$ ? **(All Multiple Choice Items should be in the form of a question)**

Next, I followed the rules for my answer choices. In this case, I ordered my answer choices from least to greatest. (I was able to use my ***Multiple Choice Answer Choice Guidelines*** to help with this)

I have also provided 3 plausible distractors with rationales for each one. You cannot see the entire rationale in the picture above but you will be able to see the entire rationale when logged into Eduphoria. For this example, my rationales are as follows for my answer choices:

**8:** *Student incorrectly added 4 to both sides of the equation and then divided by 2.*

**12:** *Student subtracted 4 to both sides of the equation but then multiplied by 2.*

**32:** *Student incorrectly added 4 to both sides of the equation and then multiplied by 2.*

**Notice how each one of my rationales is clearly written in a manner that explains why my rationale is a good distractor. It's extremely important that you are able to write plausible "wrong answers."**

12. Next, I will choose my complexity level from the “Options” tab at the top of the screen.

On this tab, the only field that should be changed is “Complexity.” Eduphoria defaults to “Low” but you must remember to change this to Medium (Moderate) or High, if necessary.

There is a Webb’s Depth of Knowledge Wheel located at the very end of this document. You will notice that Webb’s DOK has 4 levels but in Eduphoria, you can only choose from Low, Medium, and High.

**Level 1 Webb’s DOK = Low in Eduphoria**

**Level 2 Webb’s DOK = Medium in Eduphoria**

**Level 3 & 4 Webb’s DOK = High in Eduphoria**

The screenshot shows the 'Additional Options' dialog box in Eduphoria. The 'Complexity' dropdown menu is highlighted with a red arrow, indicating it is the field to be changed. The current selection is 'Low'. Other options include 'Question Format' (Multiple Choice), 'Layout' (Full-Width), 'Page Break' (None), 'Spacing Below' (6 lines), 'Language' (Not Set), 'Modified' (Not Set), 'Difficulty' (Easy), and 'Bloom's' (Not Set). The 'Question Weight' is set to 1 times. The dialog box also includes buttons for 'Remove', 'Cancel', 'Finished', and 'Publish'.

13. Once everything is complete, you will click “**Publish**” at the bottom of the screen.

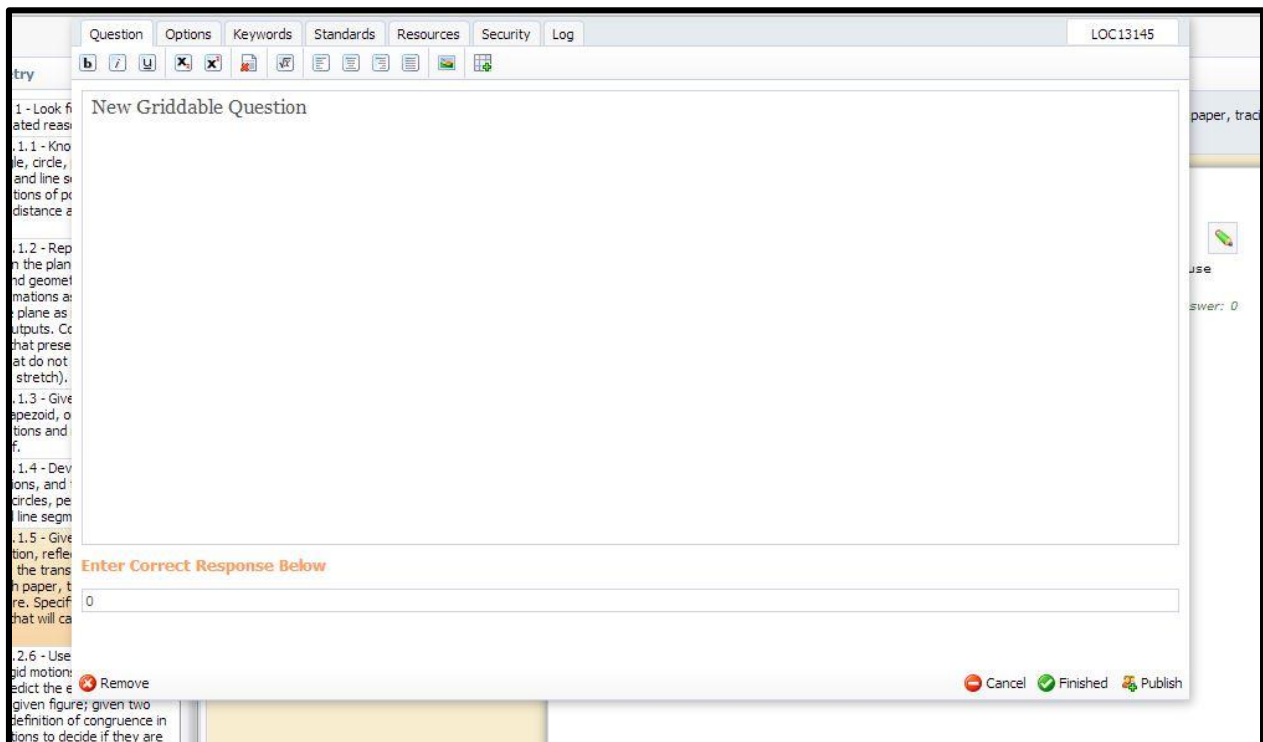
The screenshot shows the Eduphoria question editor interface. At the top, there are tabs for Question, Options, Keywords, Standards, Resources, Security, and Log. The question text is "What is the value of x for  $2x + 4 = 12$ ?". Below the question, there is a section titled "Enter List Items Below" with four list items. The first item is "4", which is selected (indicated by a filled radio button). The other items are "8", "12", and "32". Each item has a rationale field. The rationale for "4" is "Rationale: Co". The rationale for "8" is "Rationale: Student incorrectly added 4 to both sides of the equation i". The rationale for "12" is "Rationale: Student subtracted 4 to both sides of the equation but mu". The rationale for "32" is "Rationale: Student incorrectly added 4 to both sides of the equation i". A teal callout bubble points to the selected "4" with the text "Before clicking Publish, make sure you have the bubble checked for the correct answer!". At the bottom right, there are three buttons: "Cancel", "Finished", and "Publish". A red arrow points to the "Publish" button.

**Note:** If you have a resource such as a passage or graphic that you would like to assess with multiple questions, it will first need to be uploaded into system as a resource. Please see the section on “*When and How to Upload a Resource for Use in Eduphoria.*”

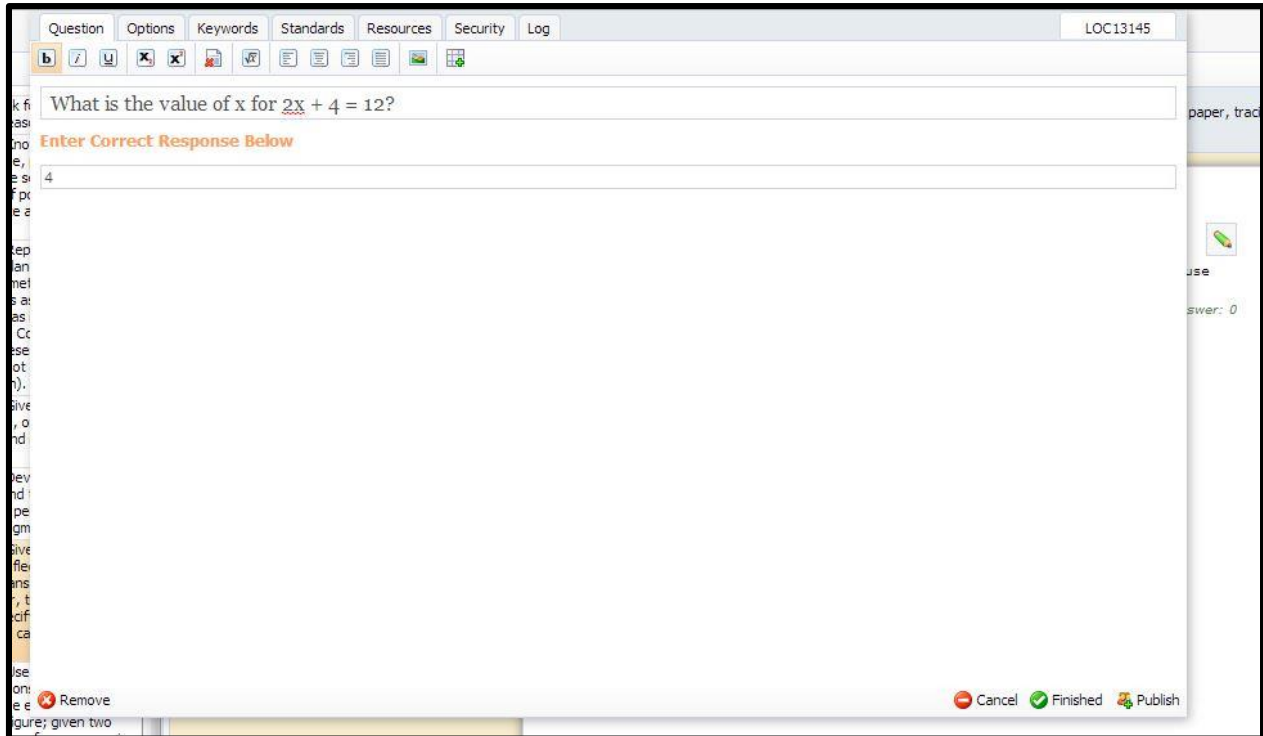
## How to Write Gridded Response Items in Eduphoria

Gridded Response Items are input in the same manner that Multiple Choice Items are input. If needing detailed instructions, please refer to the “How to Write Multiple Choice Items in Eduphoria” section of this manual. This section will only cover the subtle differences between screen shots of Gridded Response Items in comparison to Multiple Choice Items.

1. Once you have selected “**Gridded Response**” from the “**Add Question**” drop-down, your screen should look like this:



- For training purposes, we will use the same question used in the Multiple Choice section. You will type your question into the box that says “**New Griddable Question.**” Your answer will go in the box that says “**Enter Correct Response Below.**” (as seen below)



- After your question has been input, please make sure you remember to choose the complexity level (as covered in the Multiple Choice section of this manual).

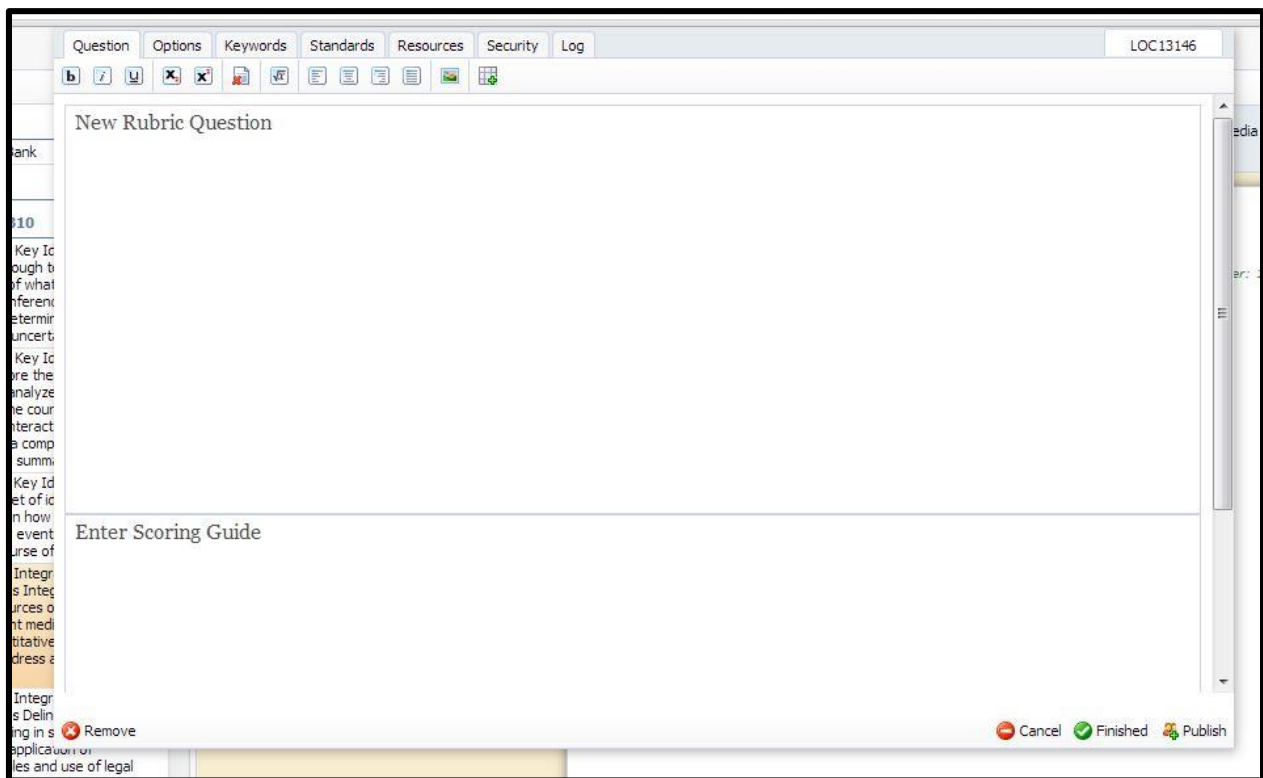
**NOTE: Rationales do not need to be entered for a Gridded Response Item.**

Once your item has been input and you ready to submit, please click “**Publish**” in the bottom right hand of the screen.

## How to Write Constructed Response (Short Answer, Extended Response, Performance Task) Items in Eduphoria

Constructed Responses Items are input in the same manner that Multiple Choice Items are input. If you need detailed instructions, please refer to the “**How to Write Multiple Choice Items in Eduphoria**” section of this manual. This section will only cover the subtle differences between screen shots of Constructed Response Items in comparison to Multiple Choice Items.

1. Once you have selected “**Constructed Response**” from the “**Add Question**” drop-down, your screen should look like this:



The screenshot shows the Eduphoria interface for creating a Constructed Response item. The interface is divided into several sections:

- Navigation Bar:** Includes tabs for Question, Options, Keywords, Standards, Resources, Security, and Log. The user ID "LOC13146" is displayed in the top right corner.
- Rich Text Editor:** A large text area for entering the question text, currently containing "New Rubric Question".
- Scoring Guide Section:** A section labeled "Enter Scoring Guide" with a large text area for input.
- Bottom Bar:** Contains a "Remove" button (with a red X icon) and three buttons: "Cancel" (with a red circle and X icon), "Finished" (with a green checkmark icon), and "Publish" (with a green checkmark and document icon).

