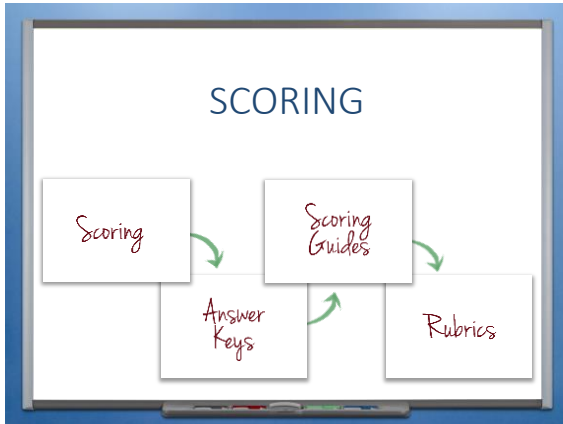


# Scoring



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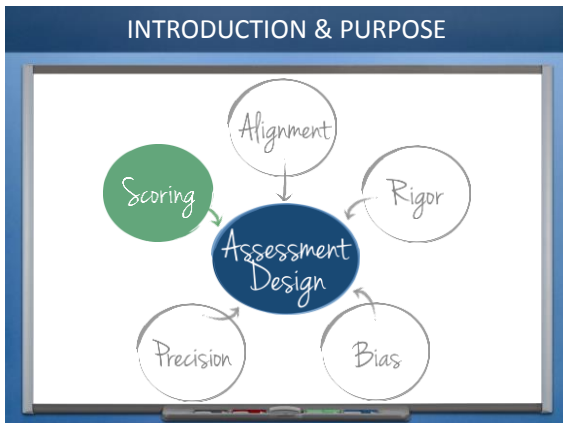
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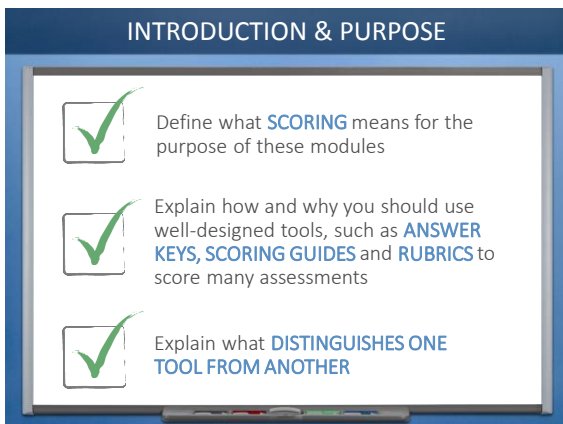
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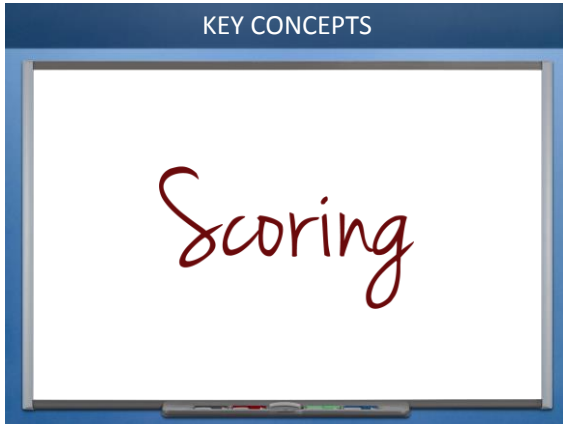
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# Scoring



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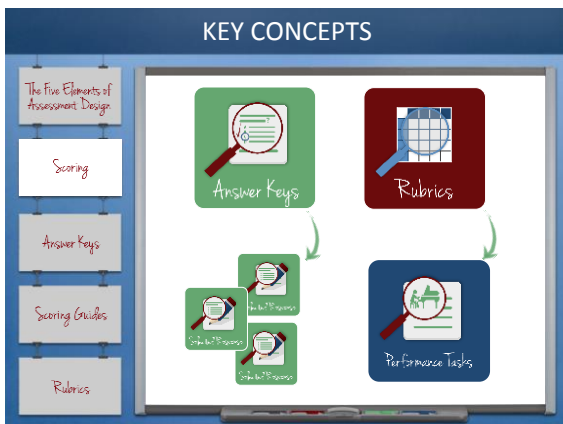
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# Scoring

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Answer Keys

Scoring Guides

Rubrics

Source: Kansas State Department of Education, "Assessment Literacy Project"; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, Designing and Evaluating Assessments (2014); and Rhode Island Department of Education, "Deepening Assessment Literacy."

