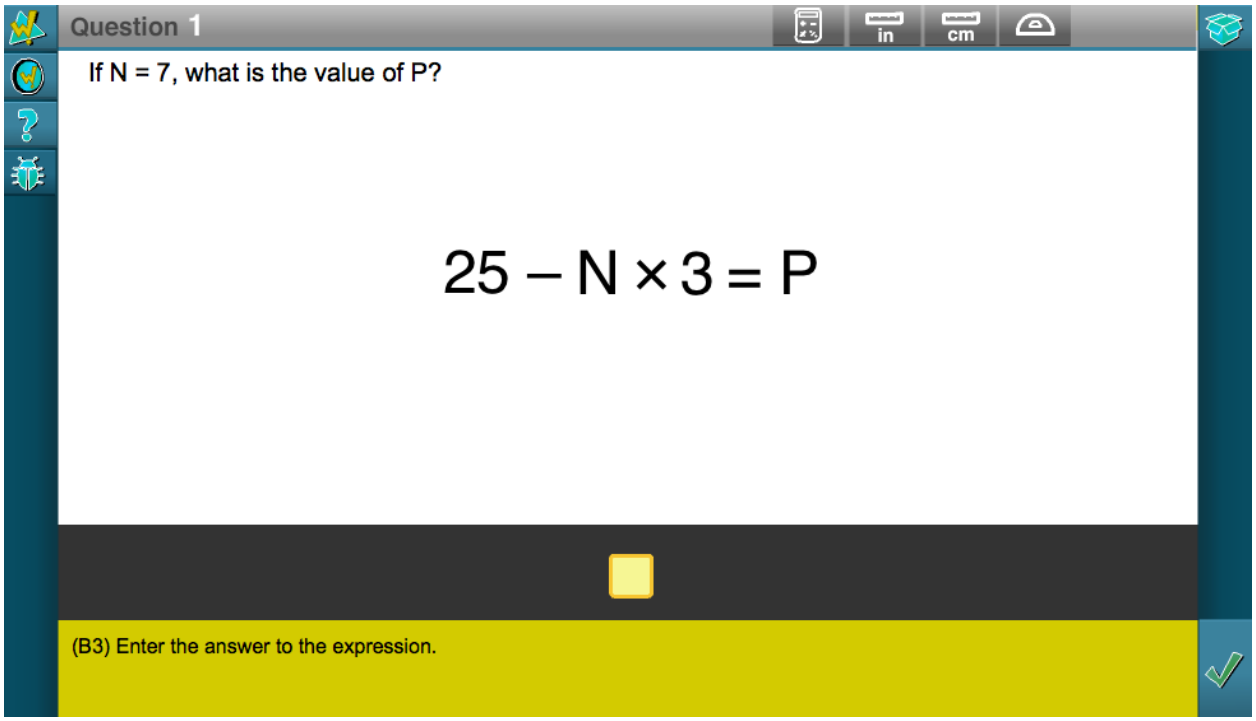
Assessment Question Types

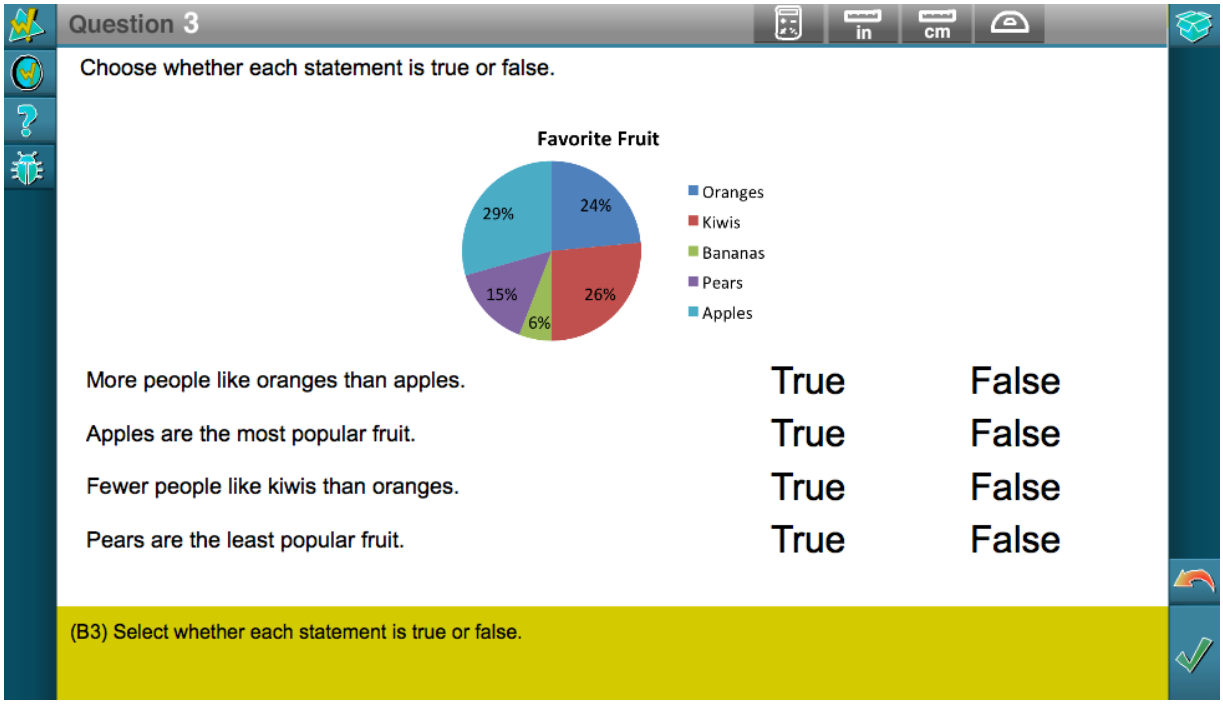
1 Short-Answer

In this question type, students are presented with a question (often a word problem or simple computation), and they are asked to input their answer as a number or expression.



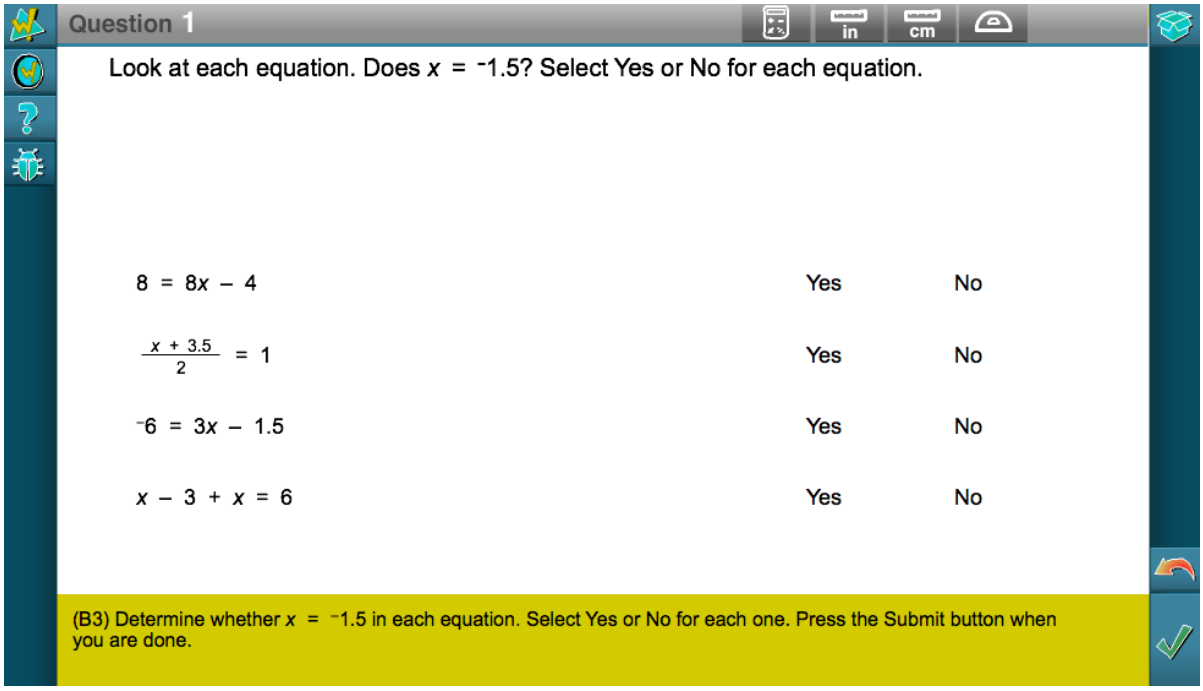
2 True/False

Students are presented with a series of questions in this layout, and are asked to choose whether each statement is true or false.