2. You will type your question into the box that says “**New Rubric Question.**” Your answer will go in the box that says “**Enter Scoring Guide.**” (as seen below)

**NOTE: When entering Constructed Response Items, you are required to input your scoring rubric.**

***Short Answer Items use a 3-point scale ranging from 0-2 and you must provide a sample full credit response in order for a student to obtain a score of 2.***

***Extended Response Items use a 5-point scale ranging from 0-4 and a sample full credit response is **not** required. If you are writing for an English/Language Arts Course, you may opt to use the 6-point rubric ranging from 1-6 to model what is used in FCAT Writes.***

***Performance Task Items use a 5-point scale ranging from 0-4 and a sample full credit response is **not** required.***

**Please see the section on Generic Constructed Response Rubrics for example rubrics that are available for use.**

The screenshot shows a software interface with a menu bar (Question, Options, Keywords, Standards, Resources, Security, Log) and a user ID (LOC25559). Below the menu is a toolbar with icons for text formatting (bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, image, table). The main content area contains a text box with the question: "What are two differences between gelato and ice cream?". Below the question is a text box for the "Sample Full Credit Response" containing: "Gelato has less fat than ice cream. Ice cream is churned faster and harder than gelato.". Below the response is a rubric section with three points: "2 points - Student is able to provide two correct differences.", "1 point - Student is able to provide one correct difference.", and "0 points - Student is not able to provide any correct differences.". A red-bordered box highlights the following text: "This is an example of a short answer question. Notice that I have a question written in the 'New Rubric Question' text box. In the 'Enter Scoring Guide' text box, I have entered my sample full credit response and my rubric." Below this box is another red-bordered box containing the text: "NOTE: Rationales do not need to be entered for a Constructed Response Item." At the bottom of the interface are buttons for "Remove", "Cancel", "Finished", and "Publish".



3. After your question has been entered, click on the “Options” tab.

Question Options Keywords Standards Resources Security Log LOC25559

**Additional Options**

Score Range: 0 to 2

Number Of Rows: 0

Lines:  Draw lines on answer document

Text Width: 25%

Layout:  Half-Width  Full-Width

Page Break: None

Spacing Below: 6 lines

Language: Not Set

Modified: Not Set

Difficulty: Easy

Complexity: Medium

Bloom's: Not Set

Question Weight: 1 times

**On the options tab, you must change the score range to reflect the type of item you are writing.**

*In this case, because we are writing a short answer item, I have changed my score range from 0-2. Please do not forget to change the score range.*

**In addition, please remember to select the appropriate complexity level.**

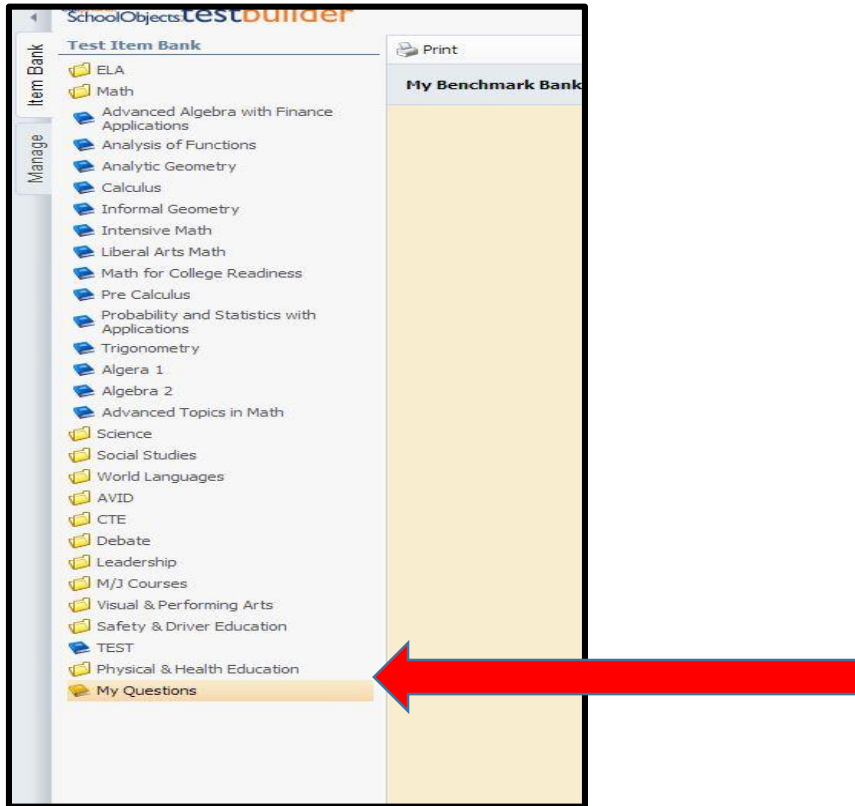
Level 1 Webb's DOK = Low in Eduphoria  
Level 2 Webb's DOK = Medium in Eduphoria  
Level 3 & 4 Webb's DOK = High in Eduphoria

**Click Publish when ready to submit for review**

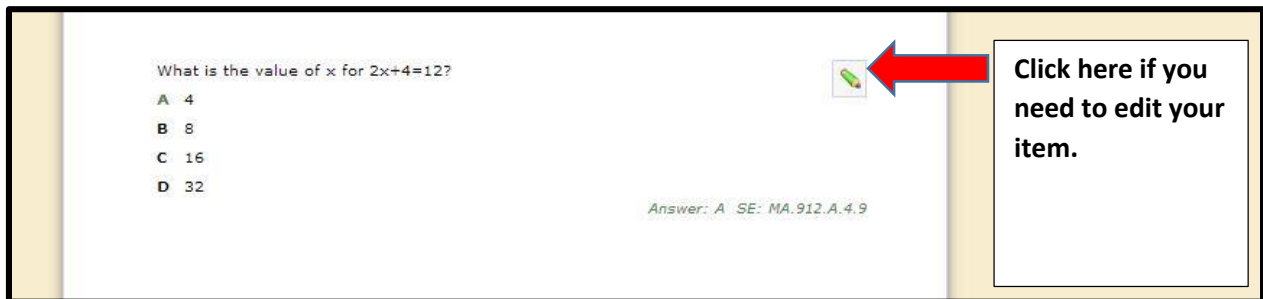
Remove Cancel Finished Publish

## How to Check the Status of a Submitted Item

Once submitted, you will be able to click on “**My Questions**” on the left side of the screen to check the progress.



You will know that your item has been officially accepted once the status changes to “**published.**” In the picture below, the item I just submitted has not been approved yet therefore it will not say “**published.**”

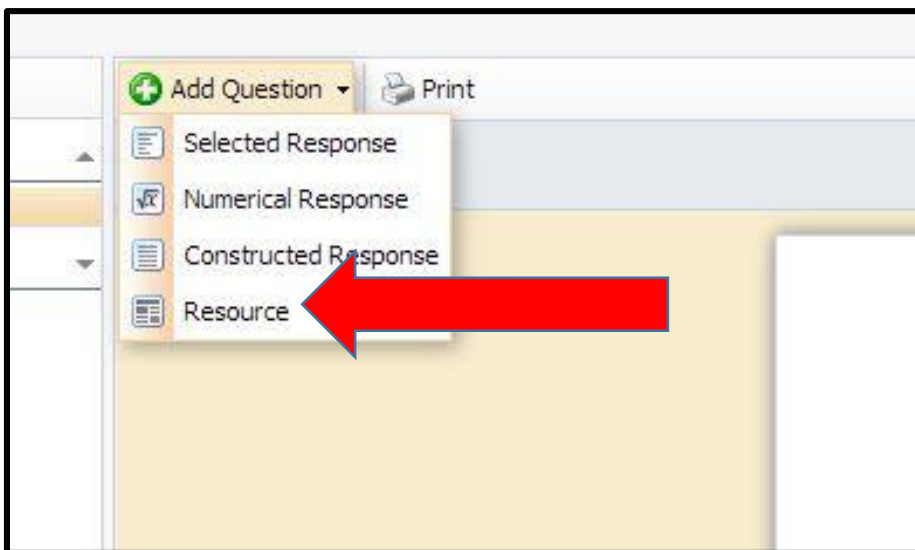


## When and How to Upload a Resource for Use in Eduphoria

If you have a graphic or passage that you would like to write several questions for, you will need to first create it as a resource. **Remember, all resources should be cited when necessary.**

### Steps for adding a resource to be used for multiple questions

1. Once you click on the “**Add Question**” drop-down, choose “**Resource**.”



2. Next, enter the title of your resource in the “**Enter Resource Title Below**” box. Now you can upload or paste your resource into the “**Enter Resource Text**” box. When finished, click “**Publish.**” Doing this will add this resource to your list of resources. Think of this as uploading pictures to a folder on your home computer (they are only there for your private viewing).

Click this icon to upload an image

Click this icon to insert a table

Enter Resource Title Below

CFAC Logo

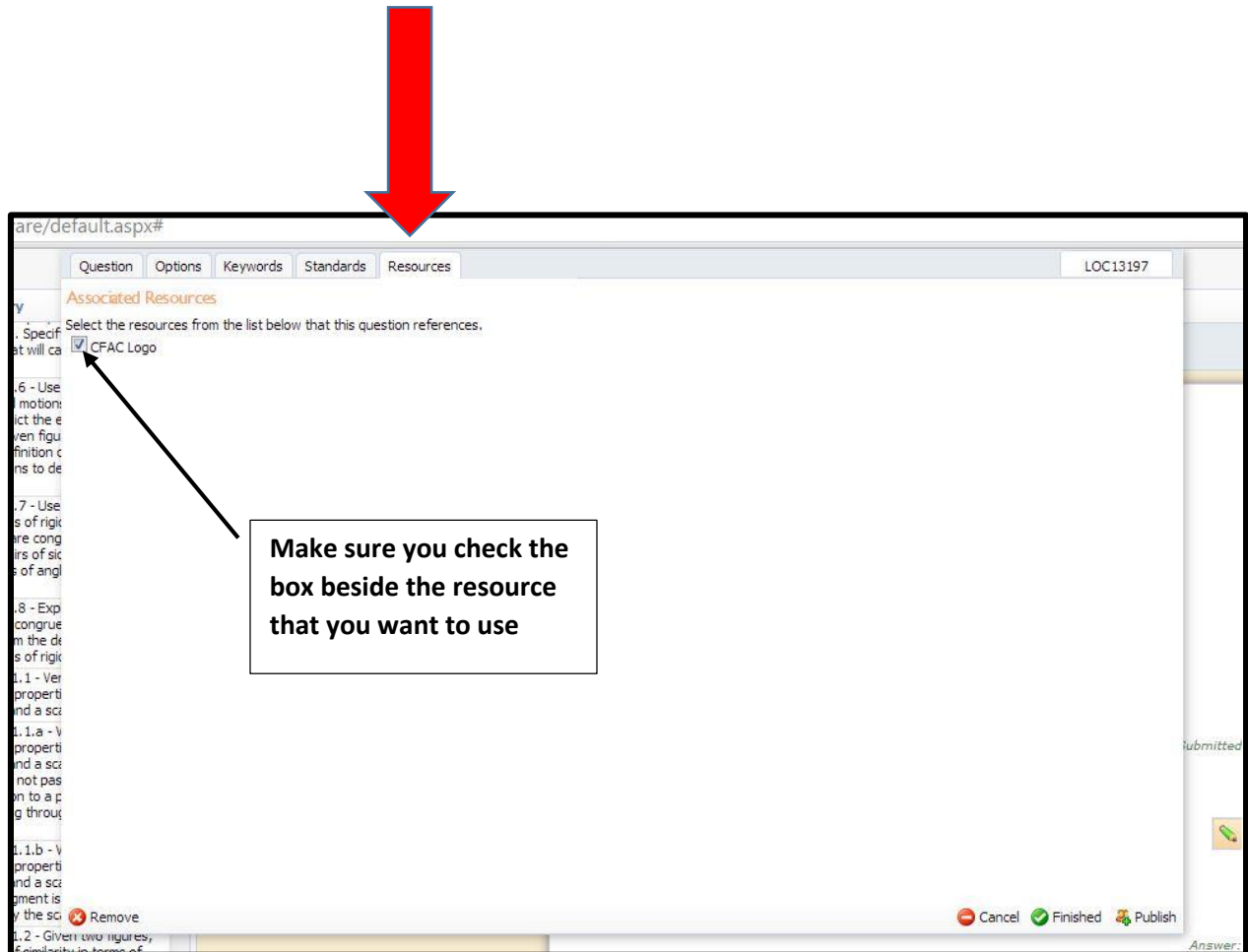
Cite Your Source Here

Remove Cancel Finished Publish

Click “Publish” when finished adding your resource

**NOTE: If necessary, please remember to site your source below your resource (as seen in the illustration above). This should be done whether you are using the resource on one item or multiple items. Please see section on How to Cite Sources for more information.**

3. When you are ready to attach your resource to a question you are writing, click on **“Add Question”** (see section on How to Write Multiple Choice Items in Eduphoria for instructions) and then use the **“Resources”** tab to attach your resource.



4. Once you have selected the appropriate resource for your item from your list of resources and you have finalized your item and are ready to publish it, you will click **“Publish.”**

See below for an example from a *Creative Writing* course where this method was used. In the example below, the passage has already been uploaded into the writers “Resources.”

The following excerpt is out of a student’s first draft of a narrative essay. The draft may contain errors. Read the excerpt and answer questions 1-4.

(1) I can remember my first camping trip like it was yesterday. It was a special weekend with my family. (2) My father and me were responsible to set-up the tents and there contents. (3) While it was a great deal of work I was happy to spend time with my father. (4) After we finished the tents, we had to get ready for the upcoming night by gathering wood, starting a fire, and to get ready for sleeping we had to open all of the sleeping bags. (5) We complimented each other ; and, the camp site was finished quickly. (6) Afterwards, we gathered around the camp fire to read scary stories. (7) Everyone had a great time. (8) Before we knew it, it was time to sleep. (9) My two little brothers were exhausted. (10) As we wished each other a good night, each of us looked forward to our second day camping.

SE: LACC.910.W.2.5 Published

Read sentence (2) from the excerpt. What revisions, if any, should be made to the sentence?

- A My father and I were responsible to set-up the tents and their contents.
- B My father and me were responsible to set-up the tents and there contents.
- C My father and I were responsible to set-up the tents and there contents.
- D My father and me were responsible to set-up the tents and their contents.

