

SCORING

Scoring

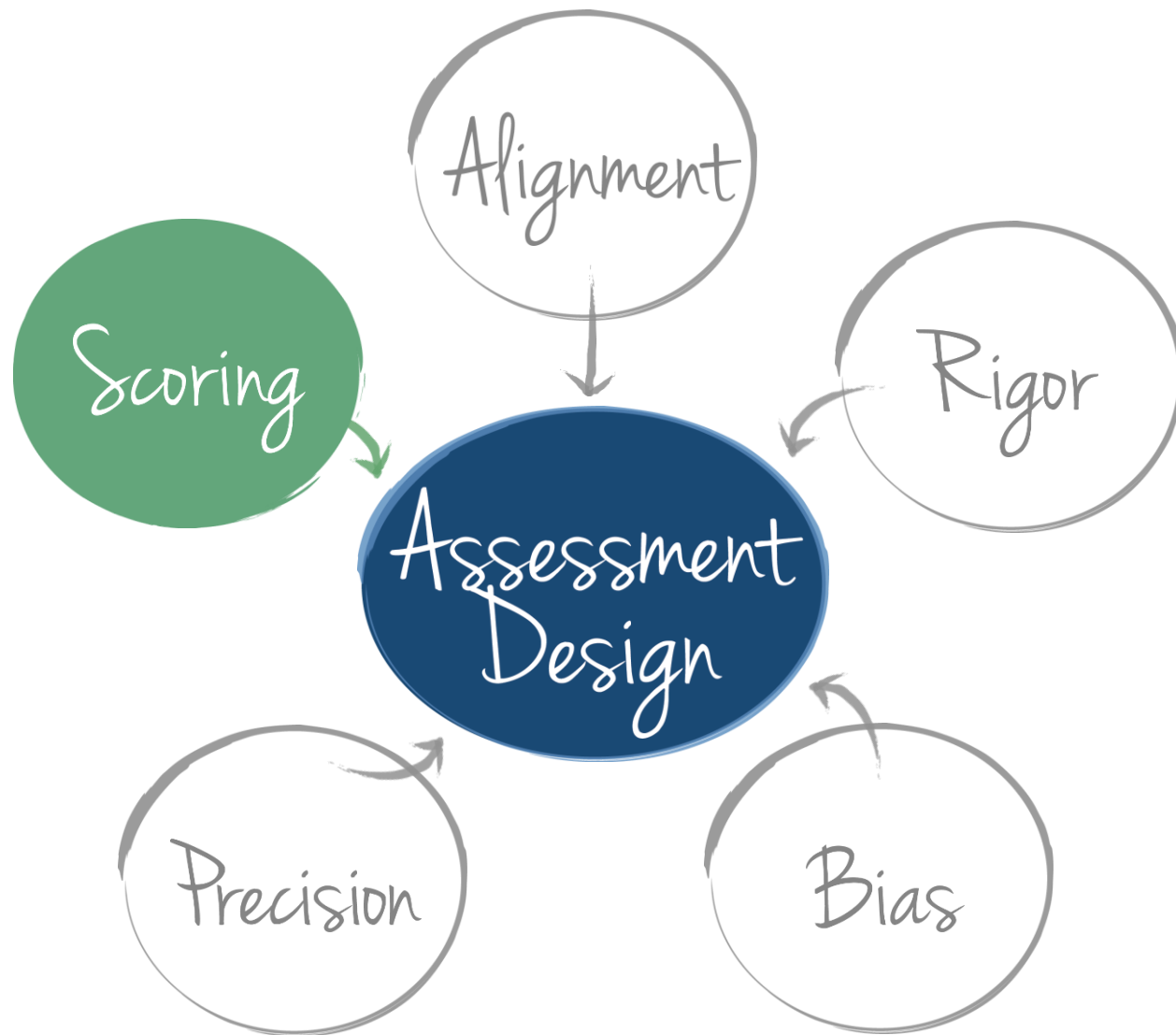
Scoring
Guides

Answer
Keys

Rubrics



INTRODUCTION & PURPOSE



INTRODUCTION & PURPOSE



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**

KEY CONCEPTS

Scoring

KEY CONCEPTS

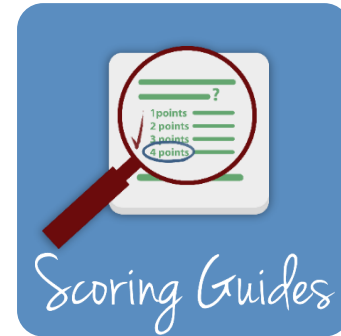
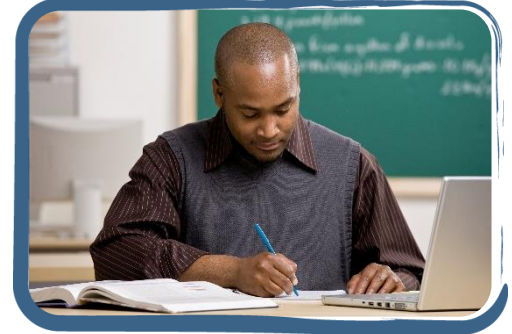