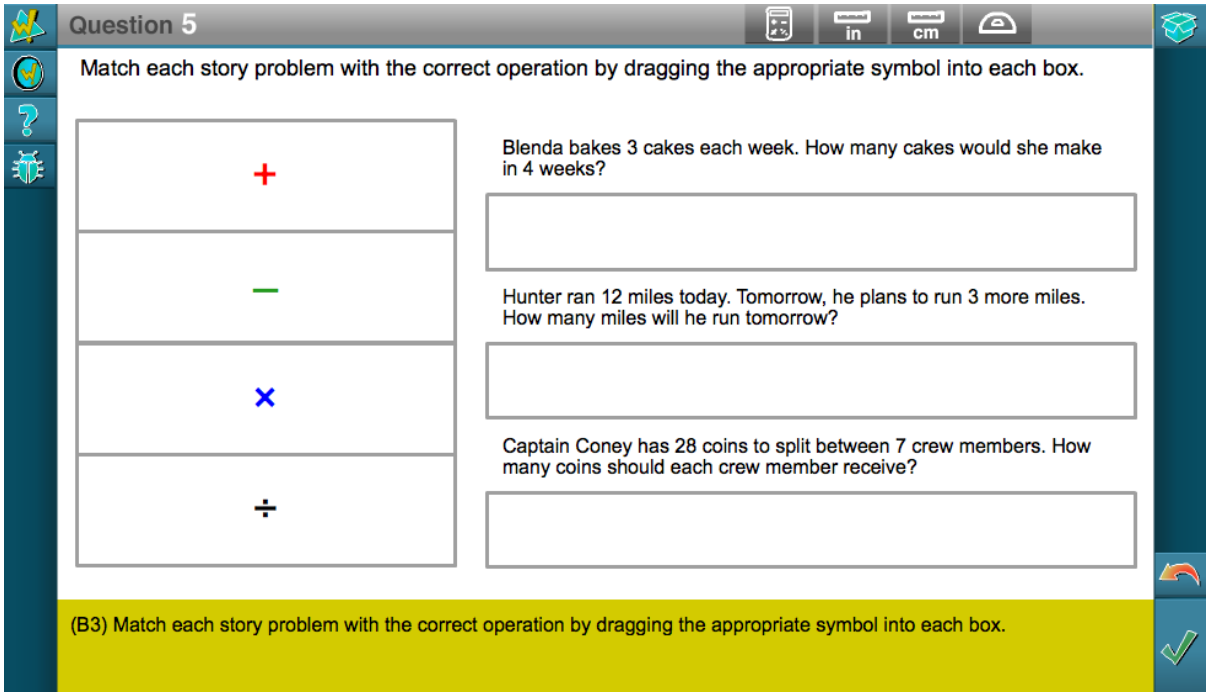
3 Yes/No

Similar to the true/false layout, students are again presented with a series of questions, but this time they are comparing each question with an original number or expression and choosing whether or not they are equal.



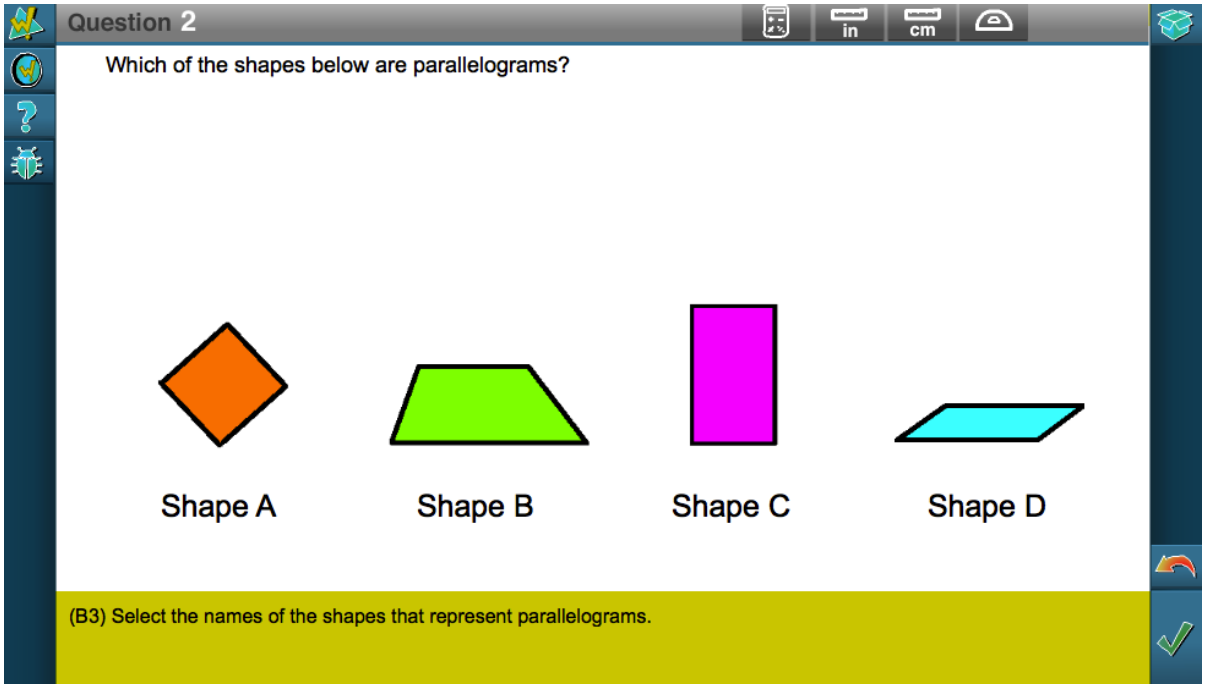
4 Drag and Drop

In this problem type, students drag numbers or words to different categories.



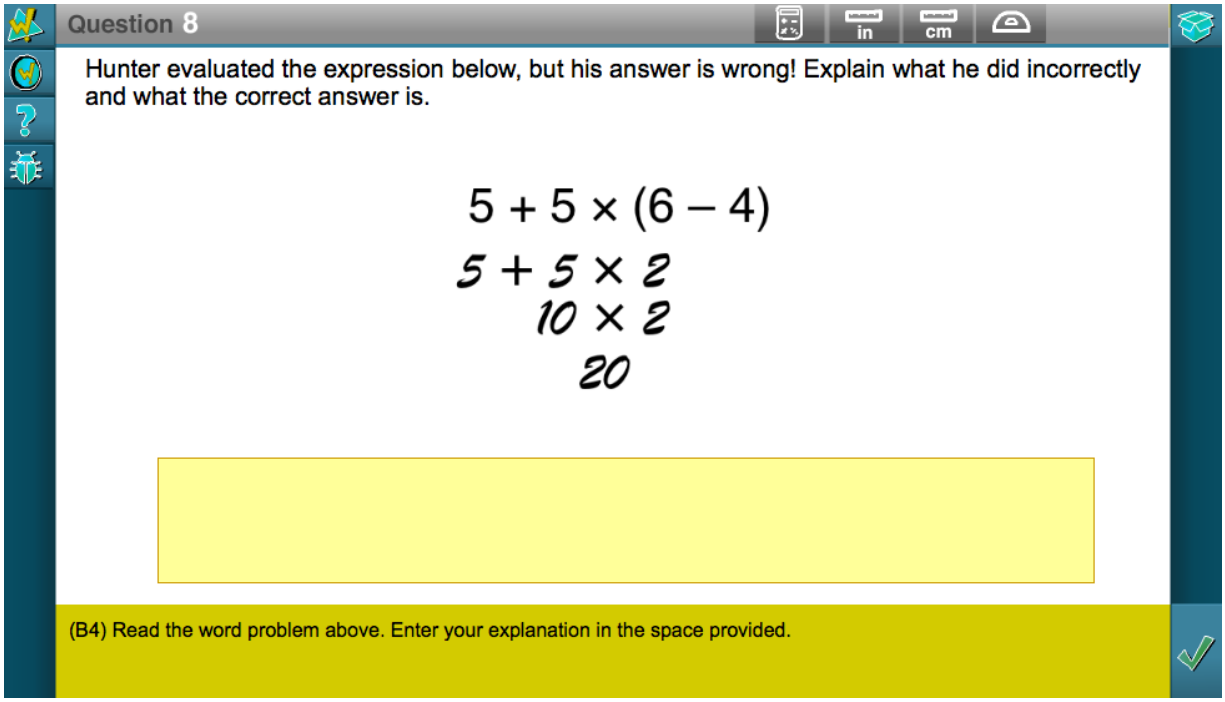
5 Select Multiple Answers

In this problem type, the students have a bank of questions and they can select any number of them as their answer.