Answer: A SE: LACC.910.W.2.5 Published

Read sentence (3) from the excerpt. The writer is concerned about errors in sentence structure.

What revisions should be made in order to correct errors in sentence structure?

- A While it was a great deal of work; I was happy to spend time with my father.
- B While it was a great deal of work, I was happy to spend time with my father.
- C While it was a great deal of work. I was happy to spend time with my father.
- D While it was a great deal of work: I was happy to spend time with my father.

Answer: B SE: LACC.910.W.2.5 Published

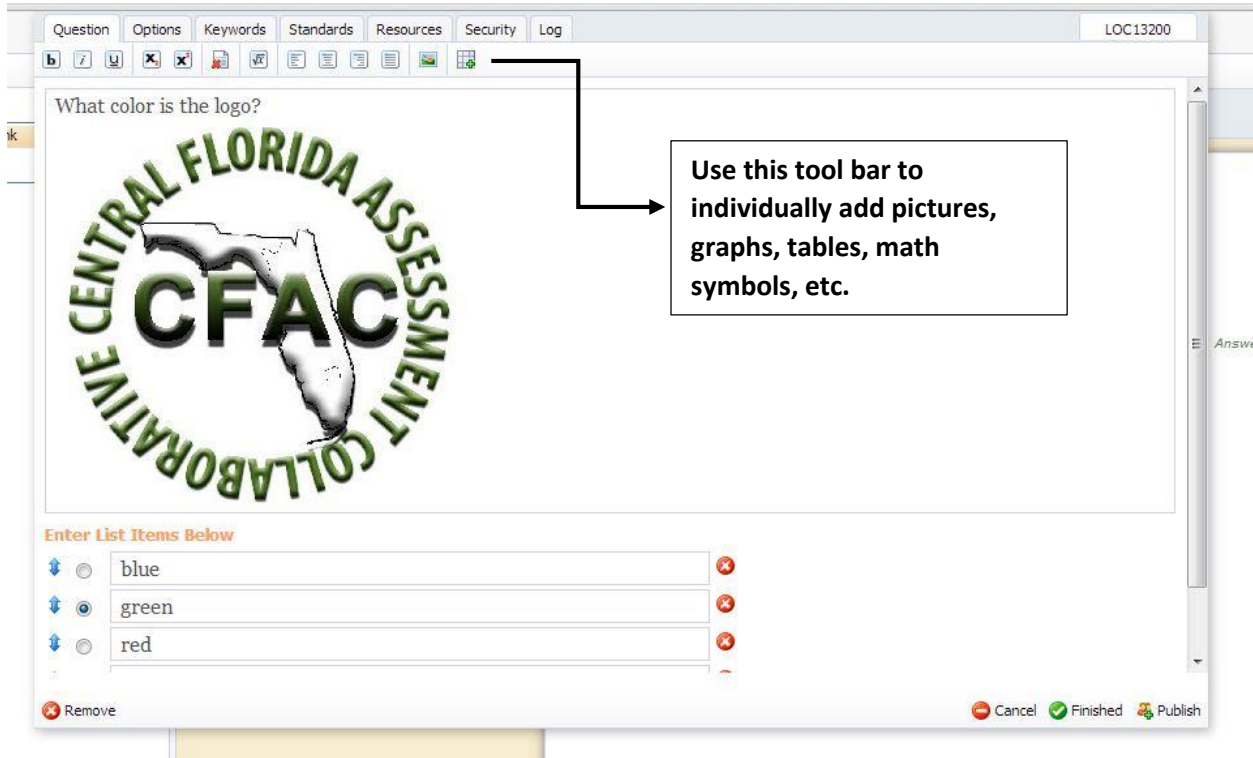
**Step 1:** The writer has clicked on “**Add Question**,” then clicked on “**Resources**,” chosen the passage and clicked “**Publish**.” You can see how their passage shows up as being published. The resource is now ready for use with future questions.

**Step 2:** The writer has once again clicked on “**Add Question**,” and has written a question in regards to the above passage by adding the appropriate resource from the “**Resources**” tab. Notice how the instruction in the passage above has instructed the test-taker to “*Read the excerpt and answer questions 1-4.*”

**Step 3:** The writer is following the same process as in Step 2 and continues to write items in regards to the passage above.

## **Steps for adding a resource to be used in a single question**

If you only need to use a resource for one question at a time, it is not necessary to go through the process of uploading the resource as done in the previous example. You may simply add the resource in as you are writing your question.



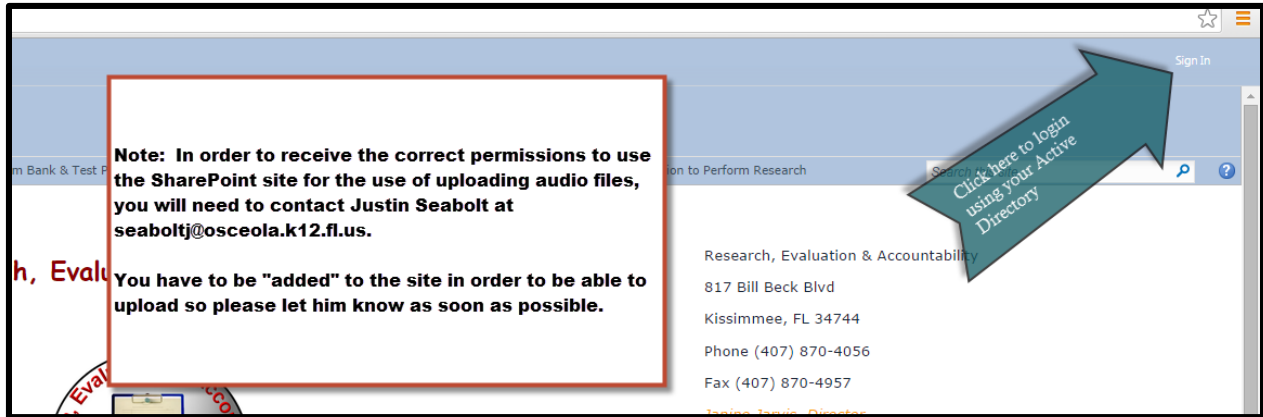
The screenshot shows a software interface for creating a question. At the top, there are tabs for "Question", "Options", "Keywords", "Standards", "Resources", "Security", and "Log". The "Question" tab is active, and the question text "What color is the logo?" is entered in a text box. Below the text is a large image of the CFAC logo, which features a map of Florida in the center, surrounded by the text "CENTRAL FLORIDA ASSESSMENT" at the top and "COLLABORATIVE CFAC" at the bottom. A callout box with an arrow pointing to the toolbar above the question text contains the text: "Use this tool bar to individually add pictures, graphs, tables, math symbols, etc." Below the question text and image is a section titled "Enter List Items Below" with three input fields containing the words "blue", "green", and "red". Each field has a radio button to its left and a red 'X' icon to its right. The "green" radio button is selected. At the bottom left of the list items section is a "Remove" button with a red 'X' icon. At the bottom right are "Cancel", "Finished", and "Publish" buttons.

**Note: When using a resource for a single question, you must upload the resource AND write the question in the same text box (as shown above).**

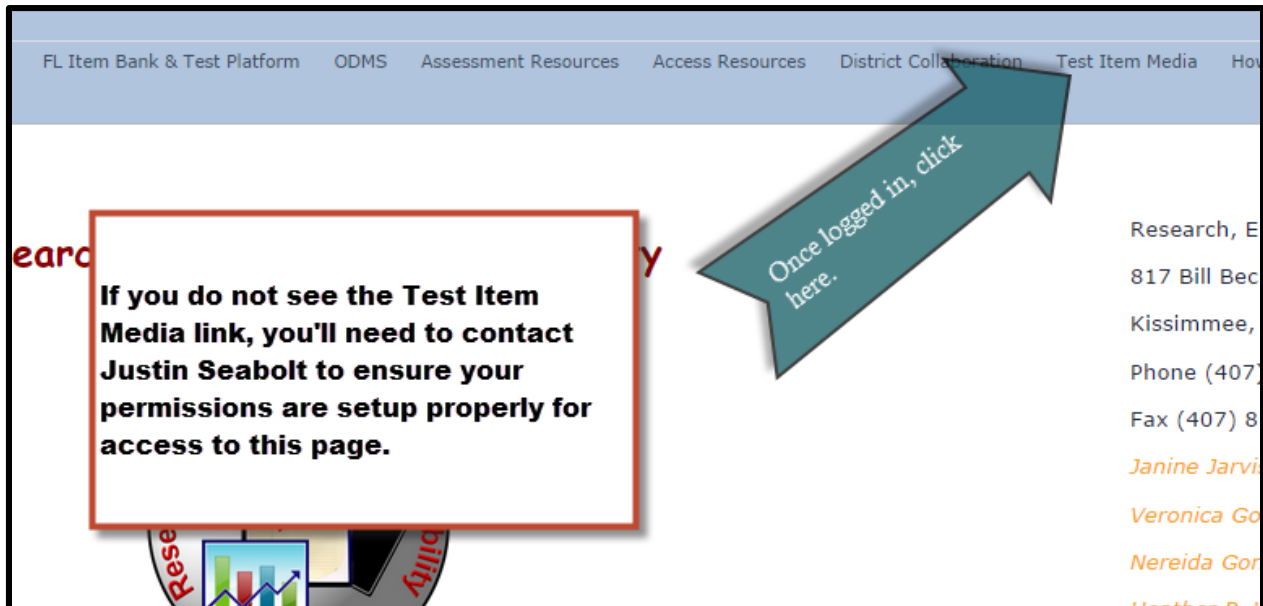
## How to Add an Audio File

Eduphoria does not currently support audio files so any items that are written in Eduphoria that contain audio files have to be uploaded to our SharePoint site. Please see below for the steps on uploading audio files into SharePoint.

1. Go to the following site: <http://sp.osceola.k12.fl.us/Depts/REA/SitePages/Home.aspx>
2. Next, click Sign In in the top right hand corner. You will use your Active Directory to login.



3. Once you login, click Test Item Media.





Please use this site to attach media that must be included in your test items (temporary review media that is part of a test item you are reviewing in Eduphoria).

World Language Item Media Files Music Item Media Files

Type	Name	Modified	Modified By	Course	Content Area	Item Numer	Media Location	Type	Name
	Test-2	6/26/2014 3:14 PM	NSA-READ-VOLUSIA	Chinese 3	World Languages	test	In the stem/question		Symphony No. 5 by Beethoven
	LOC25187	8/6/2014 12:06 PM	Pascale Philpot	MJ French 3	World Languages	25187	In the stem/question		Piano Concerto Moszkowski
	LOC25198	8/6/2014							Mozart Eb Symphony
	LOC25213	8/6/2014							Carnival of the Animals
	LOC24871	8/6/2014							The Swan 1
	LOC24872	8/6/2014							The Swan 4
	LOC25148	8/6/2014							The Swan 2
	LOC25154	8/6/2014							The Swan 3
	LOC25157	8/6/2014							Cello Concerto No. 1 by Tchaikovsky
	LOC20097	8/6/2014 1:17 PM	Pascale Philpot	MJ French 1	World Languages	20097	In the stem/question		

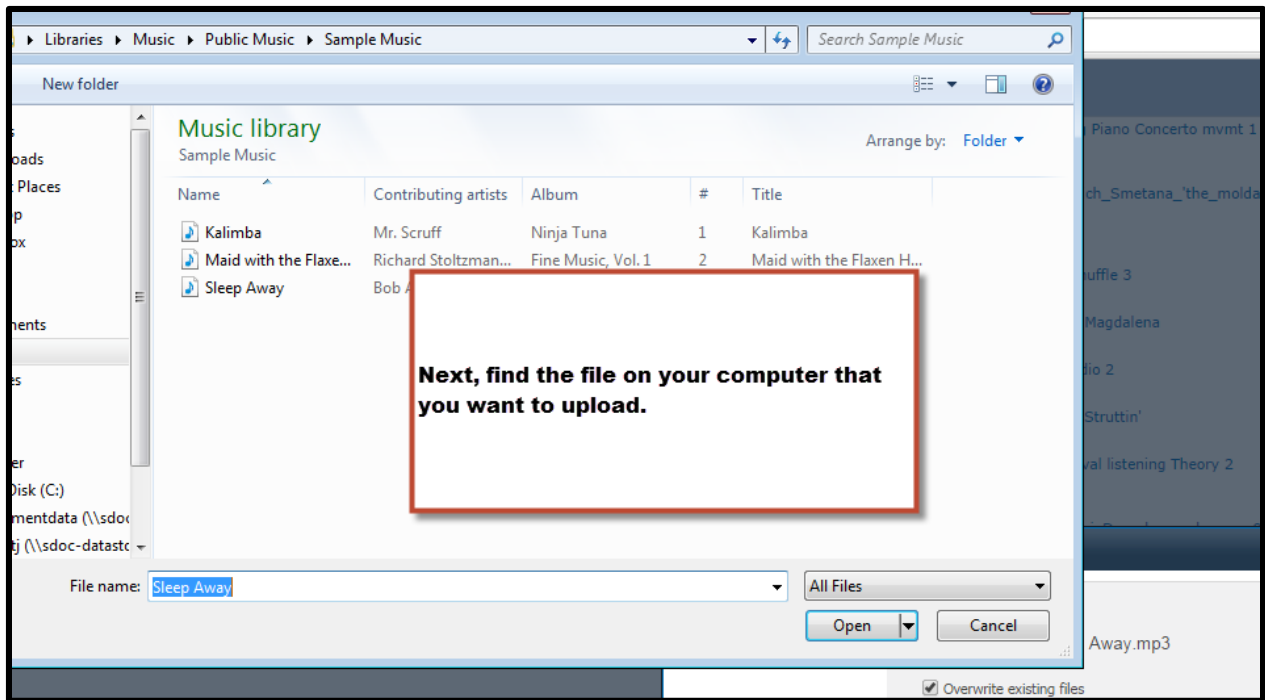
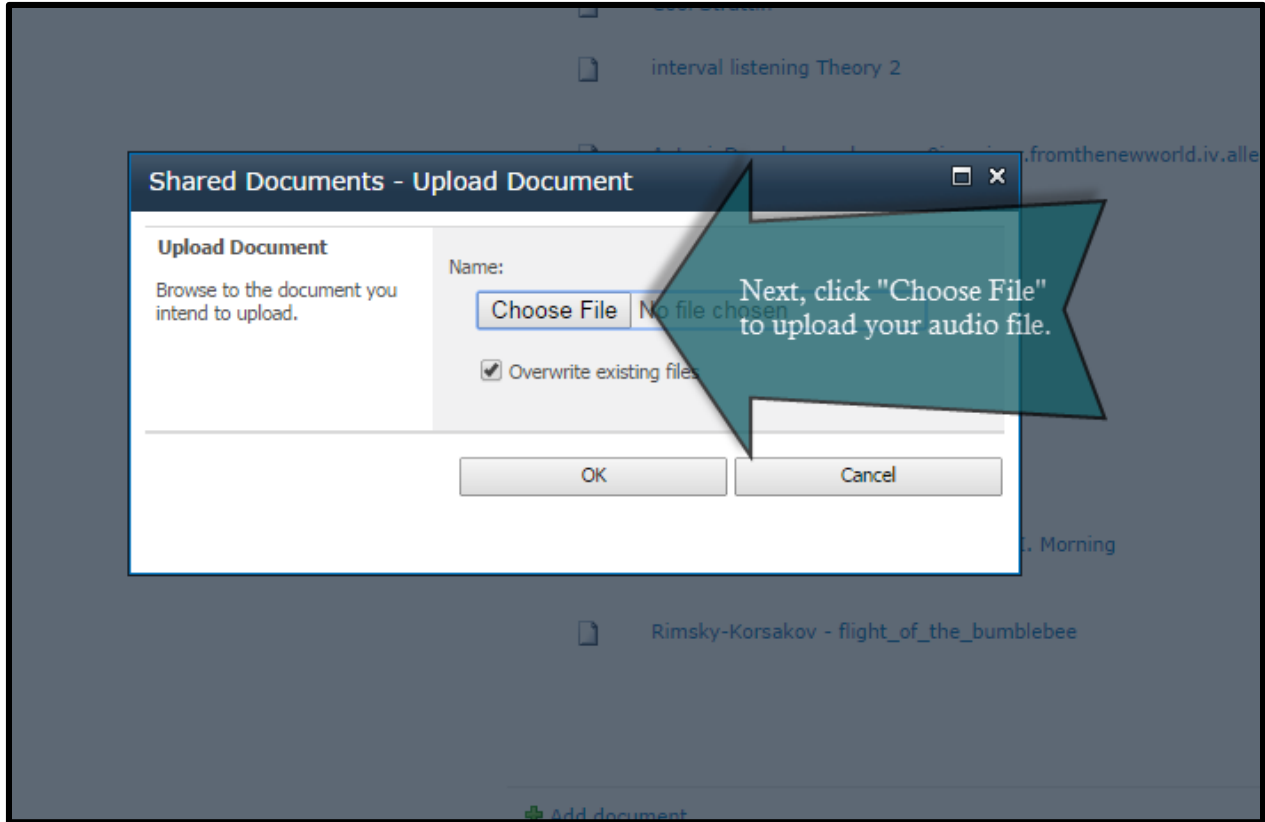
**Next, you'll see the option to upload your audio files into either the World Language Item Media Files section or the Music Item Media files; so obviously, choose accordingly.**