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

6th Grade English

Exchange Papers

Average Grades from Two Teachers for Final Grade

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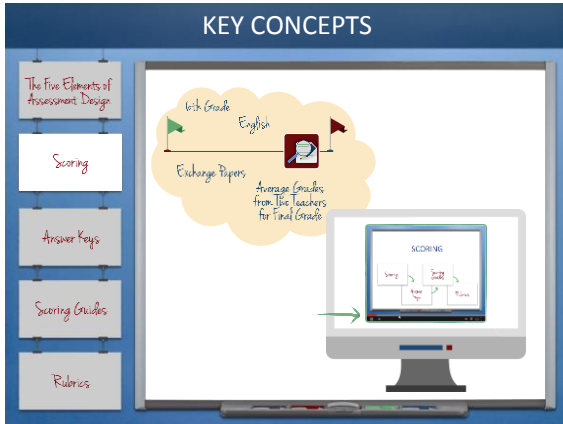
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# Scoring



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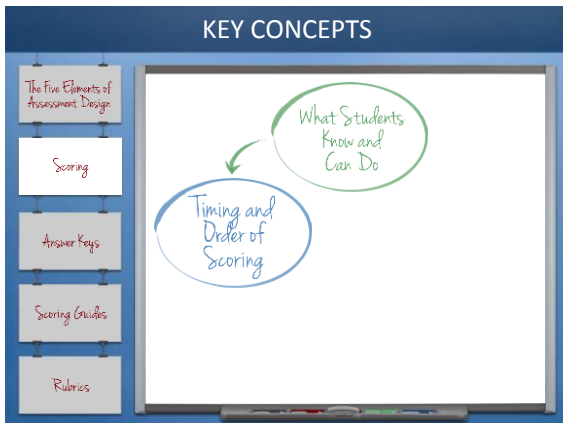
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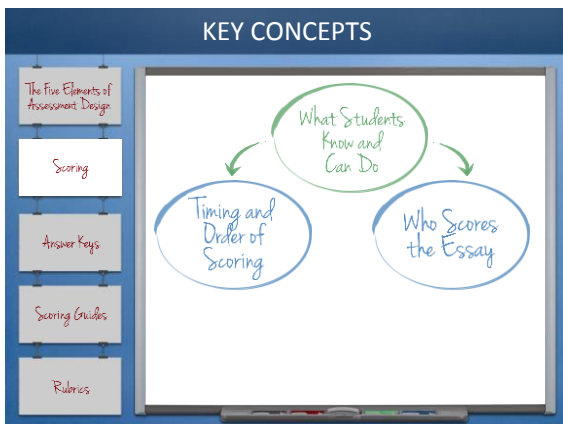
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# Scoring

KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

What Students Know and Can Do

Timing and Order of Scoring

Who Scores the Essay

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KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

What Students Know and Can Do

Timing and Order of Scoring

Who Scores the Essay

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KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

What Students Know and Can Do

Timing and Order of Scoring

Who Scores the Essay

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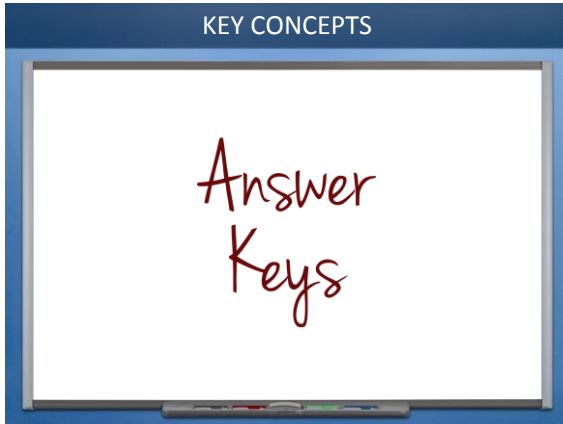
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# Scoring