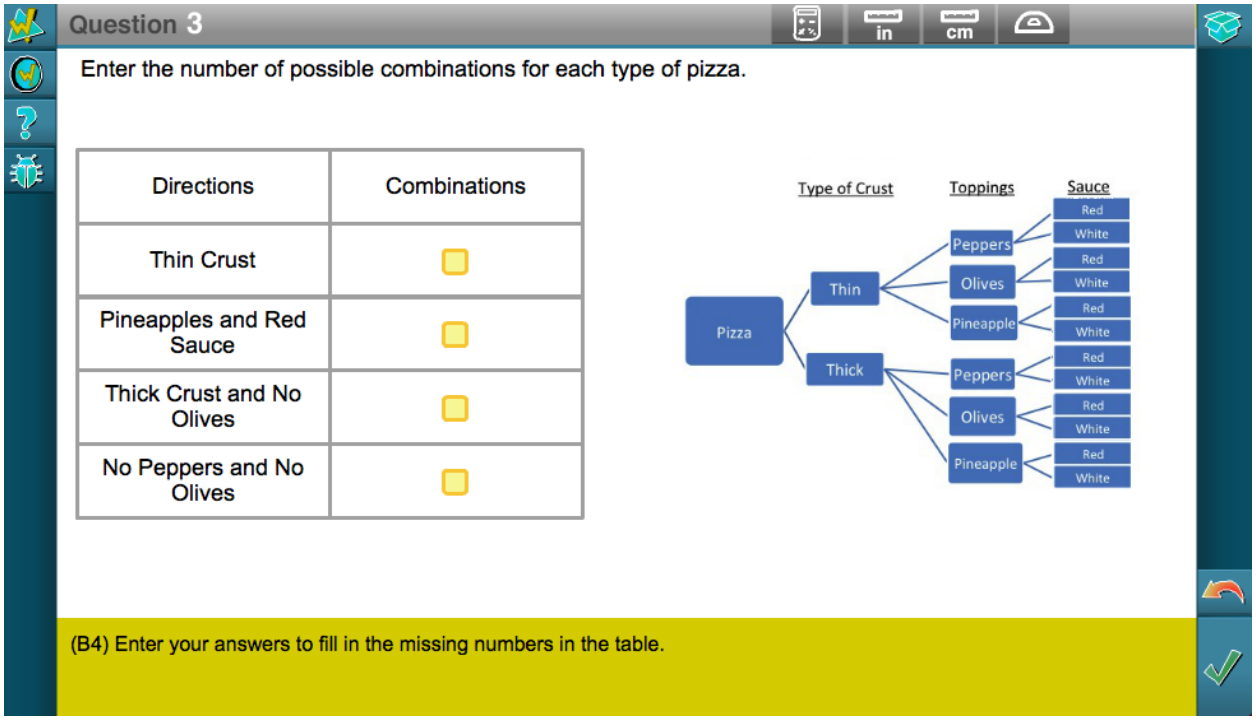
6 Short Response

Here, the students are asked to answer a question AND explain how they got their answer. Teachers will review the answers to these questions, using a rubric we provide.



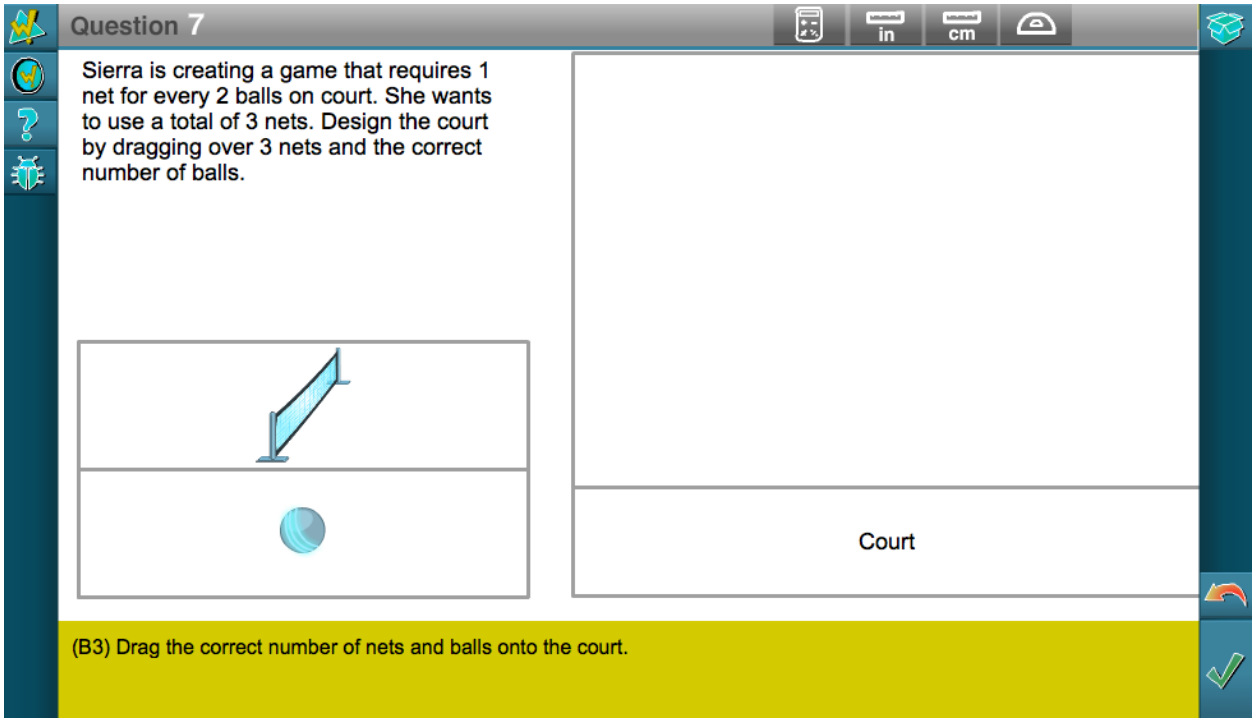
7 Table

In these problems, students fill in a table using the information provided.



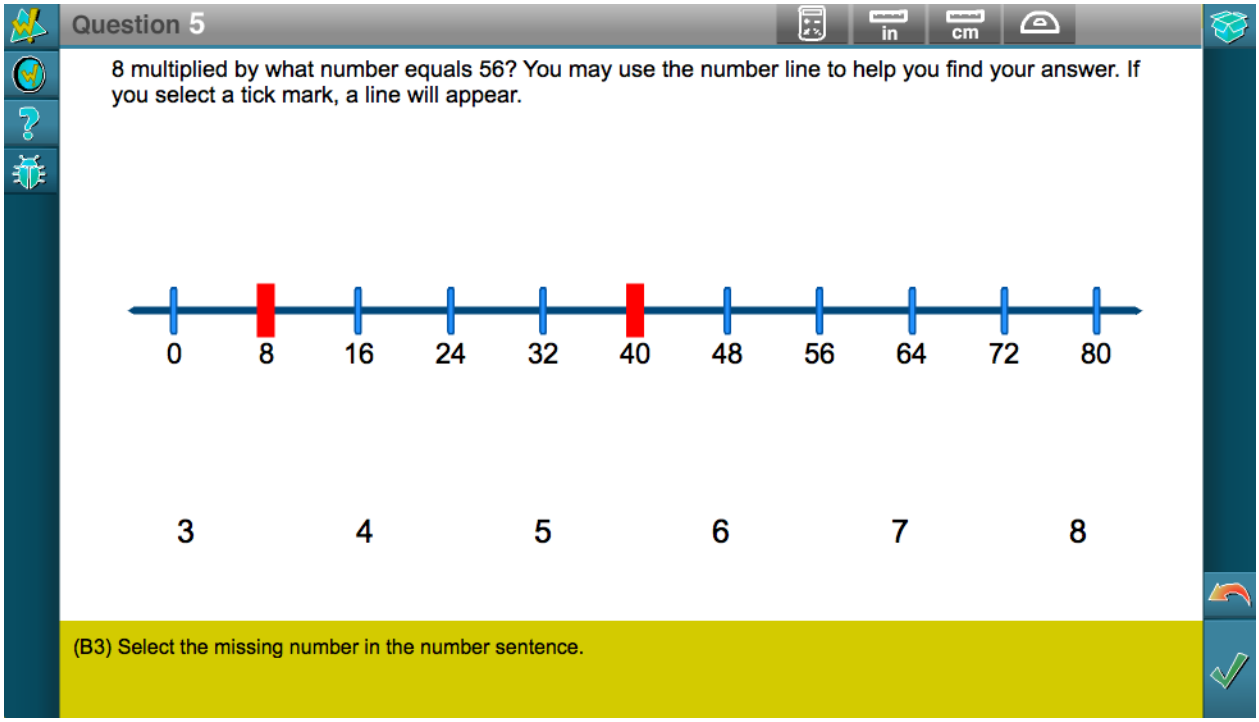
8 Box Manipulative

In this type of problem, students click and drag an object into several different boxes. The number of objects they put in each box depends on the range specified by that box.



