



## ClearSight Item Types

**ClearSight** offers numerous item types, including technology enhanced items and writing prompts. Some example item types are shown here.

**Editing Items:** Require students to execute corrections within existing texts.

She began with the stack of boxes filled with her old clothes. Her mother had insisted Jessica take them along when she moved. There were clothes from kindergarten mixed in with the things she had worn in high school there was no apparent order to any of it. She stumbled across old jerseys, costumes, and dresses. Each held a memory came rushing back. Jessica decided to keep a few of the more important items the rest.

Replace "school there was no apparent order" with "school, there was no apparent order".

old photo albums. She thoroughly enjoyed going through the pictures and reliving moved to the West Coast several years ago. She hadn't spent much time with the more she realized just how much she missed them. Jessica decided to bring the attic heat.

**Equation Response:** Require students to solve and then enter formulaic answers.

**Evidenced Based :** Require students to answer a question and then justify their response.

**Hot Spot:** Require students to label diagrams or arrange content in a display.

Nadia asks each student in her class how many pets he or she has. The results are shown in the table.

**Nadia's Results**

Number of Pets	Number of Students
0	15
1	18
2	6

Click between the lines to create a bar graph that shows Nadia's results.

**Nadia's Results**

**Matching:** Require students to make combinations to represent correct responses.

Where does each animal live? Click in the boxes next to the animals that match the locations.

	Water	Cave	Ground
Bat	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Worm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Multiple Select:** Require students to consider details of items with more than one potential answer.

**Plotting:** Require students to draw geometric responses.

Use the Connect Line tool to create a rectangle with an area of 35 square units and one side with vertices at (1, 3) and (1, -4).

**Simulation:** Require students to make decisions about variables and observe results to make conclusions.

First, select a Tool to scratch the unknown mineral sample. Next, select a Mineral to test. Then click Run Trial to see your results.

- You are only allowed to submit four trials. All four trials will be scored.

Tool: **Fingernail**

Mineral to Test: **Mineral C**

**Run Trial**

Trial Number	Tool	Mineral	Does the Tool Scratch the Crystal?
1	Chalk	Mineral A	no
2	Diamond	Mineral B	yes
3	Chalk	Mineral A	no
4	Fingernail	Mineral C	yes

**Part B**

Using the data that you collected from the simulation, click the boxes to complete the table to identify the unknown mineral crystals.

Mineral	Identification
Mineral A	Calcite
Mineral B	
Mineral C	

**Table Input:** Require students to do calculations and then apply these to a situation.

A survey of 525 people was conducted to determine whether they have brothers and sisters.

- The results showed that 24% of the people surveyed do not have a sister and 68% of the people surveyed have a brother.
- The results also showed that 93 of the people surveyed do not have a sister and do not have a brother.

	Have a Brother	Do Not Have a Brother	Total
Have a Sister			
Do Not Have a Sister		93	126
Total	357		525

Complete the two-way frequency table to show the results of the survey.

**Writing Prompt:** Require students to respond with a written essay.