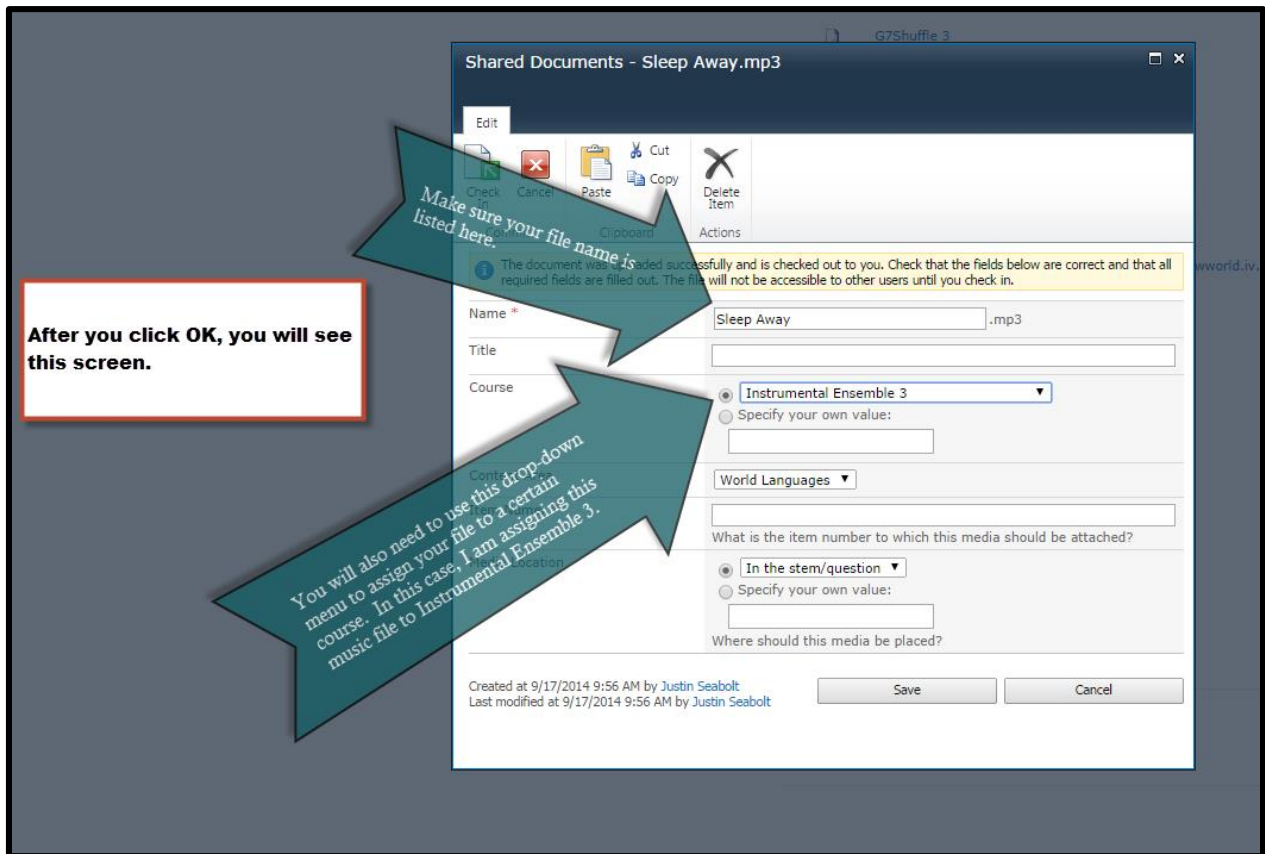
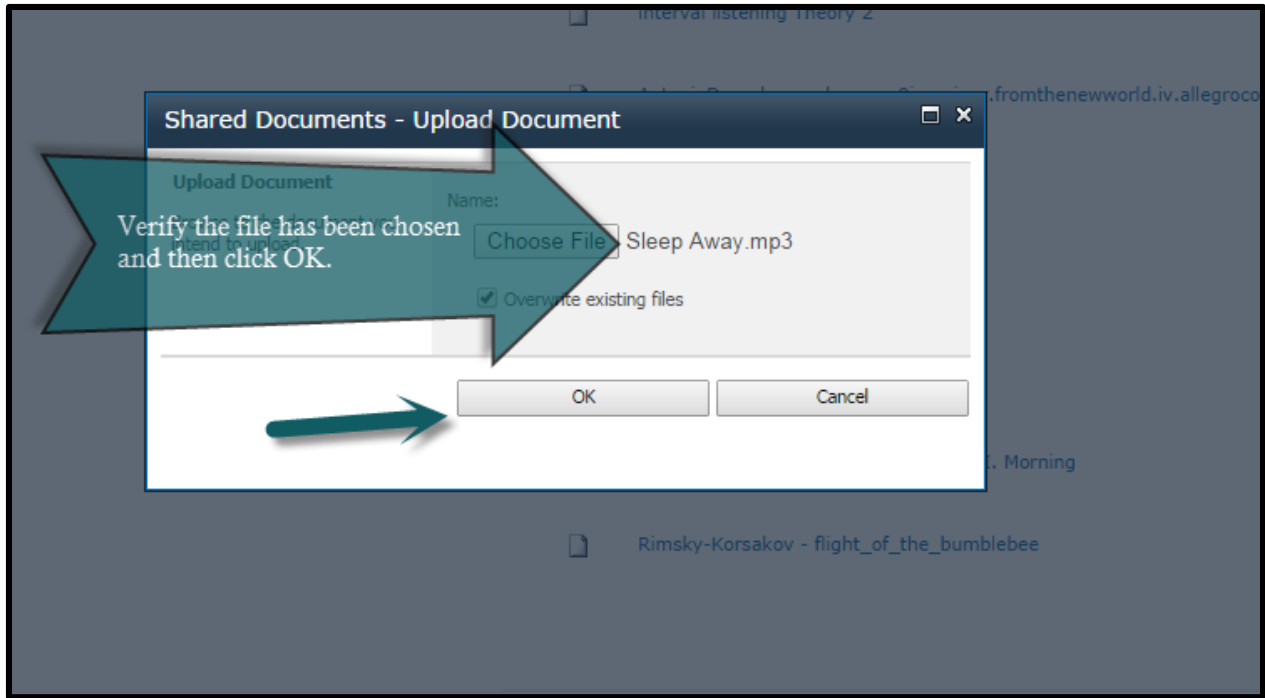
	interval listening Theory 2	6/26/2014 10:10 AM	Lisa Testa	Music Theory Honors
	AntoninDvorak,symphonyno.9ineminor,fromthenewworld.iv.allegroconforzando	8/31/2014 1:12 PM	Lisa Testa	MJ Orchestral 2
	chord listening recording	6/26/2014 10:55 AM	Lisa Testa	Music Theory Honors
	Smash and Grab 2	6/26/2014 1:13 PM	NSA-READ-VOLUSIA	M/J Grade 3
	Dictation Exercise Bassoon B flat Major	6/26/2014 1:52 PM	Cara Lee	Music Theory Honors
	Dictation Exercise Violin E Major	6/26/2014 3:02 PM	Cara Lee	Music Theory Honors
	Grieg - Peer Gynt Suite No.1, Op. 46, Part 1, Marching	8/31/2014 12:36 PM	Lisa Testa	MJ Instrumental Ensemble
	Rimsky-Korsakov - The Bumblebee	8/20/2014 5:23 PM	Lisa Testa	MJ Instrumental Technique 2

1 - 30 ▶

Add document

Next, scroll down until you see the "+ Add document" button. Click this in order to upload your file.





**In addition, it is CRITICAL that you input the Item Number/UIN from Eduphoria here. This is how the audio files will be linked with the item written in Eduphoria. If you don't do this, we will have no way of linking the audio with the item.**



*From the Content Area, please choose the Appropriate Content.*

**Next, choose the location of where this media file should be located. You have the option to include your in the "stem/question" OR you can choose to it loaded as "answer choice A," "answer choice B," "answer choice C," or "answer choice D."**

*Lastly, click Save to upload your file.*

**Once uploaded, you can verify that your file has been uploaded. In my case, it uploaded my file on page 2.**


ID	Date	Author	Title	Course	Content Area	Item Number	Location
C24872	8/6/2014 1:03 PM	Pascal Philont	M1	World		24872	In the stem/question
C25148					flute excerpt 5	25148	In the stem/question
C25154					Sousa stars and stripes	25154	In the stem/question
C25157					Sleep Away (new)	25157	In the stem/question
C20097							

3	World Languages	25154	In the stem/question		Sousa stars and stripes	9/1/2014 11:49 AM	Lisa Testa	MJ Instrume Techniqu 2
3	World Languages	25157	In the stem/question		Sleep Away <small>NEW</small>	9/17/2014 10:06 AM	Justin Seabolt	Instrume Ensemble
1	World Languages	20097	In the stem/question					

31 - 36

nt

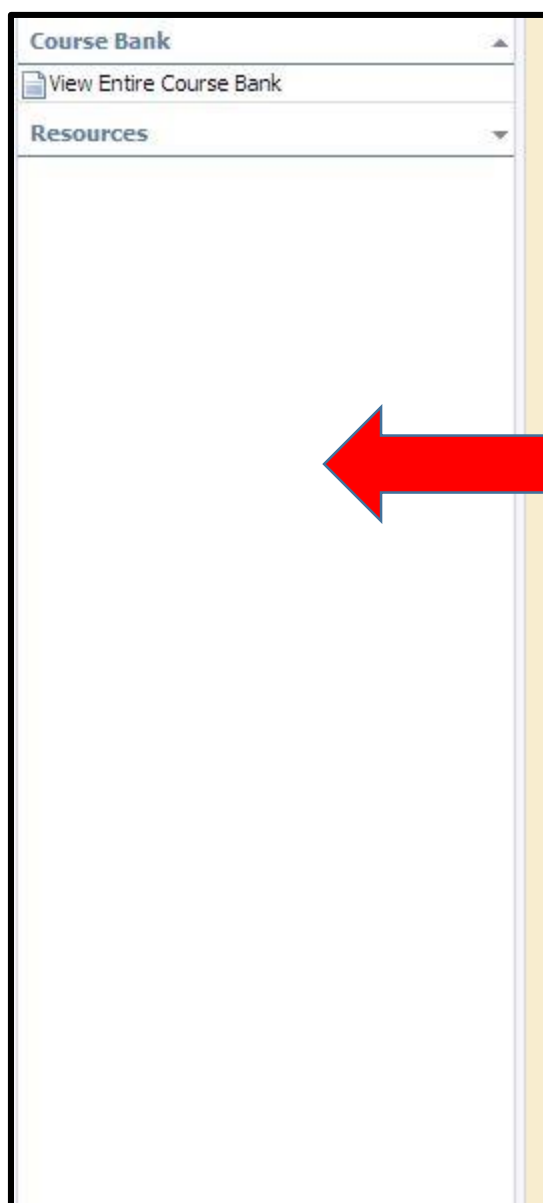
**If you have made a mistake, hover your mouse over the right side of the file name. An arrow will show and allow you to Edit Properties or Delete the file.**



If you are reviewing items that include audio clips, you should also be checking the SharePoint site to ensure accuracy of the item you are reviewing. Please see the section on How to Review Items in Eduphoria for more detailed instructions.

## What to do if No Benchmarks are Available or If They Are Missing

Some courses may not have their standards/benchmarks loaded into the course you are writing for yet.