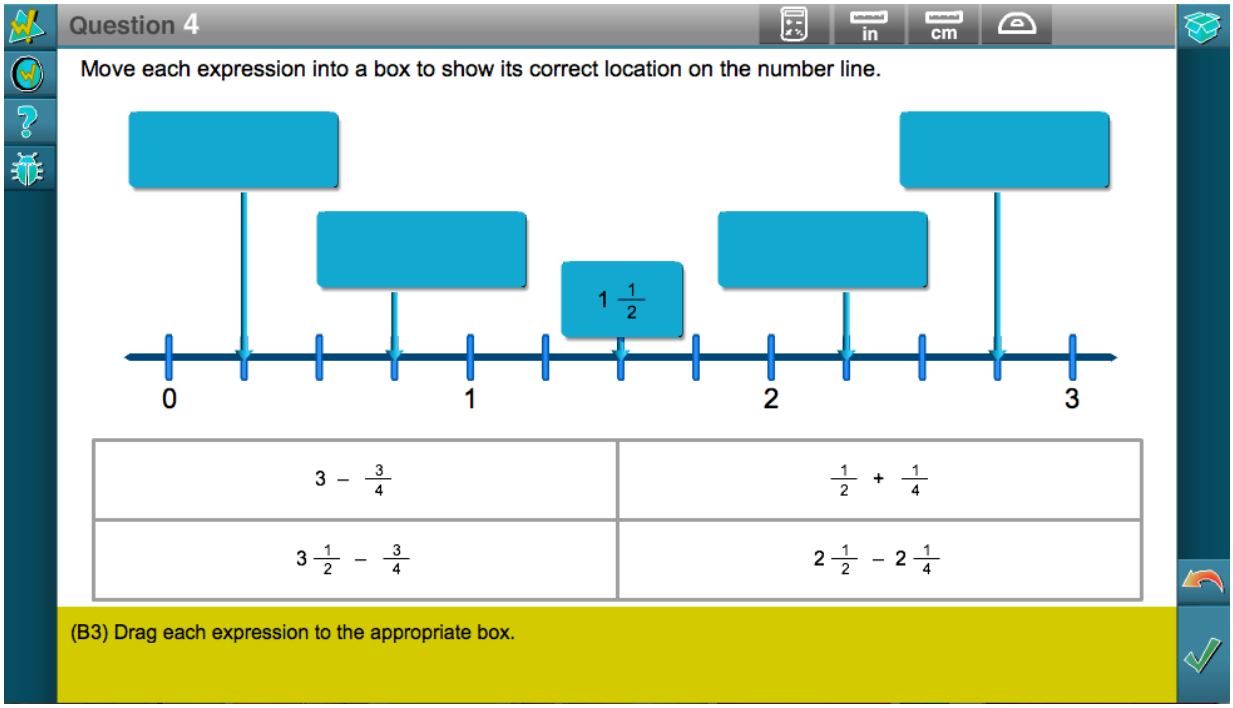
9 Number Line Manipulative

In this type of problem, students are able to click on a number line to divide it into sections to answer a word problem.



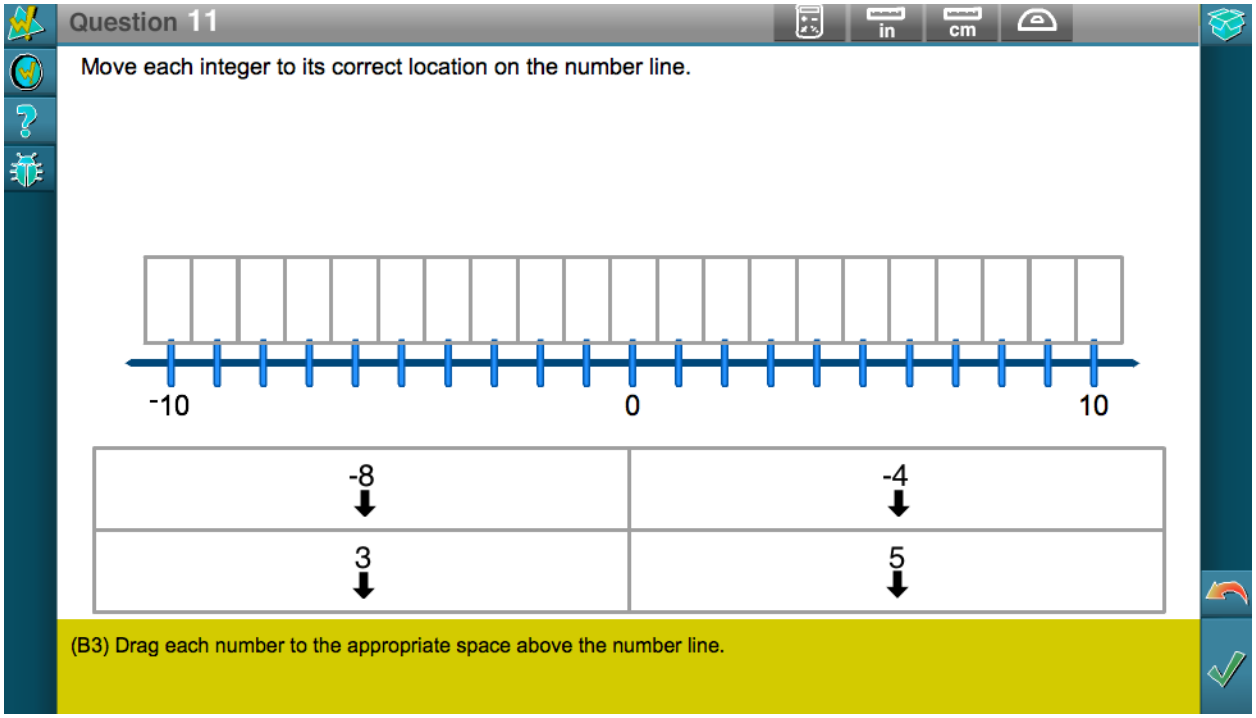
10 Number Line Drag

In this type of problem, students drag over numbers or expressions onto a number line, placing each one in the correct location.