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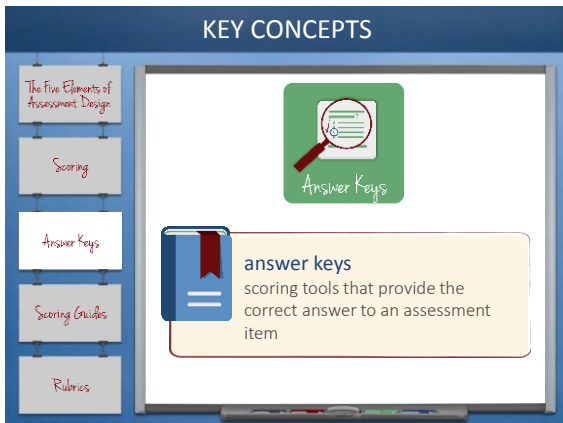
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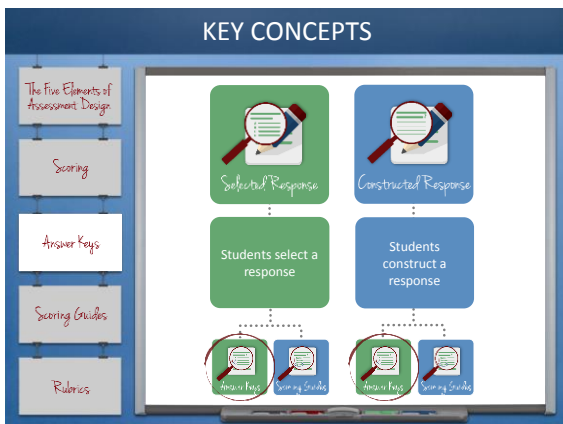
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# Scoring

KEY CONCEPTS


The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



Answer Keys

Multiple Choice

Fill in the Blank

Short Answer

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KEY CONCEPTS


The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



Answer Key

Option a: Rationale

Option b: Rationale

✓ Option c: Rationale

Option d: Rationale

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KEY CONCEPTS


The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



Assessment Item

The item asks students to read the poem about the moon and nighttime and then answer the question about the poem's first line, "The moon has a face like the clock in the hall."

What is the meaning of the simile used in this line?

a. The moon ticks like a clock.

b. The moon is facing the hall.

c. The moon is as round as a clock.

d. The moon moves around the hall.

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# Scoring

The Five Elements of Assessment Design


Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

 Answer Key

**Option a:** Students who select answer “a” are likely thinking about the clock ticking.

**Option b:** Students who select answer “b” do not understand the context of the poem.

✓ **Option c:** Answer “c” is the correct answer because the moon is being compared to the shape of a clock.

**Option d:** Students who select this answer do not understand the context of the poem.

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The Five Elements of Assessment Design


Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS


 Answer Key

**Option a:** Students who select answer “a” are likely thinking about the clock ticking.

**Option b:** Students who select answer “b” do not understand the context of the poem.

**Option c:** Answer “c” is the correct answer because the moon is being compared to the shape of a clock.

**Option d:** Students who select this answer do not understand the context of the poem.

  
Instruction

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The Five Elements of Assessment Design


Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS


 Answer Key

Option a: Rationale

Option b: Rationale

✓ Option c: Rationale

Option d: Rationale



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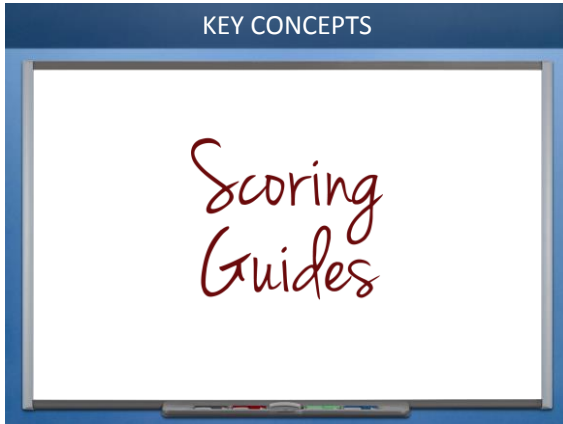
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# Scoring