**Notice how there are no benchmarks listed here. If benchmarks were uploaded for this particular course, you would see a list of benchmarks here.**

**If this is the case, you should not write any items yet.**

**If your course does have benchmarks but one is listed, you should also not write any items for said benchmark.**

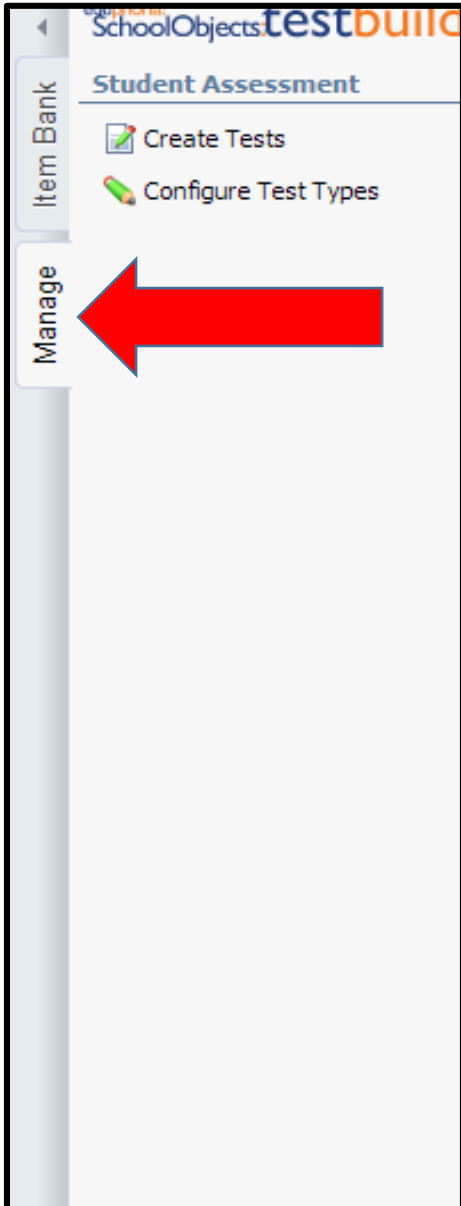
**Please contact Justin Sebolt if benchmarks are not available or are missing.**

## How to Review an Item in Eduphoria

1. Click on “aware.”



2. Click on the “**Manage**” tab.



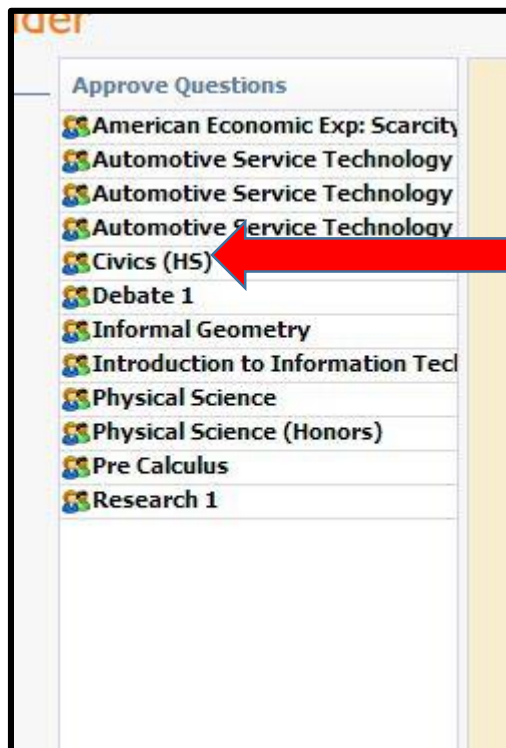
**NOTE: The “Manage” tab will ONLY appear when you have items to review. If you do not have a “Manage” tab, this means you have no items to currently review.**



3. In the lower left hand corner of your screen, you will click on “**Approve Questions.**”



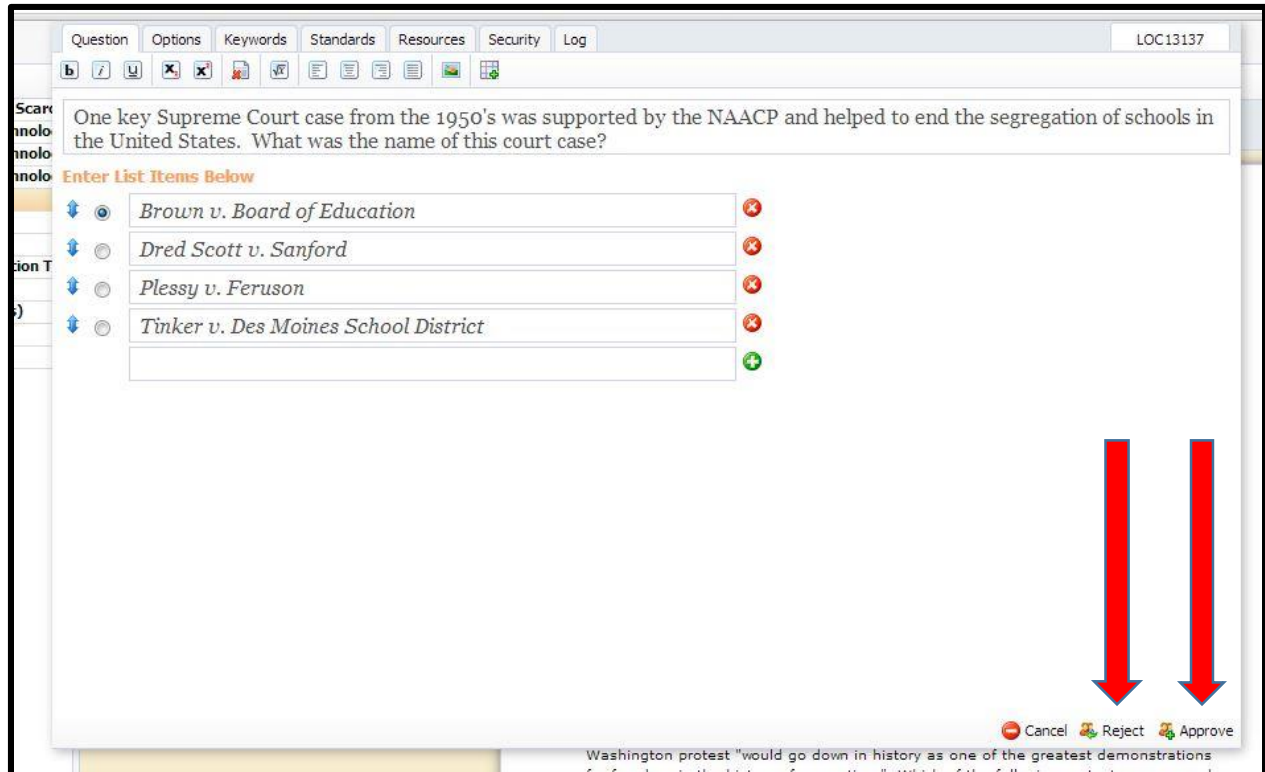
4. Next, a list of courses that you are eligible to review for will pop up. You will choose the course that you want to review for at that particular time. Only courses that you are eligible to review for will show up.



For training purposes, we are going to click on *Civics*.

5. Once you choose your course, a list of submitted benchmark questions for approval will show up. When you hover your mouse pointer over the individual submitted questions, a little green pencil icon will show up. You will click the “**green pencil icon**” to review the item.
6. Once the item is open, you will review it based on your training and either reject or approve the item clicking on the appropriate button.

**When reviewing items, please use the “Item Writer and Reviewer Checklist” to ensure you are properly reviewing the item. This checklist can be found on pages 44-45 of this document.**



**NOTE:**

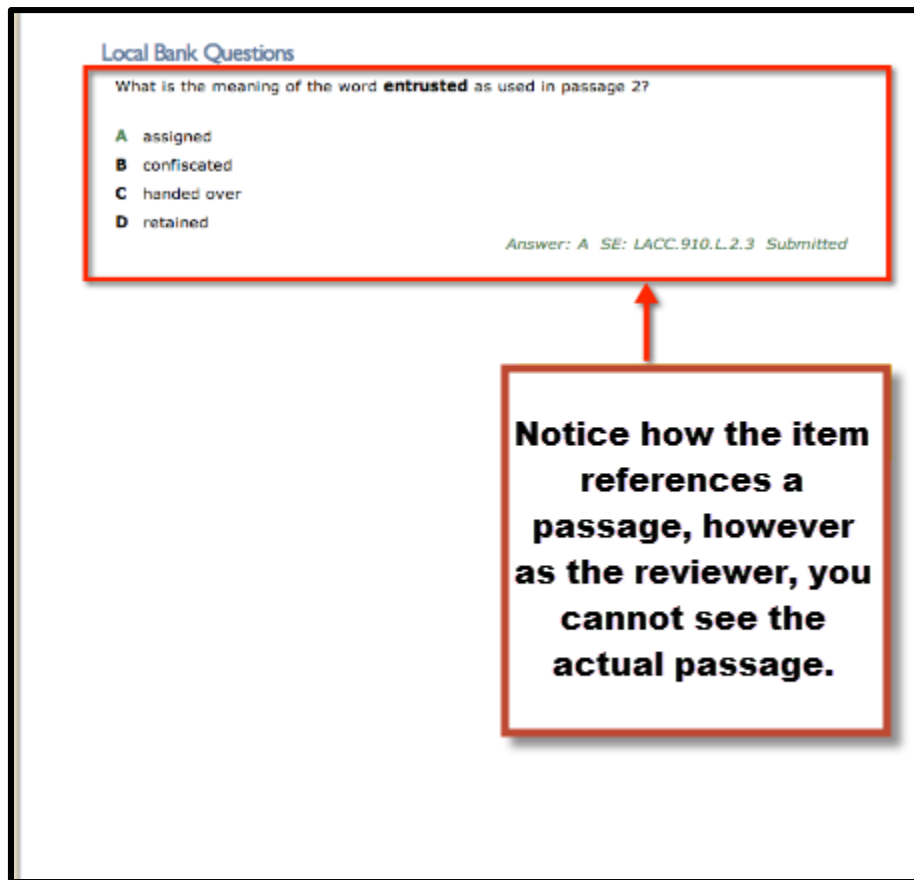
**When rejecting a multiple choice item, reviewers should place their comments as a 5<sup>th</sup> multiple choice response and clicking the “green plus sign” before clicking “Reject.”**

**When rejecting a constructed response or extended response item, reviewers should place their comments in the “Keywords” tab before clicking “Reject.”**

**ALL REVIEWERS ARE REQUIRED TO PLACE COMMENTS WHEN REJECTING ANY ITEM FOR ANY REASON. YOU MUST PROVIDE THE REASON WHY AND A SUGGESTION FOR FIXING THE ITEM.**

**\*\*Remember, if you can edit an item in under 15 minutes, please do that instead of rejecting the item.**

## How to Review an Item with an Attached Resource for Use on Multiple Items



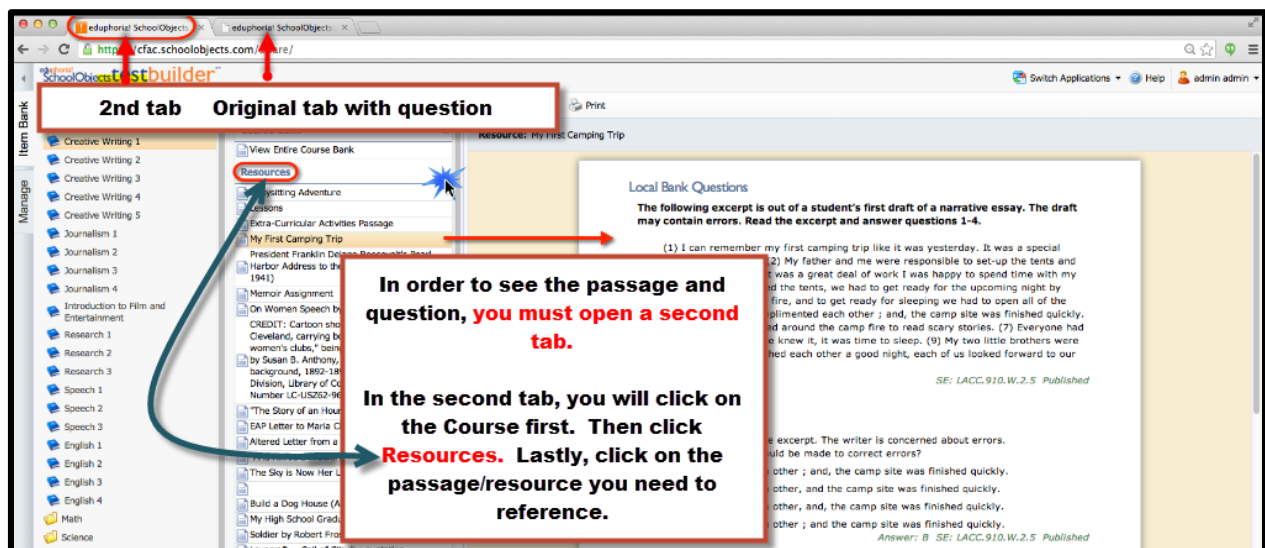
**Local Bank Questions**

What is the meaning of the word **entrusted** as used in passage 2?

- A assigned
- B confiscated
- C handed over
- D retained

Answer: A SE: LACC.910.L.2.3 Submitted

**Notice how the item references a passage, however as the reviewer, you cannot see the actual passage.**



eduphoria SchoolObjects

2nd tab Original tab with question

Resources

**In order to see the passage and question, you must open a second tab.**

**In the second tab, you will click on the Course first. Then click Resources. Lastly, click on the passage/resource you need to reference.**

Local Bank Questions

The following excerpt is out of a student's first draft of a narrative essay. The draft may contain errors. Read the excerpt and answer questions 1-4.