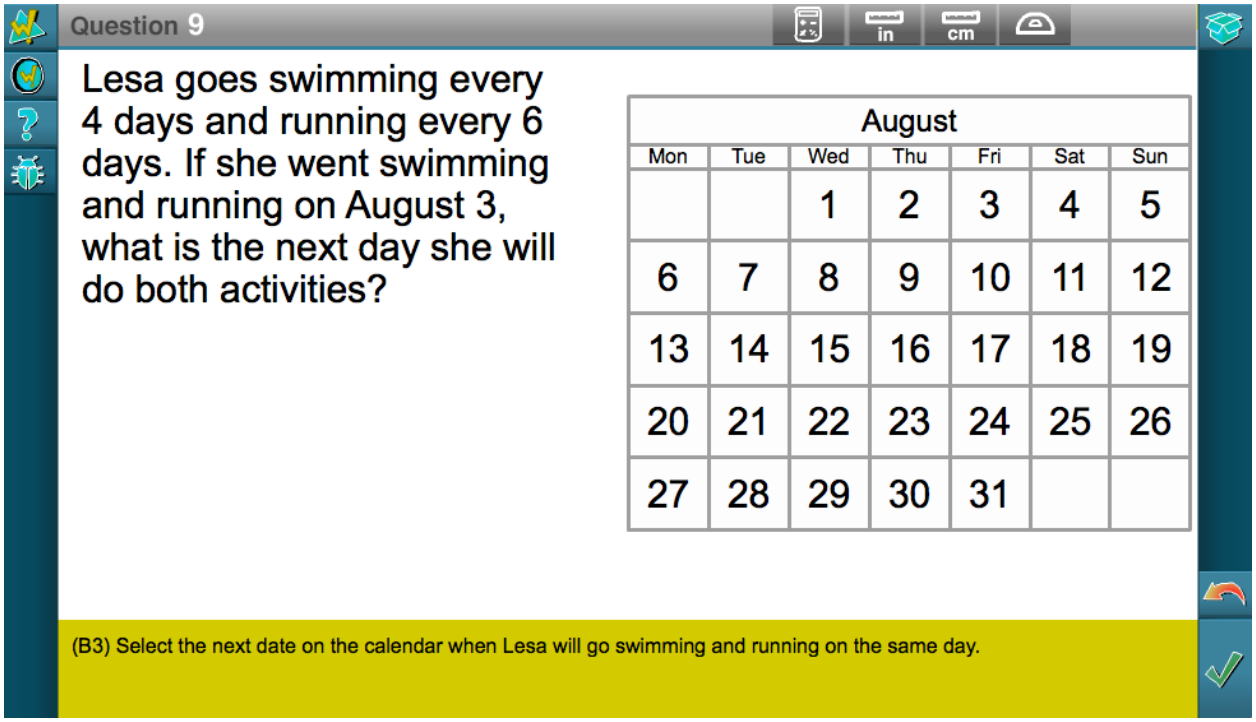
11 Number Line Open Ended

In this type of question, students are able to drag integers to any location along a number line.



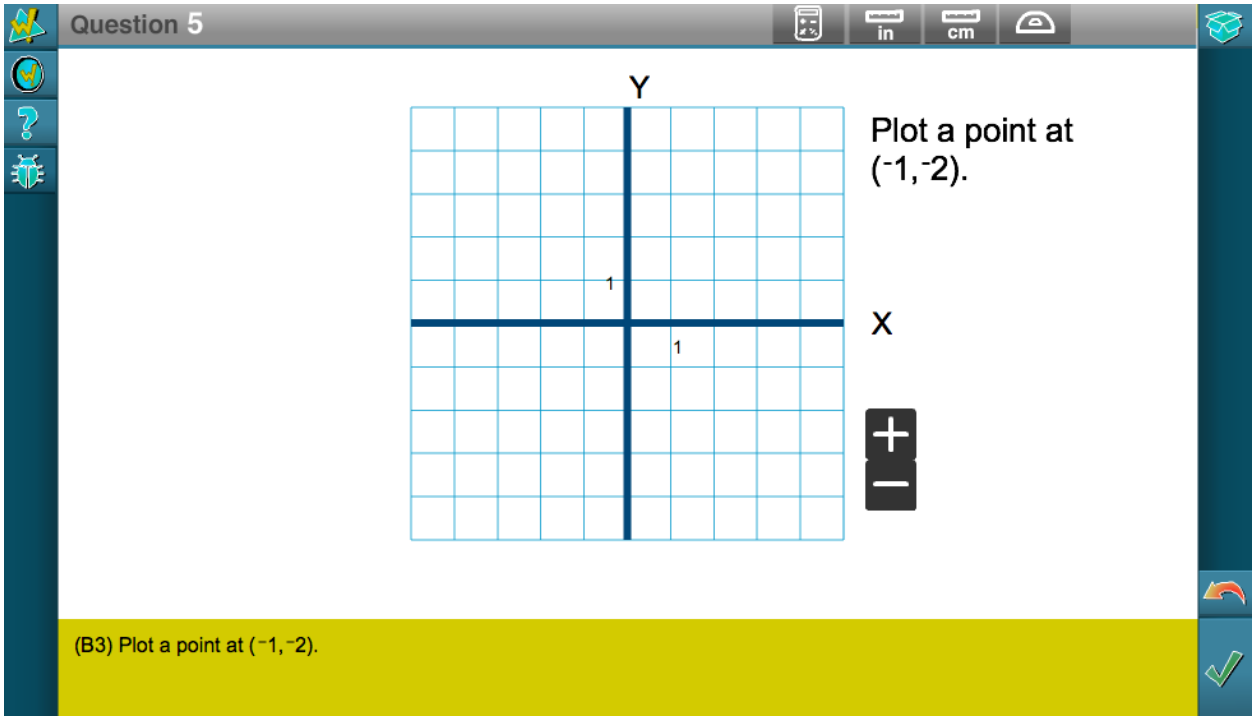
12 Calendar

Using a calendar, students are asked to solve a story problem and enter their answer by selecting the correct date.



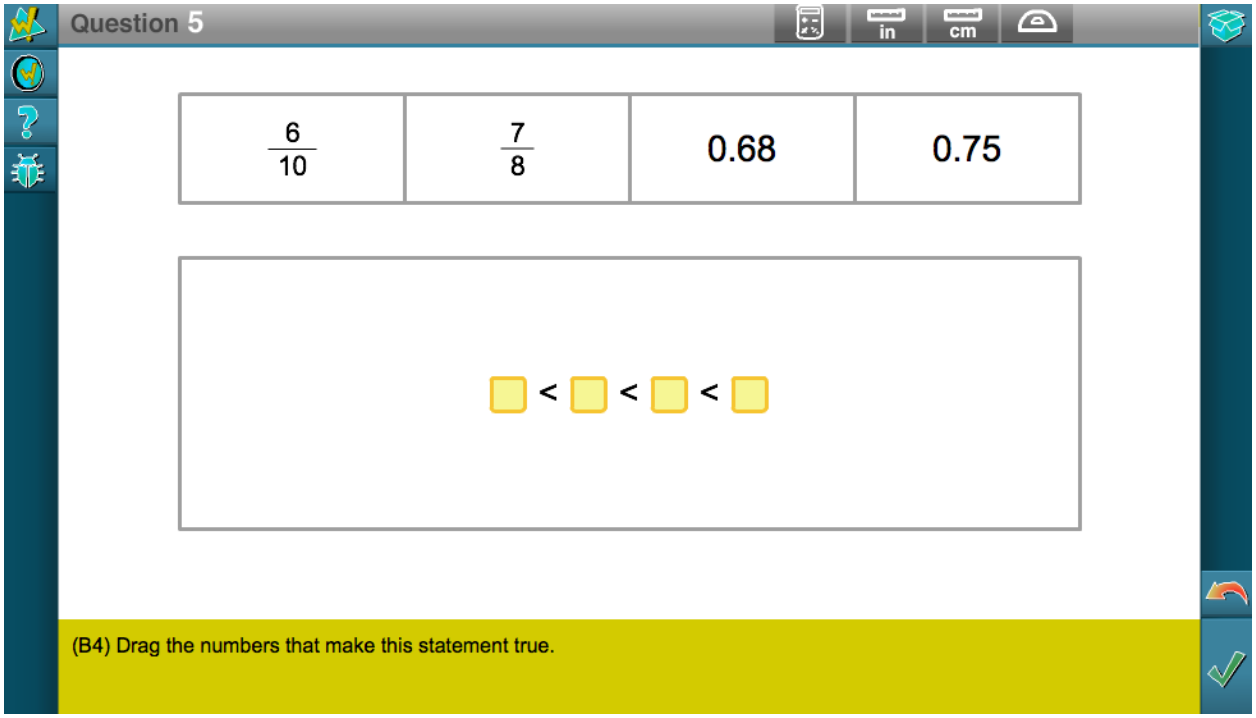
13 Plotting Points

Given a set of coordinates, students are asked to plot them on a coordinate plane.