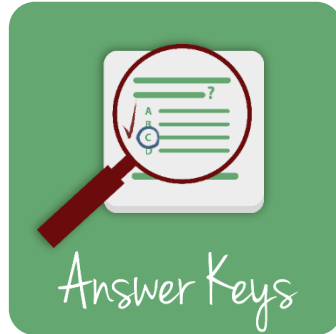
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

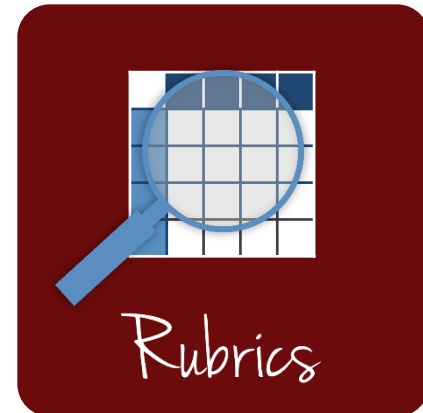
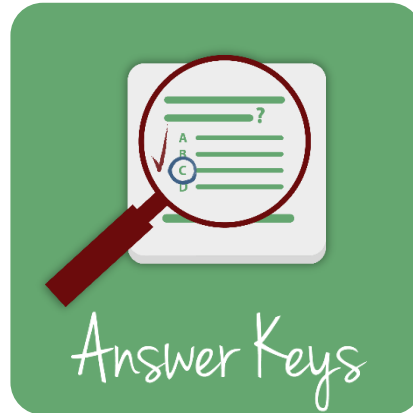
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

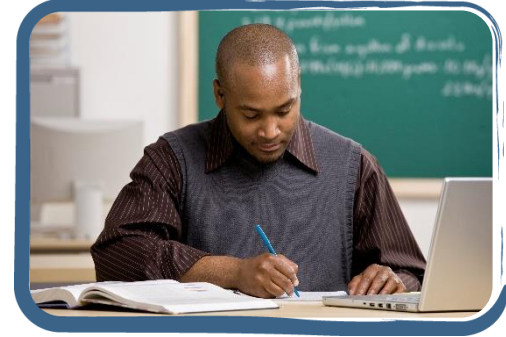
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