(1) I can remember my first camping trip like it was yesterday. It was a special

(2) My father and me were responsible to set-up the tents and

(3) I was a great deal of work I was happy to spend time with my

(4) and the tents, we had to get ready for the upcoming night by

(5) fire, and to get ready for sleeping we had to open all of the

(6) plimented each other ; and, the camp site was finished quickly,

(7) and around the camp fire to read scary stories. (7) Everyone had

(8) knew it, it was time to sleep. (8) My two little brothers were

(9) had each other a good night, each of us looked forward to our

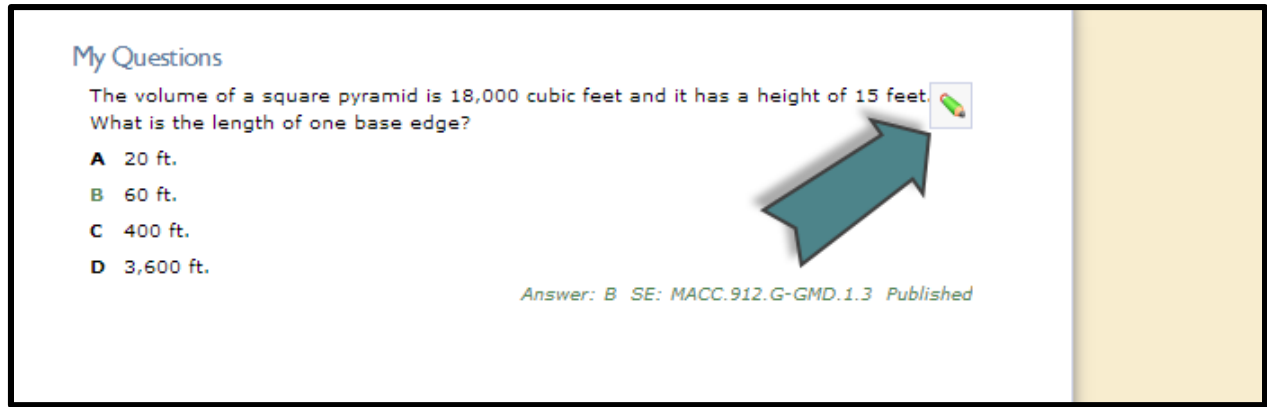
SE: LACC.910.W.2.5 Published

excerpt. The writer is concerned about errors. The draft may contain errors. Read the excerpt and answer questions 1-4.

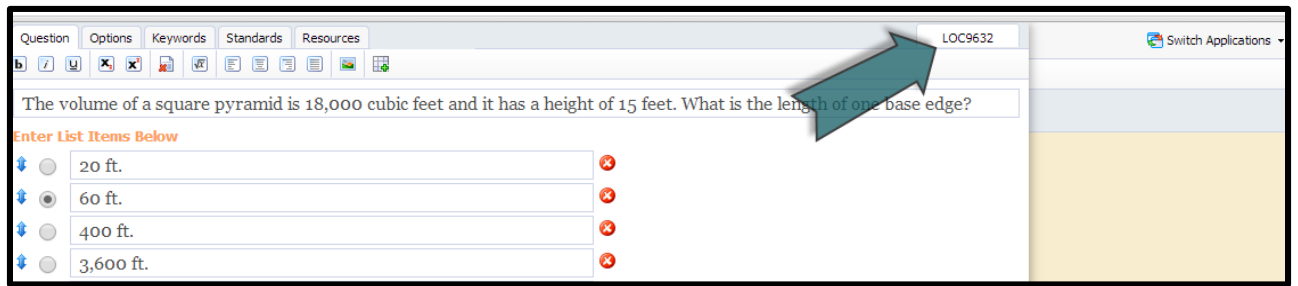
Answers: B SE: LACC.910.W.2.5 Published

## Finding your UIN (Unique Identification Number/Item Number) in Eduphoria

1. Click “My Questions”
2. Hover over your question until the green pencil shows up.



3. Click the green pencil.
4. In the top right corner, you will see your item number. Most times, this UIN starts with “LOC.”



5. Copy and paste this UIN (minus the LOC) into the corresponding line item on the Item Writer Signup.

**Example: The LOC is the picture provided is LOC9632. In the Item Writer Signup, I would only write 9632. Do not write LOC.**

## Item Writer and Reviewer Checklist

All Item Writers and Reviewers should be referring to this at all times. This document can also be found on the CFAC website.

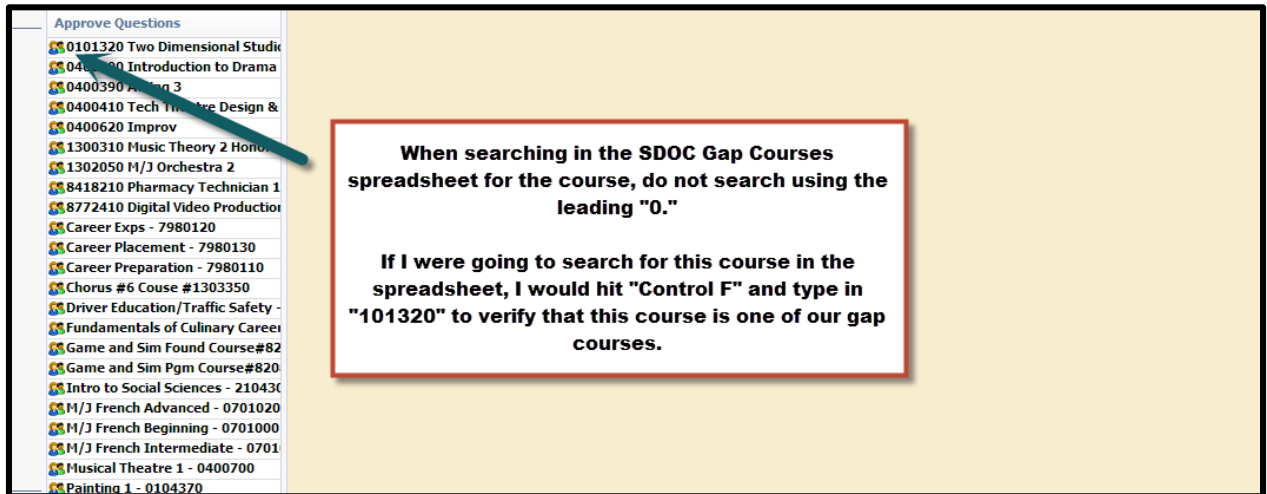
<b>Item Writer's &amp; Reviewer's Checklist</b>		
	Yes	No
<b>Overall Considerations</b>		
Does the item match the benchmark, and is it aligned to the benchmark in the platform? The content should not go beyond the content limits.	<input type="checkbox"/>	<input type="checkbox"/>
Does the cognitive complexity match the DOK indicated in the ITEM WRITER SIGN UP sheet?	<input type="checkbox"/>	<input type="checkbox"/>
Is the reading level at or below the lowest grade level listed in the standard (i.e. 9-12 standards should be written at or below 9th grade reading level), with the exception of vocabulary included in the benchmark or item specification?	<input type="checkbox"/>	<input type="checkbox"/>
Are clichés, textbook language, or jargon used?	<input type="checkbox"/>	<input type="checkbox"/>
Are words of emphasis like <b>least, most, greatest, main, opposite, best</b> , etc. in <b>boldface</b> ? Are restrictive words like Not and Except All emphasized? <b>Boldface</b> preferred.	<input type="checkbox"/>	<input type="checkbox"/>
Are grammar, punctuation, and spelling correct?	<input type="checkbox"/>	<input type="checkbox"/>
Are reference/resource materials included if necessary? E.g., formula sheets, calculator, etc.	<input type="checkbox"/>	<input type="checkbox"/>
If images or passages are included, is the source cited and/or is the copyright status given?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Selected Response Items:</b>		
Are cue words used in the question stem?	<input type="checkbox"/>	<input type="checkbox"/>
Are there any grammatical hints in the questions to give it away?	<input type="checkbox"/>	<input type="checkbox"/>
Are absolutes used? (i.e. all of the above, none of the above, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Is one benchmark measured primarily?	<input type="checkbox"/>	<input type="checkbox"/>
Are terms repeated in the stem and responses?	<input type="checkbox"/>	<input type="checkbox"/>
Are there only four answers? (only three for grades K-2)	<input type="checkbox"/>	<input type="checkbox"/>
Are the answer choices in the proper order in regards to the Multiple Choice Answer Choice Guidelines?	<input type="checkbox"/>	<input type="checkbox"/>
Is the stem in the form of a question?	<input type="checkbox"/>	<input type="checkbox"/>
Is there only one true and defensible answer?	<input type="checkbox"/>	<input type="checkbox"/>
Are rationales provided for each of the three wrong answer choices? Rationales should be worded in a way that explain why that answer choice is a plausible distractor.	<input type="checkbox"/>	<input type="checkbox"/>
Are misconceptions and/or logical misinterpretations used purposefully as distractors?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Constructed Response Items: Short Answer Considerations</b>		
Does it ask the student to do or take two actions?		
Does the Stimulus provide a clear and concise action or task?		
Does the task appear as the final part of the stimulus?		
Is the type of answer expected clearly stated?		
Can the item be answered within 2 to 5 minutes?		
Can the question be answered with a few words or few sentences?		
Is there a three (3) point scoring guideline / rubric? (score points 0 - 1- 2).		
In addition to a three point, rubric, short answer questions should have a SAMPLE FULL CREDIT RESPONSE. Does the item have this (in addition to) the rubric?		
Does the rubric include scoring points that are not explicit in the prompt?		
<b>Constructed Response: Extended Response &amp; Performance Task Considerations</b>		
Is the prompt clear, concise and focused?		
Does the task appear as the final part of the stimulus?		
Does the prompt tell the students the expectations for the format of their response?		
Is there a five (5) point scoring guideline / rubric? (score points 0-4). Keep in mind that with extended response and performance task, a sample full credit response is NOT required. In addition, English/Language Arts courses may opt to use a rubric with scoring range 1-6 instead of 0-4.		
Does the rubric include scoring points that are not explicit in the prompt? (I.e., use of correct conventions, spelling, etc.)		
Does the prompt encourage an extended response or performance? Explain, discuss, illustrate, etc.		
Do the prompt and the rubric match expectations? I.e., use of correct conventions.		

## Guide for Level 2 Reviewing in Eduphoria

**\*\*This section is only for level 2 editors and proofreaders for Osceola County\*\***

1. The course being reviewed must show up in the SDOC Gap Courses spreadsheet.

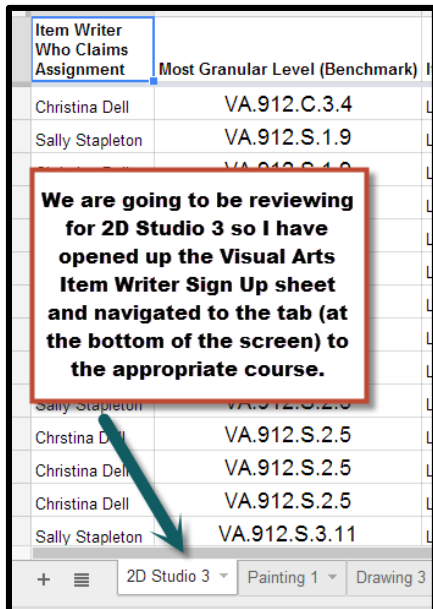


The screenshot shows a list of courses in Eduphoria. A red box highlights the course "0101320 Two Dimensional Studi...". A callout box with a red border contains the following text:

**When searching in the SDOC Gap Courses spreadsheet for the course, do not search using the leading "0."**

**If I were going to search for this course in the spreadsheet, I would hit "Control F" and type in "101320" to verify that this course is one of our gap courses.**

2. Once the course has been verified in the SDOC Gap Courses spreadsheet, open the Item Writer Sign Up Sheet associated with the course. If you do not have access to the appropriate sign-up sheet, please email Justin Sebolt at [seboltj@osceola.k12.fl.us](mailto:seboltj@osceola.k12.fl.us).



The screenshot shows the Item Writer Sign Up Sheet. A red box highlights the following text:

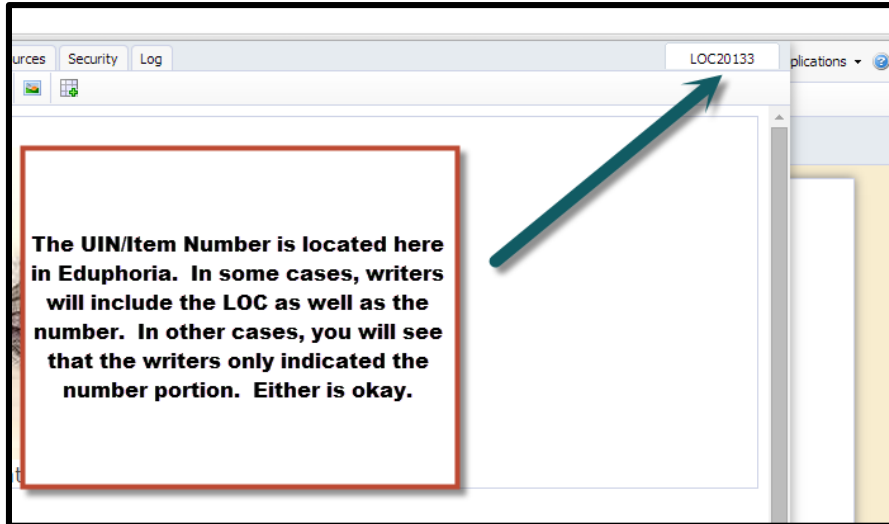
**We are going to be reviewing for 2D Studio 3 so I have opened up the Visual Arts Item Writer Sign Up sheet and navigated to the tab (at the bottom of the screen) to the appropriate course.**

The table below shows the data in the sign-up sheet:

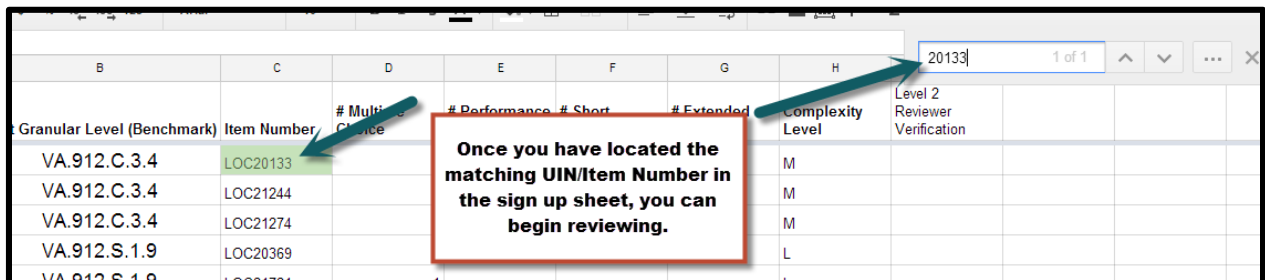
Item Writer Who Claims Assignment	Most Granular Level (Benchmark)
Christina Dell	VA.912.C.3.4
Sally Stapleton	VA.912.S.1.9
	VA.912.S.1.9
Sally Stapleton	VA.912.C.2.5
Christina Dell	VA.912.S.2.5
Christina Dell	VA.912.S.2.5
Christina Dell	VA.912.S.2.5
Sally Stapleton	VA.912.S.3.11

At the bottom of the screen, there are tabs for "2D Studio 3", "Painting 1", and "Drawing 3". A red arrow points to the "2D Studio 3" tab.

