

EDUCATION 622: SCORING RUBRIC FOR STANDARDS-DRIVEN

ASSESSMENT PROJECT (Fall 2006 for Sharon Moore Askins, Ph.D.) Name: _____

INTRODUCTION (TOTAL POINTS)				SEEK SEEK ASKINS			
TABLE OF SPECIFICATIONS (TOTAL POINTS)							
(TOTAL POINTS)							
1.	Learning outcomes/objectives/standards are specific and focused. (There is a subject, verb, and object in the outcomes/objectives/standards.)	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
2.	An action verb is used for each outcome/objective/standard. The action verb is <u>underlined</u> in each outcome/objective/standard.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
3.	The action verb is appropriate for the outcome/objective/standard and item type according to the Revised Bloom's Taxonomy of Educational Objectives.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
TABLE OF SPECIFICATIONS (TOTAL POINTS)							
(TOTAL POINTS)							
4.	Chart specifically shows which Bloom's level and specific learning outcomes each question measures.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
5.	The proportion of multiple-choice items measuring outcomes at the "Remember" level is limited.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
6.	Chart is clear and complete and labeled according to the directions. Item numbers appear on the chart.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
7.	Constructed-response items are targeted at levels other than "Remember" level.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			

8.	<p>Items are spaced for easy reading (i.e., items are not crowded and sufficient/appropriate blank space is present).</p> <p>The State Department of Education Release Items are used as a guide to approximate the test format.</p> <p>Each test item stem is in bold print.</p>	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
9.	<p>Item stems and options are all on the same page, or if necessary for a set of items, all items are at least on facing pages.</p>	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
10.	<p>Correct answers are provided in a fairly random pattern (e.g., not ABCD, ABCD, etc.).</p> <p>Assign 25% of your correct answers to each of the four choices.</p>	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
11.	<p>Directions are followed for submitting the project to Dr. Askins (introduction, stapled, answer keys, etc.)</p>	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
12.	<p>Overall presentation is professional (neat, well organized, typed well, etc.).</p> <p>The test is "print ready" to be copied for the students' use. Page numbers are used on all pages of the test and are printed as, for example: 1 of 10, 2 of 10, 3 of 10, etc.</p> <p>All writing, graphics, charts, maps, etc. are legible.</p>	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			

IPS DIRECTIONS (TOTAL 10 POINTS)

SELF PEER ASKS

13. Directions specify time allotted for each major portion of the test. The major portions are: multiple-choice items, constructed-response items, and extended-response item (if the test is for English language arts).	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
14. Directions inform students how much each selection item is worth and where and how to record responses (e.g., circle, underline, check, Scantron answer key, etc.).	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			

MULTIPLE CHOICE ITEMS (TOTAL 10 POINTS)

SELF PEER ASKS

15. The intended answer is correct or clearly is the best alternative.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
16. The alternatives "all of the above" and "none of the above" are used sparingly or not at all.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
17. Each item is independent of the others (e.g., answers to one question do not give clues to answers in other questions).	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
18. Items do NOT repeat verbatim, key words in stem and correct alternative.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
19. Item stems are free of irrelevant material.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
20. Questions are relevant to the intended learning outcomes/objectives/SC Curriculum Standards.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			

21.	Each item presents a single, clearly formulated problem in the stem and/or the item stem can stand alone as a completion item.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)	SELF	PEER	ASKINS
22.	Item stems are stated in simple, clear language. Complex language is avoided in the item stems.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
23.	As much wording as possible is put into the stem (e.g., no duplication of words in all alternatives).	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
24.	States item in positive form whenever possible and when negative wording is used, it is emphasized in the item stem (e.g., boldface , <u>underlining</u> , ALL CAPITALS).	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
25.	Stems/alternatives use standard English (e.g., no word omissions, poor grammar, etc.)	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
26.	All distracters are plausible to low achievers.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
27.	All alternatives are grammatically consistent with the stem and parallel in form.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			
28.	Relative length of correct answer is varied to eliminate length as a clue.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)			

CONSTRUCTED-RESPONSE
MINIMUM REQUIRED RESPONSE ITEMS: 100 (45% of total score)
100 (50 POINTS)

SELF-REFLECTION
50 (25 POINTS)

		MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					
29.	Questions use clear, simple language and are clearly focused. They limit the freedom of students to stray from important concepts.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					
30.	Students are forced to answer all constructed-response questions (i.e., they are not allowed to choose among questions).	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					
31.	Questions measure the intended learning outcomes/objectives/SC Curriculum Standards.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					
32.	Each question specifies how long an answer should be and what will affect the grade. The State Department of Education constructed-response and extended-response items follow the established format.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					
33.	The task presents a clear, well-developed task for the students to perform.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					
34.	The scoring rubrics are sensible, usable, and clearly specify how many points are awarded for answering different aspects of the question. The rubrics are consistent with what the question actually asks students to do and they do not hold students to standards they were not told about (e.g., spelling if it was not mentioned in the test). Answer keys are provided for constructed-response items with specific answers clearly outlined for scoring. Appropriate rubric and <i>Time to Write</i> materials are used for the English language arts extended-response item.	MET (5 points)	PARTIALLY MET (2 points)	NOT MET (0 points)					

USE OF STATE DEPARTMENT OF EDUCATION RESOURCES (Total 30 points)

35.	Has notebook with appropriate State Department of Education resources for assessment. Notebook is well organized and user-friendly for teachers.	MET (30 points)	PARTIALLY MET (10 points)	NOT MET (0 point)				
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SCORING CRITERIA	POINTS POSSIBLE	SELF	PEER	ASKINS
Introduction	15			
Table of Specifications	20			
Packaging/Test Reproduction	25			
Test Directions	10			
Multiple-choice Items	70			
Constructed-response and Extended-response Items	30			
State Department of Education Assessment Resources	30			
TOTAL	200			

Name of Student: _____
 Name of Peer Reviewer: _____