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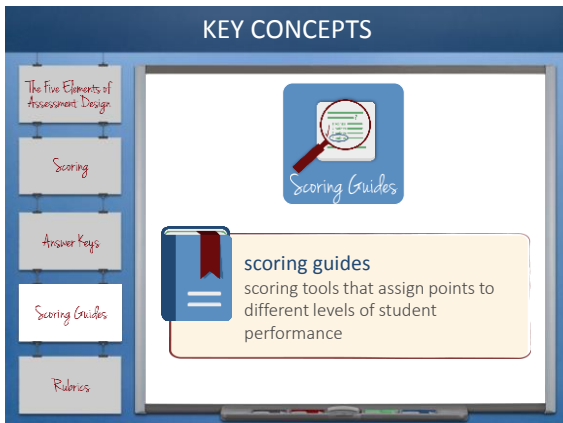
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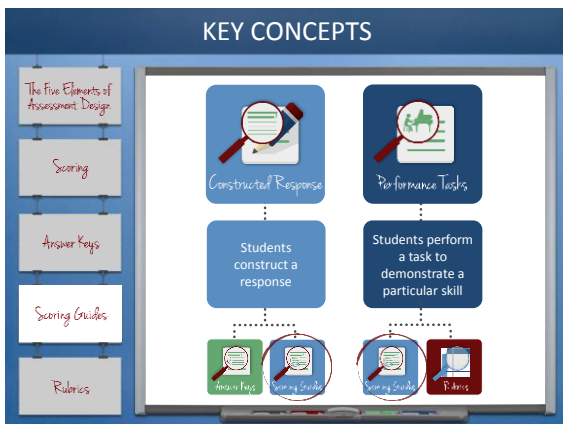
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# Scoring

The Five Elements of Assessment Design
Scoring
Answer Keys
Scoring Guides
Rubrics

## KEY CONCEPTS

Standard
Skills

→ a
→ b
→ c

Scoring Guide

3 points:
2 points:
1 point:
0 points:

Exemplar answer:

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The Five Elements of Assessment Design
Scoring
Answer Keys
Scoring Guides
Rubrics

## KEY CONCEPTS

Scoring Guide

**2 points:** Student has a thorough understanding of how to solve multistep word problems with whole numbers using multiplication and division. The student correctly answers \$1,116 and provides a thorough explanation of reasoning that makes sense with the answer given.

**1 point:** Student has a partial understanding of how to solve multistep word problems with whole numbers using multiplication and division. The student correctly answers \$1,116 but provides an explanation of reasoning that is incomplete or flawed. OR the student knows the operations/steps needed to solve the problem but makes an error in computation, carries this error out, and provides a thorough explanation of reasoning that makes sense with the answer given.

**0 points:** Student has little or no understanding of how to solve multistep word problems with whole numbers using multiplication and division. The student incorrectly solves the problem and provides no explanation of reasoning.

**Exemplar answer:**  
\$1,116

25	25	25	25	25	25	25	25	25	25	25
25	25	25	25	25	25	25	25	25	25	25
25	25	25	25	25	25	25	25	25	25	25

30 boxes x 25 cards = 750 cards total

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The Five Elements of Assessment Design
Scoring
Answer Keys
Scoring Guides
Rubrics