3. When reviewing items at level 2, you will be cross checking the items in Eduphoria with the Item Writer Sign Up sheet. You will need to locate the UIN in Eduphoria as well as the Item Writer Sign Up sheet.
  - a) To find the UIN/Item Number in Eduphoria, hover over the top right of the question until the “green pencil” icon appears. Click the “green pencil icon” to “edit the question.” You will see the UIN in the top right hand corner of the screen.



- b) To find the UIN/Item Number quickly in the sign-up sheet, hit “Control F” and type in the Number Portion of the UIN/Item Number you wish to find.



4. Once you have found the corresponding UIN/Item Number in Eduphoria, you can use the checklist below to review the item.

**NOTE: If you are reviewing an item in Eduphoria and you cannot find the UIN/Item Number in the Item Writer Sign Up sheet, please email the writer (and CC) Justin Seabolt immediately. Usually this means that the item writer has forgotten to update the sign-up sheet to include the UIN/Item Number. But this must be done first before reviewing the item.**



Considerations/Checklist	Yes	No
<p>Does the item written in Eduphoria match the item type signed up for in the sign-up sheet? If not, you will need to reject the item back to the writer. If you need to reject the item, please provide your comments (please see the Guide for Writing and Reviewing in Eduphoria on how to provide comments) AND follow up with an email to the item writer to let them know why you have rejected their item.</p>	X	
<p>Click on the “Options” tab. Does the Complexity chosen match the Item Writer Sign Up sheet? If it doesn’t, please use the item writer sign-up sheet as the basis. You will need to email the item writer and ask them about the question. In a lot of cases, the item writers will forget to click on the Options tab and change to the appropriate complexity level.</p> <p>For example, a writer may have signed up for AND written a moderate complexity question but left the complexity level indicated as low (the default for Eduphoria).</p> <p>In addition, use the Webb’s DOK if there is a discrepancy before emailing the writer. There will be a DOK Chart you can use at the end of this document. Remember, Level 1 = Low Complexity, Level 2 = Moderate Complexity, and Level 3/4 = High Complexity.</p> <p><b>*You can locate who the writer is by clicking on the “Log” tab.</b></p>	X	
<p>Click on the Standards tab. Does the standard chosen match the Item Writer Sign Up sheet? If not, you will need to reject the item back to the writer. If you need to reject the item, please provide your comments (please see the Guide for Writing and Reviewing in Eduphoria on how to provide comments) AND follow up with an email to the item writer to let them know why you have rejected their item.</p>	X	
<p>Are grammar, punctuation, and spelling correct? If not, fix it and approve the item. Items should never be rejected for anything regarding grammar, punctuation, spelling, etc.</p>	X	
<p>If you are reviewing a multiple choice item, are the answer choices in the correct order? If not, fix it. You can use the Multiple Choice Answer Choice Guidelines at the end of this document to help you with this.</p>	X	
<p>If you are reviewing a multiple choice item, are rationales provided for the three incorrect answer choices? If not, you will need to reject the item back to the writer. If you need to reject the item, please provide your comments (please see the Guide for Writing and Reviewing in Eduphoria on how to provide comments) AND follow up with an email to the item writer to let them know why you have rejected their item.</p>		

<p>If you are reviewing a short answer item, is there a three point (score range 0-2) rubric provided? In addition, is there a sample full credit response provided? If either one of these are missing, you must reject the item. If you need to reject the item, please provide your comments (please see the Guide for Writing and Reviewing in Eduphoria on how to provide comments) AND follow up with an email to the item writer to let them know why you have rejected their item.</p>	<p>X</p>	
<p><b>If you are reviewing a short answer item, click the “Options” tab again. Is the score range listed as “0 to 2?” If not, fix it. Eduphoria defaults the minimum score to a “1” so a lot of writers forget to change this when writing their items.</b></p>	<p>X</p>	
<p>If you are reviewing a performance task or extended response, is there a five point (score range 0-4) rubric provided? Keep in mind that a sample full credit response is NOT required for performance tasks or extended responses...only a rubric. If the rubric is missing, you will need to reject the item back to the writer. If you need to reject the item, please provide your comments (please see the Guide for Writing and Reviewing in Eduphoria on how to provide comments) AND follow up with an email to the item writer to let them know why you have rejected their item.</p> <p>NOTE: For English/Language Arts courses, you may see some rubrics that are 1-6 instead of 0-4. This is okay. But this is only okay for English/Language Arts courses.</p>	<p>X</p>	
<p><b>If you are reviewing a performance task or extended response, click the “Options” tab again. Is the score range listed as “0 to 4?” If not, fix it. Eduphoria defaults the score range to “1 to 2” so a lot of writers forget to change this when writing their items.</b></p>	<p>X</p>	
<p>Does the question written exhibit any bias or sensitivity that may be unfair to any student according to the Bias and Sensitivity Guide? If it does, you will need to reject the item back to the writer. If you need to reject the item, please provide your comments (please see the Guide for Writing and Reviewing in Eduphoria on how to provide comments) AND follow up with an email to the item writer to let them know why you have rejected their item.</p>		<p>X</p>

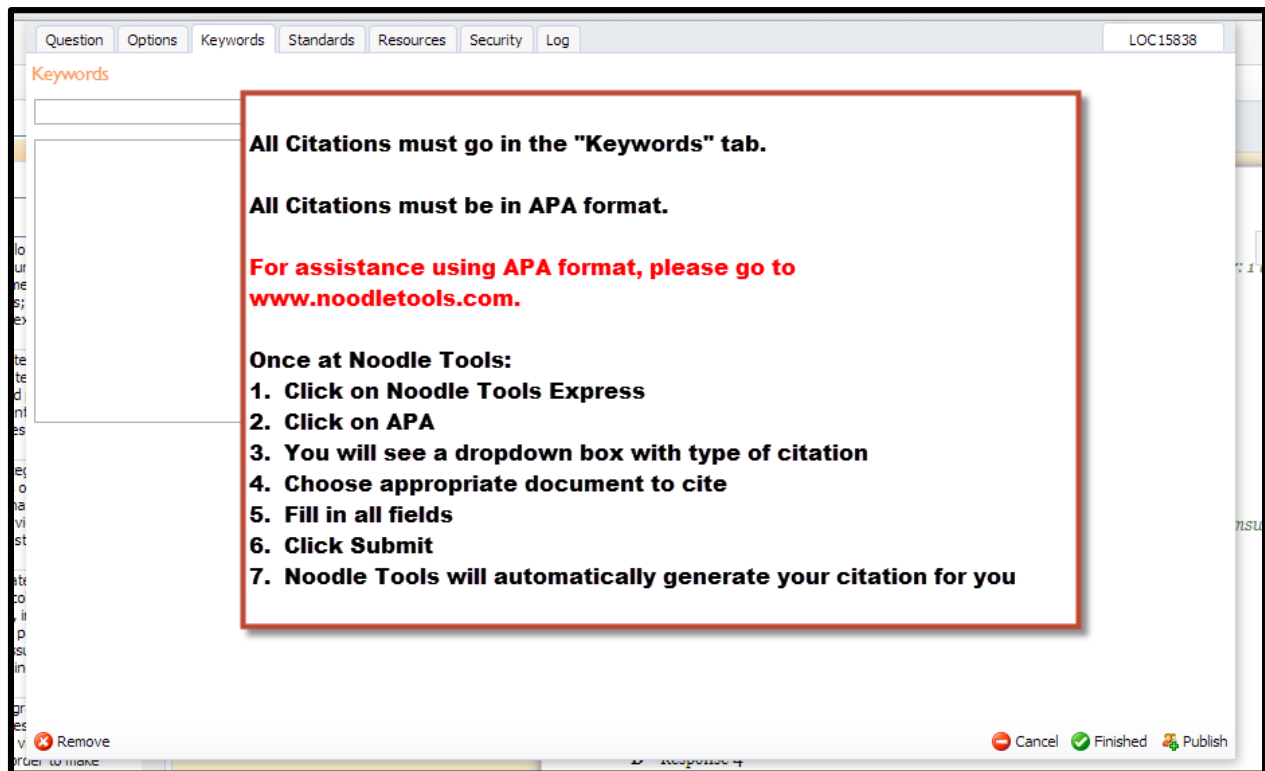
- Once you have been able to approve an item, please initial in the Item Writer Sign Up Sheet under the column labeled “Level 2 Reviewer Verification.”

**Note:** If no such column exists, that means you are the first level 2 reviewer to review an item in this course. Please create this new column and initial accordingly.

**Double Note:** Do not forget the UIN/Item Number that you were just working on because as soon as you hit approve, it will disappear and you will not be able to find it again.

B	C	D	E	F	G	H	I	J
Granular Level (Benchmark)	Item Number	# Multiple Choice	# Performance Task	# Short Answer	# Extended Response	Complexity Level	Level 2 Reviewer Verification	
VA.912.C.3.4	LOC20133	1				M		
VA.912.C.3.4	LOC21244	1				M		
VA.912.C.3.4	LOC21274	1				M		
VA.912.S.1.9	LOC20369	1				L		
VA.912.S.1.9	LOC21721	1				L		
VA.912.S.1.9	LOC20367	1				L		
VA.912.S.1.9	LOC20084	1				L		
VA.912.S.2.4	LOC20106	1				L	AS	
VA.912.S.2.4	LOC20155	1				L		
VA.912.S.2.5	LOC20203			1		H		
VA.912.S.2.5	LOC20218			1		H		
VA.912.S.2.5	LOC20219			1		H		

## How to Correctly Cite Sources



The screenshot shows a software interface with a top navigation bar containing tabs for "Question", "Options", "Keywords", "Standards", "Resources", "Security", and "Log". The "Keywords" tab is selected. A red-bordered box in the center contains the following text:

**All Citations must go in the "Keywords" tab.**

**All Citations must be in APA format.**

**For assistance using APA format, please go to [www.noodletools.com](http://www.noodletools.com).**

**Once at Noodle Tools:**

- 1. Click on Noodle Tools Express**
- 2. Click on APA**
- 3. You will see a dropdown box with type of citation**
- 4. Choose appropriate document to cite**
- 5. Fill in all fields**
- 6. Click Submit**
- 7. Noodle Tools will automatically generate your citation for you**

At the bottom of the interface, there are buttons for "Remove" (with a red X icon), "Cancel" (with a red circle icon), "Finished" (with a green checkmark icon), and "Publish" (with a blue plus icon).

## Creative Commons

- **Creative Commons (Commercial Use)** – Owner must be attributed, using APA format
- **Copyright Free (Public Domain)** – No need to attribute ownership
- **Copyrighted item with permission from owner** – Owner must be attributed, using APA format
- **Student work with permission from the student and parent (if student is a minor)** – Do not attribute ownership
- Please indicate in the Keywords or Notes what licensing rules apply (and citation if necessary)
- There are several sources for searching for images, passages, or multimedia clips that you can use in your test items. It's important to understand the distinctions between these. An intellectual property that is available through a Creative Commons license means that the owner allows permission for the file to be used, as long as the ownership is properly attributed. Although we are not selling these assessments, test development is considered a commercial use, so you will need to pay attention to the type of Creative Commons license available. Some Creative Commons-licensed images allow for the user to make modifications, while others require you to use the original, unaltered image. In all cases, the owner must be attributed as the image source, using APA format.
- Copyright free means that there is no need to attribute ownership, and you are free to use the file as you see fit.
- If you do find a copyrighted item that you would really like to use, you have the option to request permission from the owner. It is your responsibility to request permission, using the form provided as a resource in this module.
- And, finally, if you would like to use student work in your test item, you may do so as long as you request permission from the student and, if the student is a minor, from the parent as well. There is a form provided on the CFAC website you can use for requesting permission. If you do use either student work or copyrighted work with permission by the owner, you will need to submit these permission forms to the project lead before your item will be approved.
- All stimuli that you use must fall into one of these categories, since our project does not have the funding to pay fees to the file owners. If your item uses an image, passage, or multimedia clip, you will need to include in the notes section what licensing rules apply to the file that you are using, as well as any necessary source citations.
- And, finally, a word about fair use. As teachers, most of you are used to being able to take advantage of fair use guidelines, so that you can use excerpts of copyrighted materials in your classroom. However, because assessment development is considered to be commercial use, the fair use rule does not apply. Thus, every piece of material used in your test items that was not created by you must either be creative commons licensed for commercial use, copyright free, copyrighted with appropriate permission form filed, or student work with appropriate permission form filed.
- When you create an item that uses an image, text, or video, you will need to indicate in the Keywords section where the material came from. If you created your own graphic or passage, please just indicate that it was author-created, original work, so that the item reviewers do not reject the item because of uncertainty about its origins.

## Wikipedia

- Most images are copyright-free or Creative Commons licensed
- Click on the image to view permissions
- Wikipedia is a good source for images, since most images from here are copyright-free or available through Creative Commons licensing. If you find an image that you would like to use, you should simply click on the image to view its permissions.

## BING

- Click on the image to view permissions
- Bing Images- filter to find public domain images
- When we go to [www.bing.com](http://www.bing.com), you can see the word Images on the navigation bar. Bing will allow you to search by license type. If you click on the word “License,” you see several options. The options that we are looking for are Public domain, Free to share and use commercially, and free to modify, share, and use commercially.

## Library of Congress

- Most images are copyright-free
- See individual image for specific copyright information
- Most images in the library of congress are copyright-free. However, you may need to dig a bit to find the copyright status. For example, you can browse to [www.loc.gov](http://www.loc.gov); here is the Library of Congress site. Click on Prints and Photographs, then on Ansel Adam’s Photographs of Japanese-American Internment at Manzanar. Now, in the left-hand column, you can see a link called “Rights and Restrictions.” If you click on that, it will open a second browser page that describes these rights. In this case, there are no known restrictions on use, so these fall into the category of images that we could use in our assessment items.