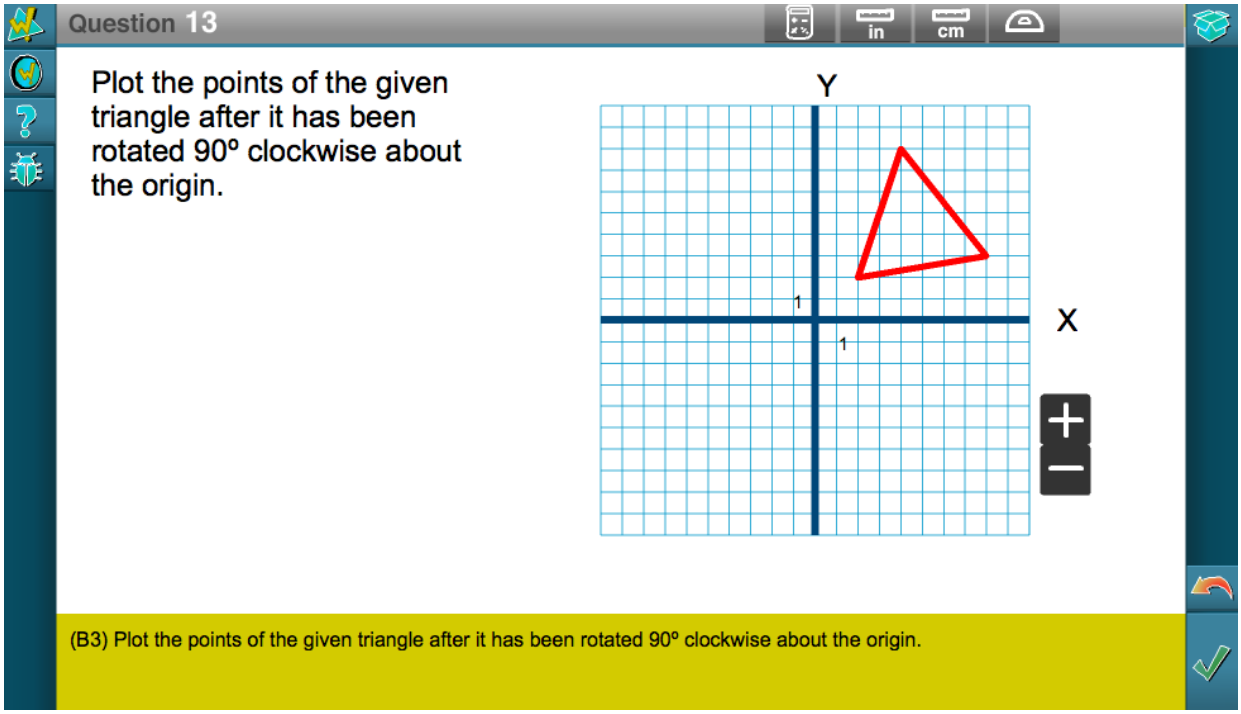
14 Creating an Inequality or Equation

In this type of question, the student must drag numbers, symbols, or variables into boxes in order to make a valid inequality or equation.



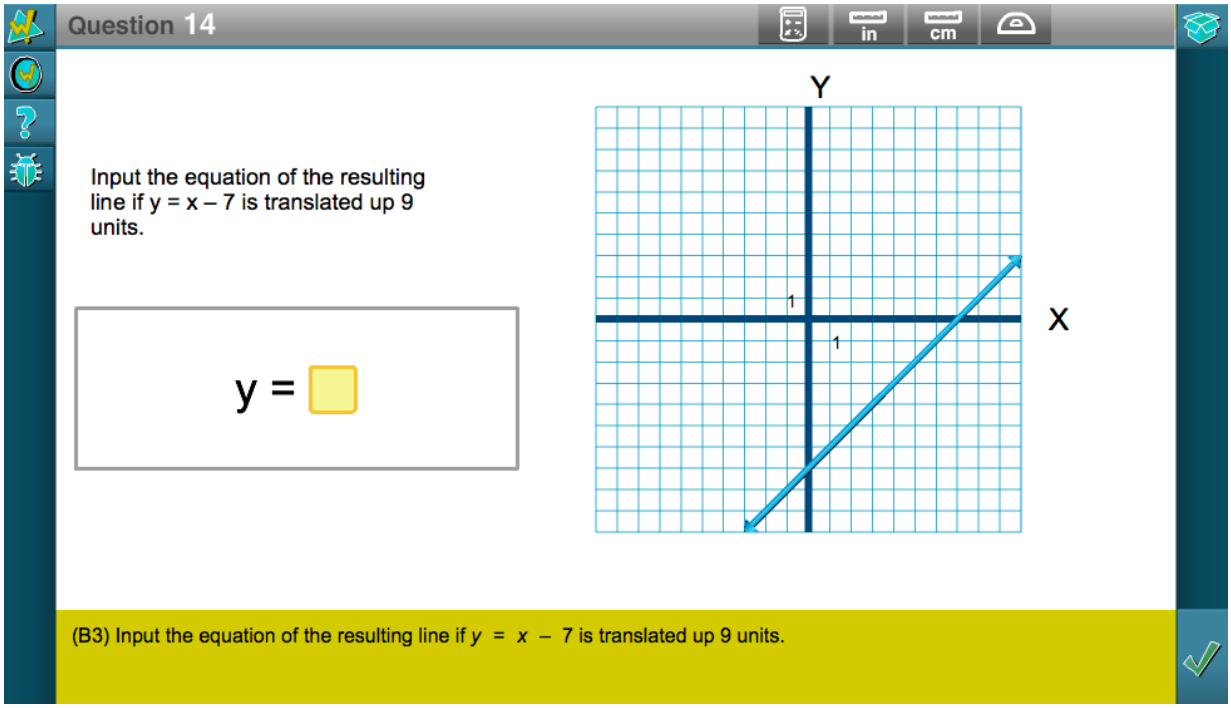
15 Plotting Shapes

Given a shape on the coordinate plane, the student must transform it in some way and plot the new vertices.



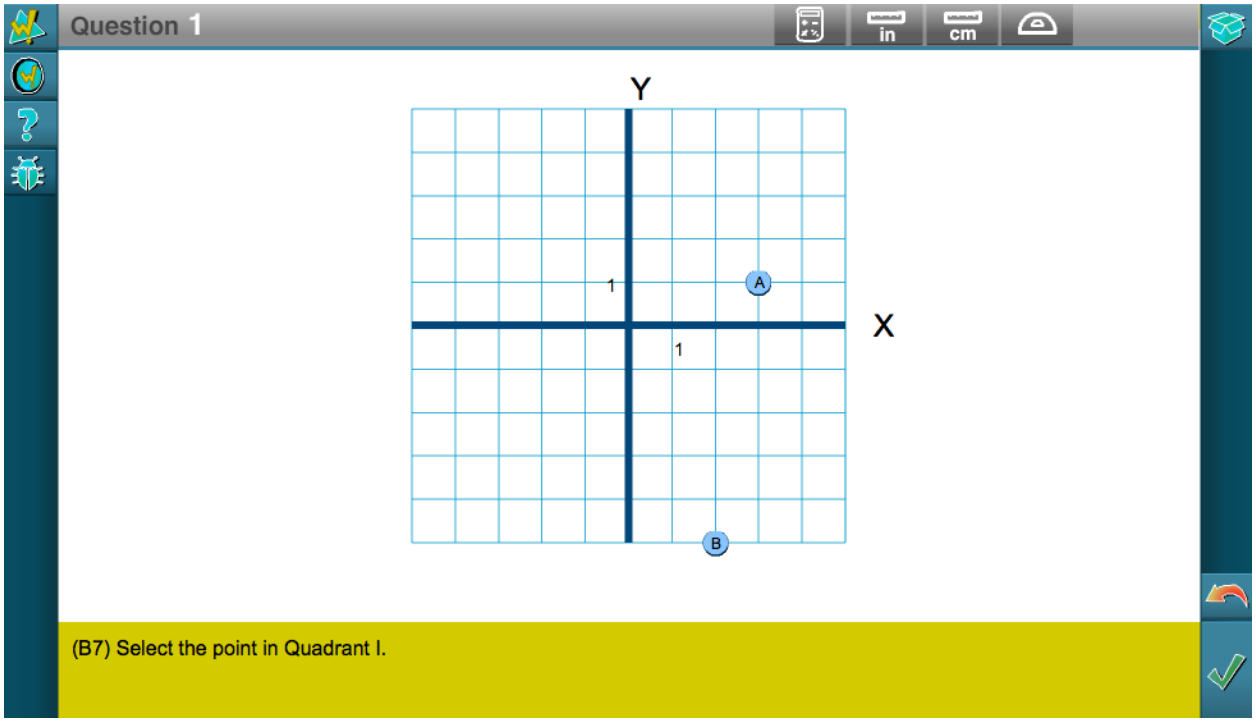
16 Writing an Equation from a Line

In this type of question, the student must write the equation for a line that has been drawn on a coordinate plane.