## KEY CONCEPTS

Rubrics

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# Scoring

**KEY CONCEPTS**

The Five Elements of Assessment Design

- Scoring
- Answer Keys
- Scoring Guides
- Rubrics



**rubrics**  
scoring tools that articulate levels of performance in relation to standards or other expectations

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**KEY CONCEPTS**


The Five Elements of Assessment Design

- Scoring
- Answer Keys
- Scoring Guides
- Rubrics




Performance Tasks

Students perform a task to demonstrate a particular skill




Portfolios

Students or teachers collect student work products



Scoring Guides



Rubrics

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**KEY CONCEPTS**

The Five Elements of Assessment Design

- Scoring
- Answer Keys
- Scoring Guides
- Rubrics



**Rubric**


Performance Levels

Descriptors

Dimensions

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# Scoring

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Align with a standard

Distinct from one another

Dimensions

dimensions

discrete traits that you plan to assess

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

	Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards
Content				
Organization				
Eye Contact				
Gestures				
Language				
Visual Aids				
Responses to Questions				

Draft Presentation  
Imagery  
Poetry

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Performance Levels

Between three and six performance levels

	Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards

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# Scoring

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Performance Levels

✓

Between three and six performance levels

Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Performance Levels

✓

Between three and six performance levels

Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Performance Levels

✓

Between three and six performance levels

Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards

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## Scoring

# KEY CONCEPTS

The Five Elements of Assessment Design


Scoring

Answer Keys


Scoring Guides

Rubrics

## Performance Levels



Between three and six performance levels



Performance exceeds standards	Performance meets standards	Performance approaching standards	Performance is not meeting standards

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# KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

	Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards
Content				
Organization				
Eye Contact				
Gestures				
Language				
Visual Aids				
Responses to Questions				

Oral Presentation

Imagery

Poetry

Source: Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

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# KEY CONCEPTS


The Five Elements of Assessment Design


Scoring


Answer Keys

Scoring Guides

Rubrics

 **Descriptors**

 Discrete from the performance levels below and above it

 **descriptors**  
precise explanations of student performance

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# Scoring

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

	Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards
Content	The speech demonstrates thorough and accurate knowledge of the subject matter.	The speech demonstrates accurate knowledge except in minor details.		
Organiz				
Eye Con				
Gestures				
Language				
Visual Aids				
Responses to Questions				

Oral Presentation  
Imagery  
Poetry

Source: Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

	Performance exceeds standards	Performance meets standards	Performance is approaching standards	Performance is not meeting standards
Content	The speech demonstrates thorough and accurate knowledge of the subject matter.	The speech demonstrates accurate knowledge except in minor details.		
Organiz				
Eye Con				
Gestures				
Language				
Visual Aids				
Responses to Questions				

Oral Presentation  
Imagery  
Poetry

Source: Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Generic Task Specific

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# Scoring

KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

A whiteboard with a blue border. At the top, it says 'KEY CONCEPTS'. On the left, there are five sticky notes: 'The Five Elements of Assessment Design', 'Scoring', 'Answer Keys', 'Scoring Guides', and 'Rubrics'. On the whiteboard, the word 'Generic' is written in a red oval. A green arrow points from this oval to four icons of documents with magnifying glasses, arranged in a 2x2 grid.

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KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

A whiteboard with a blue border. At the top, it says 'KEY CONCEPTS'. On the left, there are five sticky notes: 'The Five Elements of Assessment Design', 'Scoring', 'Answer Keys', 'Scoring Guides', and 'Rubrics'. On the whiteboard, the words 'Task Specific' are written in a red oval. A green arrow points from this oval to a flag icon on a pole, with the word 'Skill' written below it.

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KEY CONCEPTS

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

A whiteboard with a blue border. At the top, it says 'KEY CONCEPTS'. On the left, there are five sticky notes: 'The Five Elements of Assessment Design', 'Scoring', 'Answer Keys', 'Scoring Guides', and 'Rubrics'. On the whiteboard, the word 'Generic' is written in a red oval. A green arrow points from this oval to four icons of documents with magnifying glasses, arranged in a 2x2 grid. To the right of the icons, there are three green ovals containing the words 'Efficient', 'Repurpose to Score Multiple Assessment Items', and 'Share with Students'.

