



**Teacher's Template for Developing Open-Response Items**

**Teacher :**                      **Grade:**                      **Subject :**                      **Date:**

**Standard:**  
Include number and written description; Maximum of 2 standards per question

Program of Studies:  
  
Core Content for Assessment:

**Learning Target(s):**  
"I can" statements

**Content Vocabulary**

**Depth of Knowledge**

\* Level of Cognitive Complexity    \* Number of steps in the thinking process    \* **NOT** the difficulty of the question

**Check DOK Level**  
<http://facstaff.wccr.wisc.edu/normw>

<b>DOK 1</b> Recall and <input type="checkbox"/> Reproduction	<b>DOK 2</b> Skills and <input type="checkbox"/> Concepts; Basic Reasoning	<b>DOK 3</b> Strategic <input type="checkbox"/> Thinking; Complex Reasoning	<b>DOK 4</b> Extending <input type="checkbox"/> Thinking; Planning
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**Title for Open Response**

**Prompt**  
\* Draws student into question

**Directions**  
\* Use simple and direct language.  
\* Be specific.  
\* Ask for exactly what you want.

**Check question style**

<u>Scaffolded</u> <input type="checkbox"/>	<u>Single Dimension/Component</u> <input type="checkbox"/>	<u>Two or More Relatively Independent Components</u> <input type="checkbox"/>	<u>Student Choice: Topics/Options Provided</u> <input type="checkbox"/>	<u>Respond to Provided Information</u> <input type="checkbox"/>
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## Exemplary Work Page

Teacher-Created Proficient Response

~Use this space to list and explain other correct answer options~

## SCORING GUIDE

<b>Score Point</b>	<b><u>Student Performance Standards</u></b> (Performance Level Descriptors)	<b><u>SCORE GUIDE DESCRIPTIONS FOR STUDENTS</u></b>
<b>4</b>	Completes all parts of the question * Clear, effective, and/or complex communication * In-depth understanding of content knowledge * Supporting examples and/or relevant details * Insightful reasoning * comprehensive connections/application	
<b>3</b>	Completes all parts of the question * Clear and effective communication * Overall understanding of content knowledge * Supporting examples and/or sufficient details * Appropriate reasoning * general connections/application	
<b>2</b>	Completes all/most of the question * Some attempt at unorganized communication * Surface understanding of content knowledge * Some examples and/or details * Some reasoning * Some connections/application	
<b>1</b>	Completes some parts of the question * Minimal Communication * A beginning understanding of content knowledge with some inaccuracies or misconceptions * Minimal examples and/or details * Minimal reasoning * Minimal connections/application	
<b>0</b>	Does not complete any part of the question * Completely incorrect * Irrelevant to the question	
<b>Blank</b>		

Student Page – (Delete words in red before giving to students)

***Open Response Title***

Replace with title and give to students

Prompt: Replace with PROMPT developed on teacher template by copying and pasting here.

Direction: Replace with DIRECTION developed on teacher template by copying and pasting here.

**SCORING GUIDE**

<b>SCORE</b>	<b>DESCRIPTION</b>
4	Copy and Paste your Score Point 4 from “Scoring Guide Description for Students” section of the Teacher Template.
3	Copy and Paste your Score Point 3 from “Scoring Guide Description for Students” section of the Teacher Template.
2	Copy and Paste your Score Point 2 from “Scoring Guide Description for Students” section of the Teacher Template.
1	Copy and Paste your Score Point 1 from “Scoring Guide Description for Students” section of the Teacher Template.
0	<ul style="list-style-type: none"><li>• Response is totally incorrect or irrelevant.</li></ul>
Blank	<ul style="list-style-type: none"><li>• Non-response</li></ul>