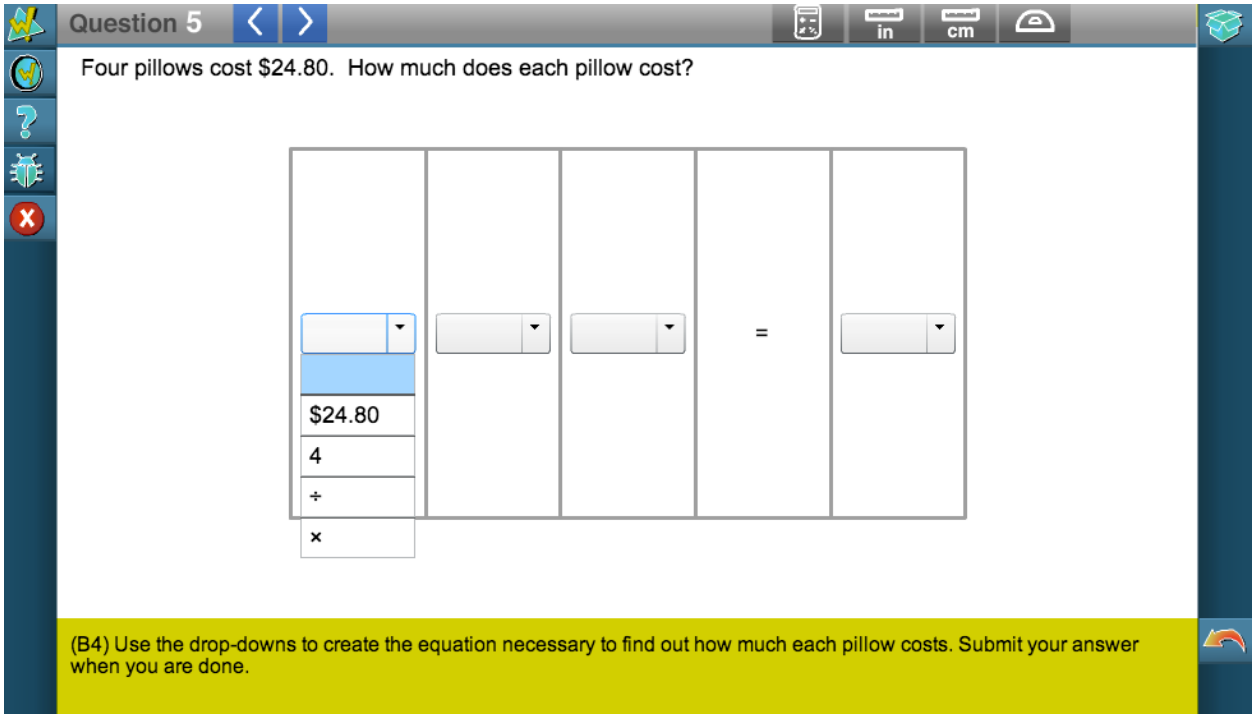
17 Select a Point

Given a set of criteria, the student must select the correct point.



18 Drop-down Menu

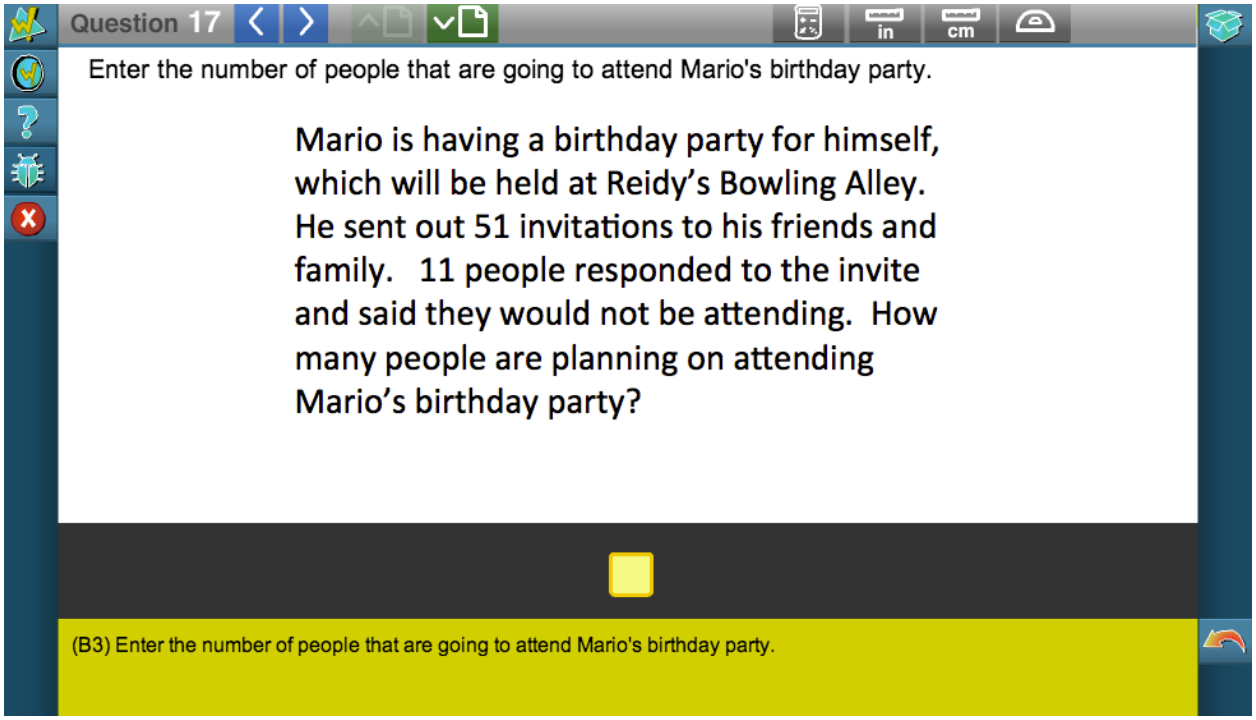
The student must use a drop-down menu to create an equation or otherwise solve a problem.



19 Multi-Part Questions

Some questions have multiple steps. Students can navigate between the different questions, which combine several math concepts together.

(part 1)



(part 2)

Question 17

Reidy's Bowling Alley needs to make sure they have enough supplies for the party. Based on the number of people that are planning on attending the party, enter the number of each item that will need to be available for the party. The necessary information is below.

- 8 people per lane
- 4 people per team
- 1 pizza per 4 people
- 1 liter of soda per 5 people

Number of lanes needed:

Number of pizzas needed:

Number of bottles of soda needed:

2	3	4	5	6
7	8	9	10	12

(B4) Use the given information to determine the number of lanes, pizzas, and bottles of soda they will need for the party. Drag each answer to the appropriate box, then press the Submit button.

(part 3)

Question 17

The party is coming to end. Everything went as planned and it is time to go home. Mario has a prize for the bowling team with the highest score. Order the following bowling scores from highest to lowest.

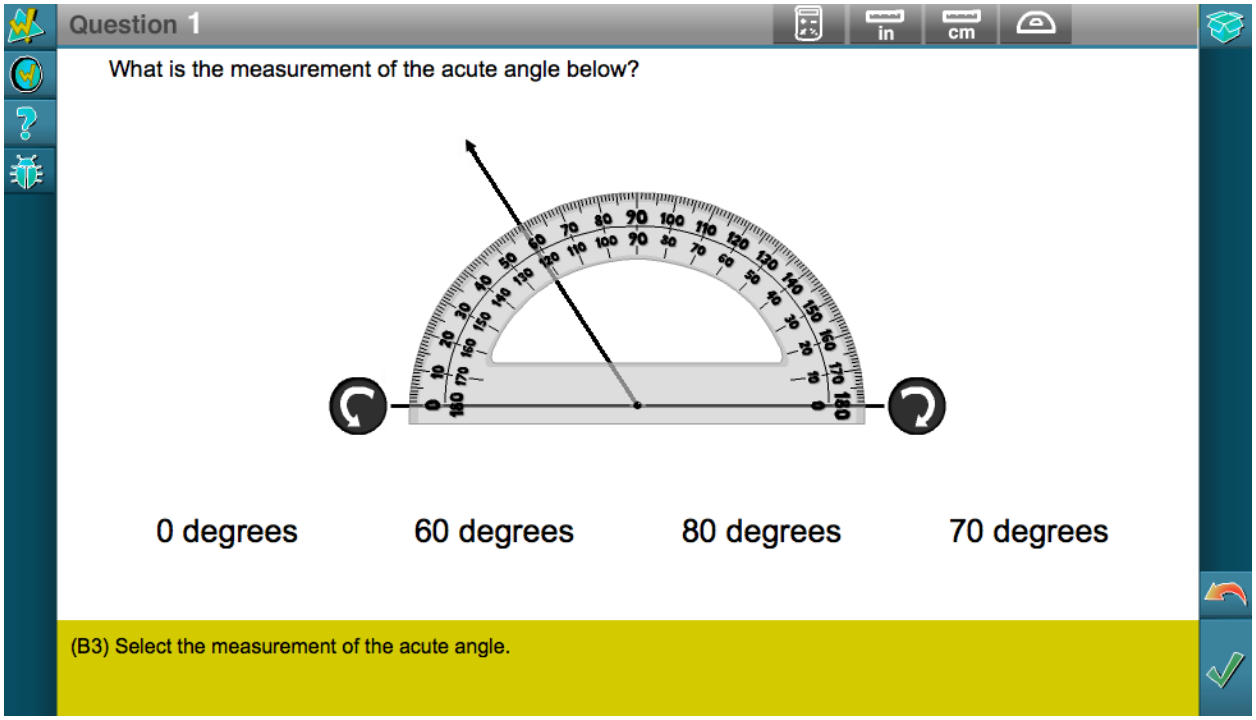
□ > □ > □ > □ > □ > □ > □ > □ > □ > □ > □

62	73	54	85	86
77	58	79	90	66

(B4) Drag the bowling scores from least to greatest, then submit your answer.