## New Stories

- <http://www.newsusa.com/> (requires registration, but registration is free & gives guidelines for attribution)
- <http://www.aracontent.com/printsite/Default.aspx> (no registration required - it's ARA, but has articles on a variety of topics – see Sections on the left-hand side)
- <http://en.wikinews.org/wiki/Wikinews:Copyright> (read this page first for attribution guidelines)
- In addition to images, you may want to find passages to use as stimuli in your items. These are sources of news articles that are either copyright-free or Creative Commons licensed. Be sure to check the guidelines for each of these sites before using their materials.

## Project Gutenberg

- Copyright-expired books
- Project Gutenberg has a large collection of copyright-expired books, so you can feel free to make use of any materials that you find on this site. Just be sure to indicate in the Keywords section what the status is for any passages that you use from this site. In this case, they would be public domain, so no need to do a complete APA citation.

## OPENclipart

- Another source for copyright free images is Openclipart.org
- This is a public domain clipart site; each artist who posts images on this site releases all rights to the images. When using a clipart, or any other images, consider how the image will look for students taking the test on computer, as well as for students taking the test on paper.
- Other things to look out for when using images are blurred or small text that might not be readable, depending on the browser or quality of printing.

## FLIKR

- Creative Commons License
- Check the individual image for licensing terms
- Flickr is a good source of images that have Creative Commons licenses.
- The steps for searching for Creative Commons licensed images, as well as show you how to check the individual image for its licensing terms are as follows. Type your search term into the search box. For this example, we will type the word “brain.” Once we’ve done that, the word “Advanced Search” will appear underneath the search box. Click on that, and look at the fifth search category, Creative Commons. First, check the “Only search within Creative Commons-licensed content” box, then check the Find content to use commercially box. When you’ve finished, hit Search. You can now use any of these images, as long as you cite it appropriately, using APA format, and indicate in the keywords or notes section that it is creative commons licensed for commercial use.

## Google

- Google is a good source for finding copyright-free or creative commons licensed materials
- Simply input these terms in along with your search keywords, and verify that the resulting search returns are indeed copyright-free or creative commons-licensed.

## Pixabay

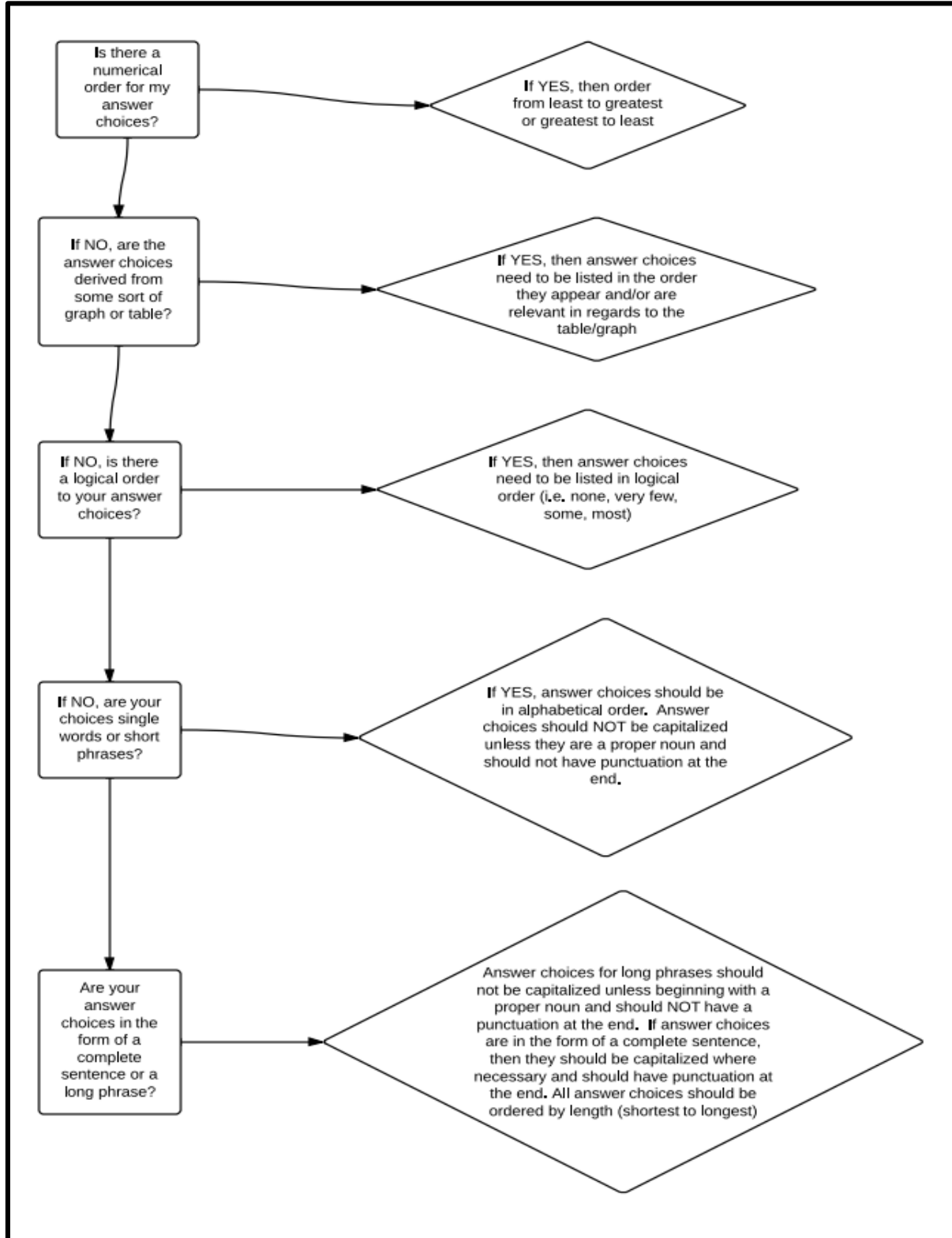
- Pixabay is a good source with 100% public domain images

## Other

- As an item writer, you can develop your own image, passage, or multimedia file, with the understanding that your compensation for the creation of the item includes the right for the Central Florida Assessment Collaborative to use this image, passage, or multimedia file, in perpetuity, for this assessment bank.



## Multiple Choice Answer Choice Guidelines



## Generic Constructed Response Rubrics

As a writer, you may use these generic rubrics when writing your short and extended response items. Short response items use the 3-point scale (2,1,0) and extended response uses the 5-point scale (4,3,2,1,0).

Note: For short response items only, you must provide an example of the minimum response a student is required to provide in order to obtain a score of 2.

### Short Response Scoring Guideline Template

#### 2 Points:

- The response indicates that the student has a **complete understanding** of the concept embodied in the task.
- The student has provided a response that is accurate, complete, and fulfills all the requirements of the task.
- Necessary support and/or examples are included, and the information given is clearly text-based.

#### 1 Point:

- The response indicates that the student has a **partial understanding** of the concept embodied in the task.
- The student has provided a response that includes information that is essentially correct and text-based but the information is too general or too simplistic.
- Some of the support and/or examples may be incomplete or omitted.

#### 0 Points:

- The response indicates that the student **does not demonstrate** and understanding of the reading concept embodied in the task.
- The student has provided a response that is inaccurate or contains only irrelevant text-based information.
- The response has an insufficient amount of information to determine the student's understanding of the task or the student has failed to respond to the task.

## Extended Response Scoring Guideline Template

<p><b>4 Points:</b></p> <ul style="list-style-type: none"> <li>• The response indicates that the student has a <b>thorough understanding</b> of the concept embodied in the task.</li> <li>• The student has provided a response that is accurate, complete, and fulfills all the requirements of the task.</li> <li>• Necessary support and/or examples are included, and the information is clearly text-based.</li> </ul>
<p><b>3 Points:</b></p> <ul style="list-style-type: none"> <li>• The response indicates that the student has an <b>understanding</b> of the concept embodied in the task.</li> <li>• The student response has provided a response that is accurate and fulfills all the requirements of the task.</li> <li>• The required support and/or details are not complete or clearly text-based.</li> </ul>
<p><b>2 Points:</b></p> <ul style="list-style-type: none"> <li>• The response indicates that the student has a <b>partial understanding</b> of the concept embodied in the task.</li> <li>• The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic.</li> <li>• Some of the support and/or examples and requirements of the task may be incomplete or omitted.</li> </ul>
<p><b>1 Point:</b></p> <ul style="list-style-type: none"> <li>• The response indicates that the student has a <b>very limited understanding</b> of the concept embodied in the task.</li> <li>• The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.</li> </ul>
<p><b>0 Points:</b></p> <ul style="list-style-type: none"> <li>• The response indicates that the student <b>does not demonstrate an understanding</b> of the concept embodied in the task.</li> <li>• The student has provided a response that is inaccurate or contains only irrelevant text-based information.</li> <li>• The response has insufficient amount of information to determine the student’s understanding of the task or the student has failed to respond to the task.</li> </ul>

In the table below are three examples of labels for the degree to which the student can demonstrate mastery of the benchmarks that are being assessed:

Score = 1	Score = 2	Score = 3	Score = 4
Beginning	Developing	Accomplished	Exemplary
Unacceptable	Lacking	Adequate	Outstanding
Falls far below	Approaches	Meets	Exceeds

## Readability Statistics

Go to [www.readability-score.com](http://www.readability-score.com)

The screenshot shows the Readability Score website interface. On the left, there is a text input area with a pink border containing the following text:

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

On the right side of the interface, there are several sections:

- Reading Ease**: A higher score indicates easier readability; scores usually range between 0 and 100. Below this, a table shows the Flesch-Kincaid Reading Ease score of 67.2.
- Grade Levels**: A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. Scores over 22 should generally be taken to mean graduate level text. Below this, a table lists various readability formulas and their corresponding grade levels.
- Text Statistics**: A table listing various text metrics and their values.

Two blue arrows point to specific parts of the interface: one points to the 'Copy and paste your text here' instruction, and the other points to the 'Average Grade Level' of 9.9.

Readability Formula	Grade
<a href="#">Flesch-Kincaid Grade Level</a>	9.5
<a href="#">Gunning-Fog Score</a>	11.5
<a href="#">Coleman-Liau Index</a>	10.5
<a href="#">SMOG Index</a>	8.7
<a href="#">Automated Readability Index</a>	9.5
<b>Average Grade Level</b>	<b>9.9</b>

Text Statistics	
Character Count	795
Syllable Count	262
Word Count	178
Sentence Count	9
Characters per Word	4.5
Syllables per Word	1.5
Words per Sentence	19.8

**Note: The readability (average grade level) must be at or below the grade level indicated on the benchmark.**

*Example: If the benchmark is LAFS.910.SL.1.2, the highest allowable “average grade level” is 10.9.*



Items Reviewed	
Date	Total
1/22/2014	8

## Performance Based Test Item Example

If you are involved in a course where performances based items are required, please see the example below as a general guideline.

### Notes:

Performance based items will change depending on the course so this is only to be used as a general guideline.

All performance based items should have a rubric with a score range of 0-4

**Course Name:** Foundations of Web Design

**Benchmark(s):** 6.01 – Create basic webpages

**Also Assesses:** Not Applicable

**Performance Task:** Create Three HTML pages on the given topic using structure tags (including page title), heading tags, paragraph tags, line breaks, and appropriate attributes.

### Rubric:

4 points

1. Each page had Doctype HTML, Head, Title, and Body Tags with proper nesting.
2. Each page used headings h1-h6 (must be within the body tag).
3. Each page included at least one paragraph tag (must be within the body tag).
4. Each page properly uses a line break and has an element attribute.

3 points

1. Only three of the items listed above are included

2 points

1. Only two of the items listed above is included.

1 point

1. Only one of the items listed above is included.

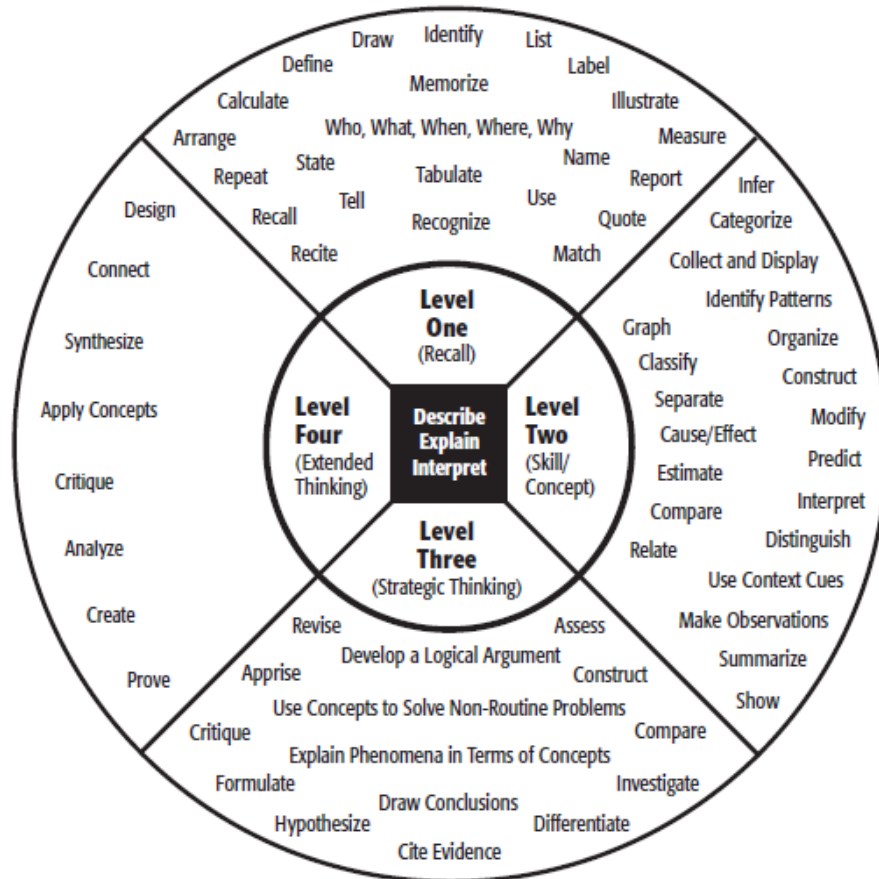
0 points

1. Student did not complete the project – or – none of the items listed above are included in the project.

**Other Information:** *This standard should be used in conjunction with the the Portfolio Assessments in Benchmarks 6.01, 6.02, 6.03, 6.04, 7.03, 7.05, 8.04, 9.01, 11.07, 1.10, and 14.02 to create a website on a given topic. Each benchmark will add to the website.*

## Webb's Depth of Knowledge Wheel

### Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>.