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# Scoring

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Task Specific

Measure Mastery of Specific Skills

Skill

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Content				
Organization				
Eye Contact				

Several Dimensions

Single Dimension

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The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Content				
Organization				
Eye Contact				

Several Dimensions

Formative Assessment

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# Scoring

**KEY CONCEPTS**

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Formative Assessment

Several Dimensions

Unit of Instruction

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**KEY CONCEPTS**

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Formative Assessment

Several Dimensions

Summative Assessment

Single Dimension

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**KEY CONCEPTS**

The Five Elements of Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Performance exceeds standards

Performance meets standards

Performance is approaching standards

Performance is not meeting standards

Student Performance

Oral Presentation  
Imagery  
Poetry

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# Scoring

**KEY CONCEPTS**

The Five Elements of Assessment Design

- Scoring
- Answer Keys
- Scoring Guides
- Rubrics

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**CHECK FOR UNDERSTANDING**

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graph TD; Scoring --> AnswerKeys[Answer Keys]; Scoring --> ScoringGuides[Scoring Guides]; AnswerKeys --> Rubrics;
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**CHECK FOR UNDERSTANDING**

- ✓ Define what **SCORING** means for the purpose of these modules
- ✓ Explain how and why you should use well-designed tools, such as **ANSWER KEYS**, **SCORING GUIDES** and **RUBRICS** to score many assessments
- ✓ Explain what **DISTINGUISHES ONE TOOL FROM ANOTHER**

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# Scoring

CHECK FOR UNDERSTANDING



Assessment Items

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CHECK FOR UNDERSTANDING



Assessment Item

1. Describe in a paragraph the differences between answer keys, scoring guides and rubrics.

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CHECK FOR UNDERSTANDING



Assessment Item

1. Describe in a paragraph the differences between answer keys, scoring guides and rubrics.



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# Scoring

## CHECK FOR UNDERSTANDING



### Answer

1. Describe in a paragraph the differences between answer keys, scoring guides and rubrics.

*Answer keys provide the correct answer to an assessment item. Teachers use them when a student response is either correct or incorrect, typically for selected- and constructed-response items.*

*Scoring guides assign points to different levels of student performance. Teachers use them when a student response can earn some of the total possible points, typically for constructed-response items and performance tasks.*

*Rubrics show a clear progression toward mastery with descriptions of specific levels of student performance. Teachers use them to know when a student has mastered a skill or what he or she needs to do in order to make progress, typically with performance tasks and portfolio assessments.*

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## CHECK FOR UNDERSTANDING



### Assessment Item

2. Describe in a paragraph why you should use an appropriate, well-designed tool to make sure that your assessment provides accurate information about what students know and can do.

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## CHECK FOR UNDERSTANDING



### Assessment Item

2. Describe in a paragraph why you should use an appropriate, well-designed tool to make sure that your assessment provides accurate information about what students know and can do.



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# Scoring

## CHECK FOR UNDERSTANDING



Answer

2. Describe in a paragraph why you should use an appropriate, well-designed tool to make sure that your assessment provides accurate information about what students know and can do.

*Answer keys, scoring guides and rubrics are three tools that provide a concrete set of criteria to score the work of students. They support consistency when a teacher or team of teachers score an assessment. For example, if I score an assessment without a scoring tool, I may unintentionally use one set of criteria to score the work of some students and different criteria for other students. In this case, the assessment will not only measure what students know and can do, but it will also measure when and in what order I scored the assessment. A group of teachers scoring an assessment without a scoring tool can face the same challenge. Without agreement on the criteria that they will use to score an assessment, a student's score may depend on his or her mastery of the relevant standard and on who happened to score his or her work. Finally, if they do not use a scoring tool, teachers may miss opportunities to identify specific skills with which their students struggle.*

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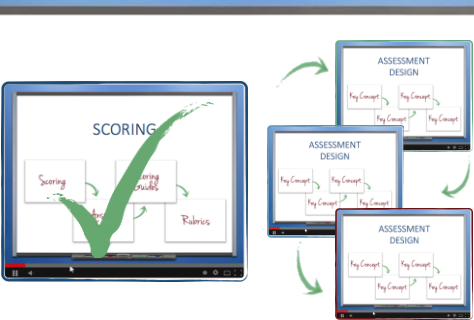
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## CONCLUSION



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