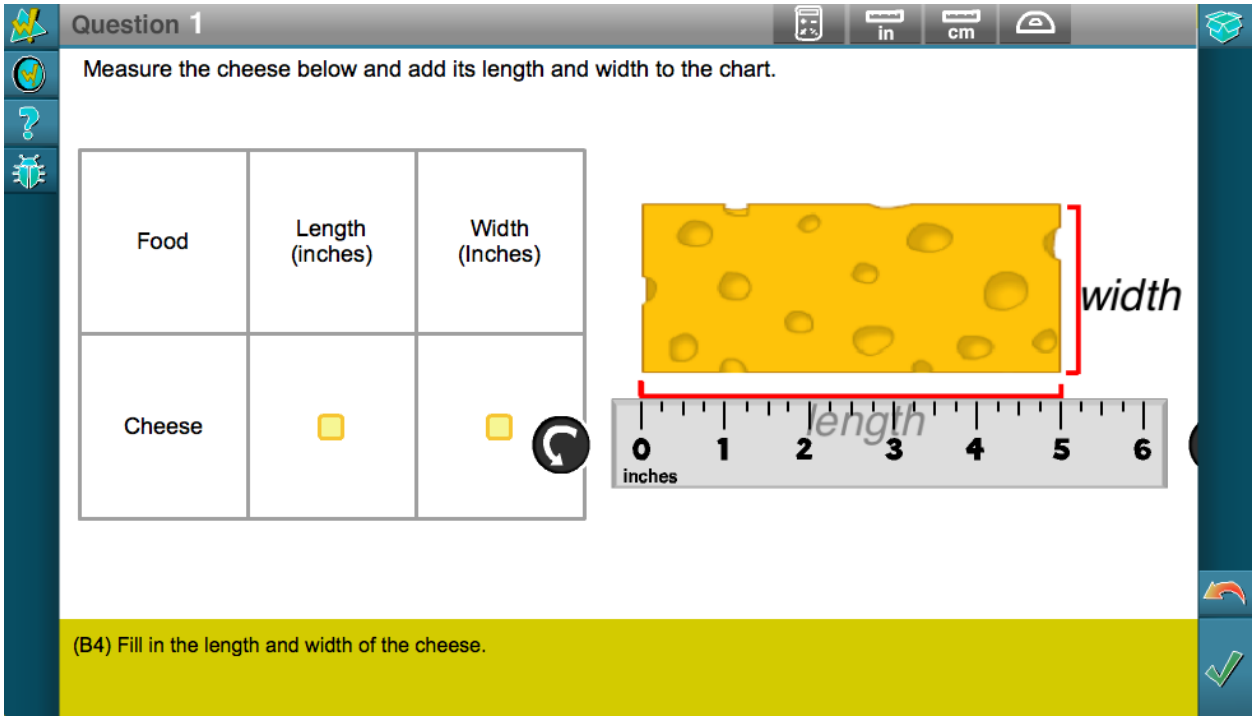
20 Protractor Manipulative

The student is able to drag and rotate a protractor on screen to measure angles.



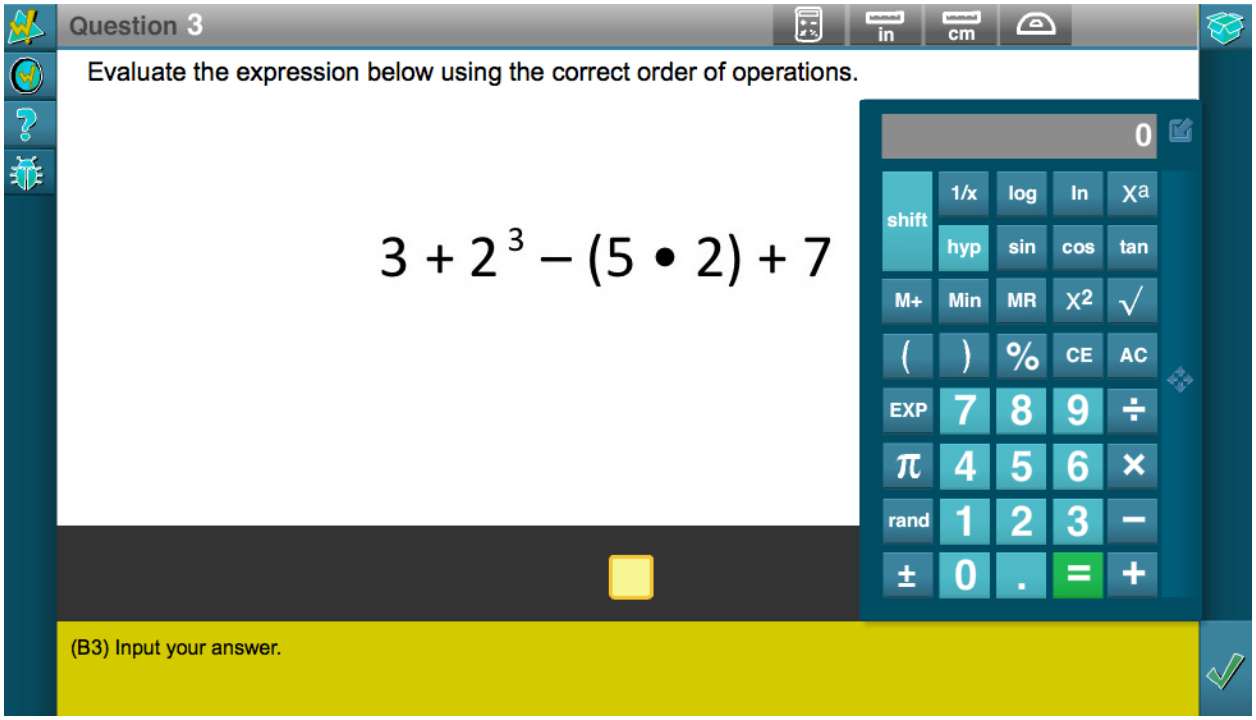
21 Ruler Manipulative

The student is able to drag and rotate a ruler on screen to measure lengths in inches or centimeters.



22 Calculator Manipulative

For more difficult computations, students are able to use our built-in calculator.



23 Grading Rubric for Short Response Questions:

	3	2	1	0
Solution Method				
1. Solution Method Identification	Clearly displays a valid method that uses the appropriate information presented in the problem (e.g. diagram, table, computation, model, picture)	Uses a valid method but description lacks clarity	Uses a valid method but description is incomplete	Uses a plan that is not appropriate for the problem
2. Solution Process	Shows all steps in the solution process	Shows most of the steps	Shows some of the steps	Shows almost no steps used in solving the problem
Mathematical Precision				
1. Academic Language	Uses appropriate math words correctly	Most math words are used correctly	Some math words used incorrectly	Math words are not used
2. Answer	Numerically correct and labeled correctly	Numerically correct but not labeled	Numerically incorrect but labeled correctly	Answer not arrived at or incorrect number and label
Explanation				
1. Explains **What** They Did	Explains what was done in each step and/or why a particular method was used (e.g. explains why a drawing was used)	Explains what was done in most of the steps	Explains what was done in some of the steps	No explanation of the steps or all explained steps are incorrect
2. Explains **Why** They Did It	Explains why each step was done using words like "because"	Explains why most of the steps were done	Explains why a few of the steps were done	No explanation of why steps were done.