Short Responses
Across the Curriculum
Icebreaker:

In your classroom and teaching methods, how do you incorporate short responses?
Short Responses Across the Curriculum:

Students face Short Response format questioning in many areas of their middle school and further academic careers:

- ELA State Exams
- Math State Exams
- Math and Science Regent Exams
- ILSE
- MOSL Exams: Social Studies and ELA
- Specialized high school entrance qualification
- SHSAT
Creating Cohesion

It is imperative that short response questioning, strategies and grading are consistent and utilized all subjects and grades.

WHY?

To mold efficient writers and allow students to be comfortable with the format in all subject areas.
New York State Short Response
Rubric:

2 Point Rubric: Writing From Sources/Short Response
(for Teacher Reference)

The features of a 2 point response are:

- Valid inferences and/or claims from the text where required by the prompt
- Evidence of analysis of the text where required by the prompt
- Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt
- Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt
- Complete sentences where errors do not impact readability.

1 Point Response

The features of a 1 point response are:

- A mostly literal recounting of events or details from the text as required by the prompt.
- Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.
- Incomplete sentences or bullets

0 Point Response

The features of a 0 point response are:

- A response that does not address any of the requirements of the prompt or is totally inaccurate.
- No response (blank answer)
- A response that is not written in English
- A response that is unintelligible or indecipherable.
### Making the Rubric Work in the Classroom:

<table>
<thead>
<tr>
<th>Grades 6-8 Short Answer Response Writing Rubric</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong> <em>(CCLSW.1)</em></td>
<td>The response is accurate, complete and fulfills all requirements of the task.</td>
<td>The response is partially accurate and fulfills some requirements of the task.</td>
<td>The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.</td>
</tr>
<tr>
<td><strong>Development</strong> <em>(CCLSW.1, R.1)</em></td>
<td>Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.</td>
<td>Some support information may be either too general, overly specific, inaccurate, confused/ or irrelevant.</td>
<td>Some of the support and/ or examples may be incomplete or omitted.</td>
</tr>
<tr>
<td><strong>Reading</strong> <em>(CCLSR.1)</em></td>
<td>Based on their response, student shows a clear comprehension of the topic.</td>
<td>Based on their response, student shows some comprehension of the topic.</td>
<td>Based on their response, student shows comprehension of the topic.</td>
</tr>
<tr>
<td><strong>Organization</strong> <em>(CCLSW.1)</em></td>
<td>Writing is organized in a clear, coherent and concise manner.</td>
<td>Writing is organized in a manner that may be unclear</td>
<td>Writing is disorganized impeding on comprehension.</td>
</tr>
<tr>
<td><strong>Conventions</strong> <em>(CCLSW.1)</em></td>
<td>Uses spelling, grammar, capitalization and punctuation in a manner that adequately aids in the communicating student’s ideas.</td>
<td>Uses spelling, grammar, capitalization and punctuation in a manner that somewhat assists in the comprehension of the student’s ideas.</td>
<td>Uses spelling, grammar, capitalization and punctuation in a manner that impedes the comprehension of the student’s ideas.</td>
</tr>
</tbody>
</table>
Turn-And-Talk

How can you utilize this rubric within your classroom?
Short Answer Recommendations

• Read the question *carefully* and *completely*.

• Underline each keyword (action words).

• Circle each special keyword.
Key Words

Test makers do not make all questions in the same way:

• Questions have a mix of keywords, special keywords and subjects.

• The most common combinations are:
  • Four Keywords
  • Two Special Keywords for one Subject
  • Two Keywords on two Subjects
Patterns of a Short-Answer (2 pt) Question

• A two-point question has two brief tasks or one detailed task

• In order to respond effectively, students must recognize:
  - Two keywords, or tasks.
  - One keyword for two subjects.
  - One special keyword about one subject.
Short Answer (2pt) Questions

Questions contain keywords and expect an answer for each one:

Ex: Identify, describe, explain, compare, determine, list, draw, graph, give details, etc...

• When reading the question, mark all keywords. If there are fewer marked keywords than the number of points, the special keywords need extra attention.

• Special keywords:
  ▪ Describe, explain or compare.
  ▪ Require more depth and detail.
  ▪ Worth two points since there is partial credit.
Final Thought

What strategies can you incorporate in your classroom to assist students when responding to short answer writing questions?