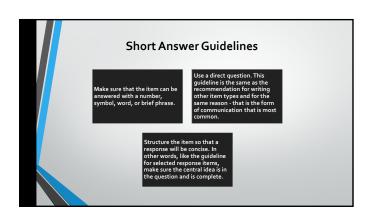
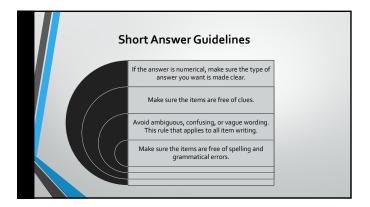
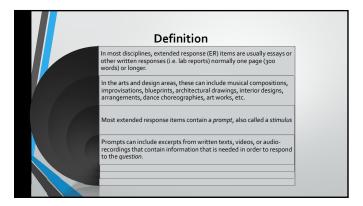
Module 3d: Writing Short Answer, Sentence Completion, and Extended Response Items
Passport to Great Teaching Timothy S. Brophy

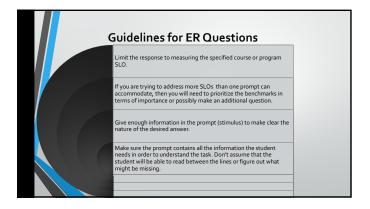
Short answer items generally require one to three sentences to complete and are assessed by a rubric

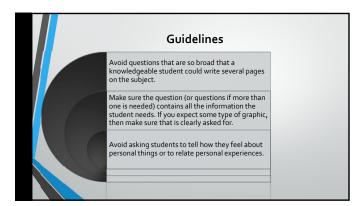




Writing Extended Response Items







Use action verbs in the question that encourage extended responses, such as explain, discuss, illustrate, compare, show, describe. Avoid using verbs like name, list, and identify, as these words are likely to encourage the student to make lists or give short answers. (See the list of recommended verbs on p. 10 in the UF SLO Guide for some ideas) It is best to write the scoring rubric at the same time that you write the extended response item. This will allow you to align the item with the rubric levels. As you write the prompt and the question, think about what you expect to see in a high-scoring paper and how these expectations are stated in the performance you are measuring.

Pause to Think

- If your tests currently use short answer, sentence completion, or extended questions, review these. To what extent to the meet the guidelines in the module?
- If you do not current use these item types, what would you test using short answer, sentence completion, and/or extended essay questions? What value would these question types have for your teaching situation?

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