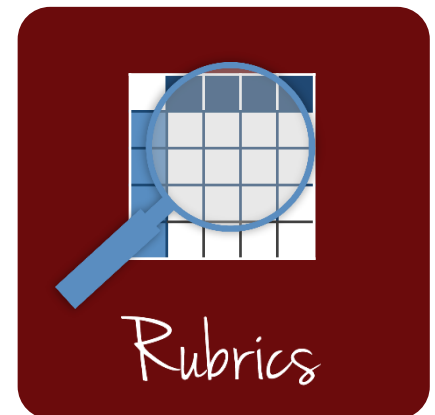
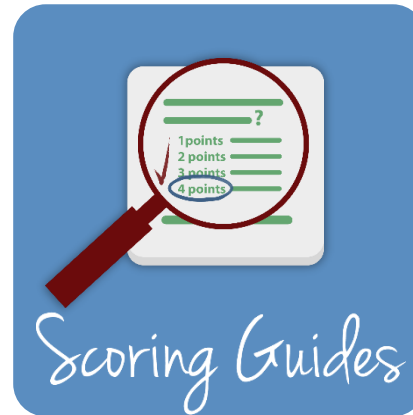
The Five Elements of
Assessment Design

Scoring

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."

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

6th Grade

English

Exchange Papers

Average Grades
from Two Teachers
for Final Grade



KEY CONCEPTS

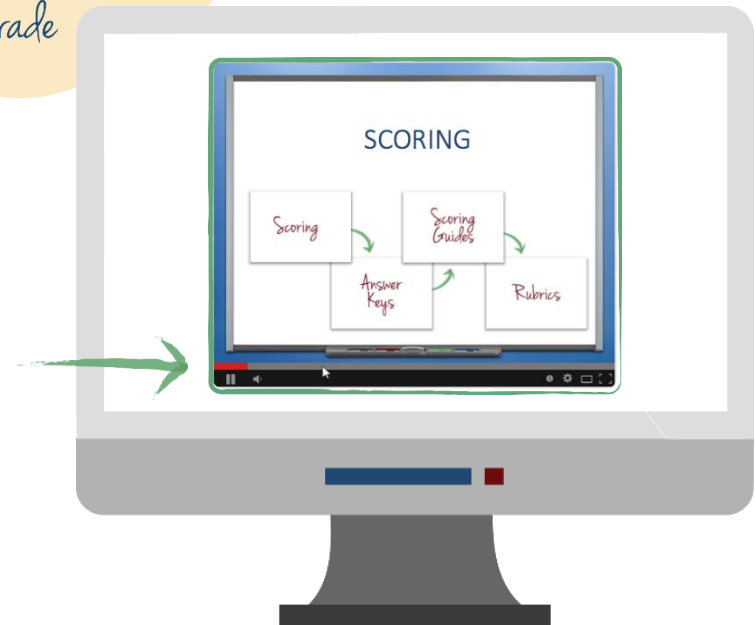
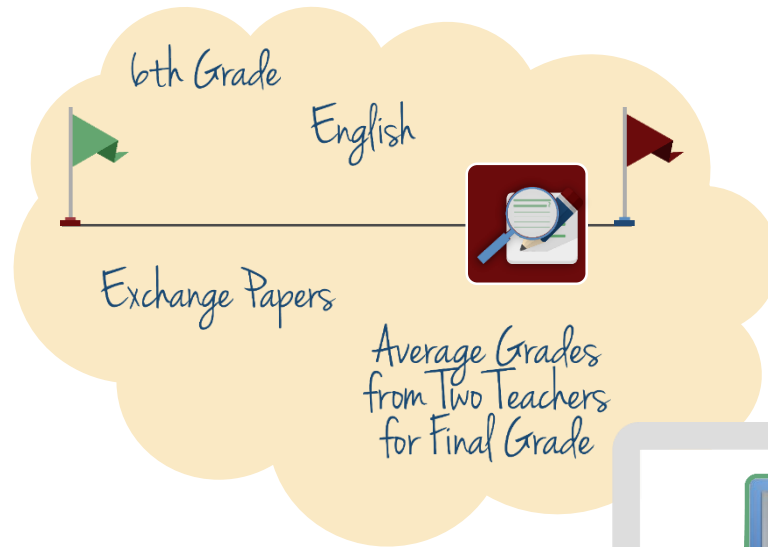
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



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

KEY CONCEPTS

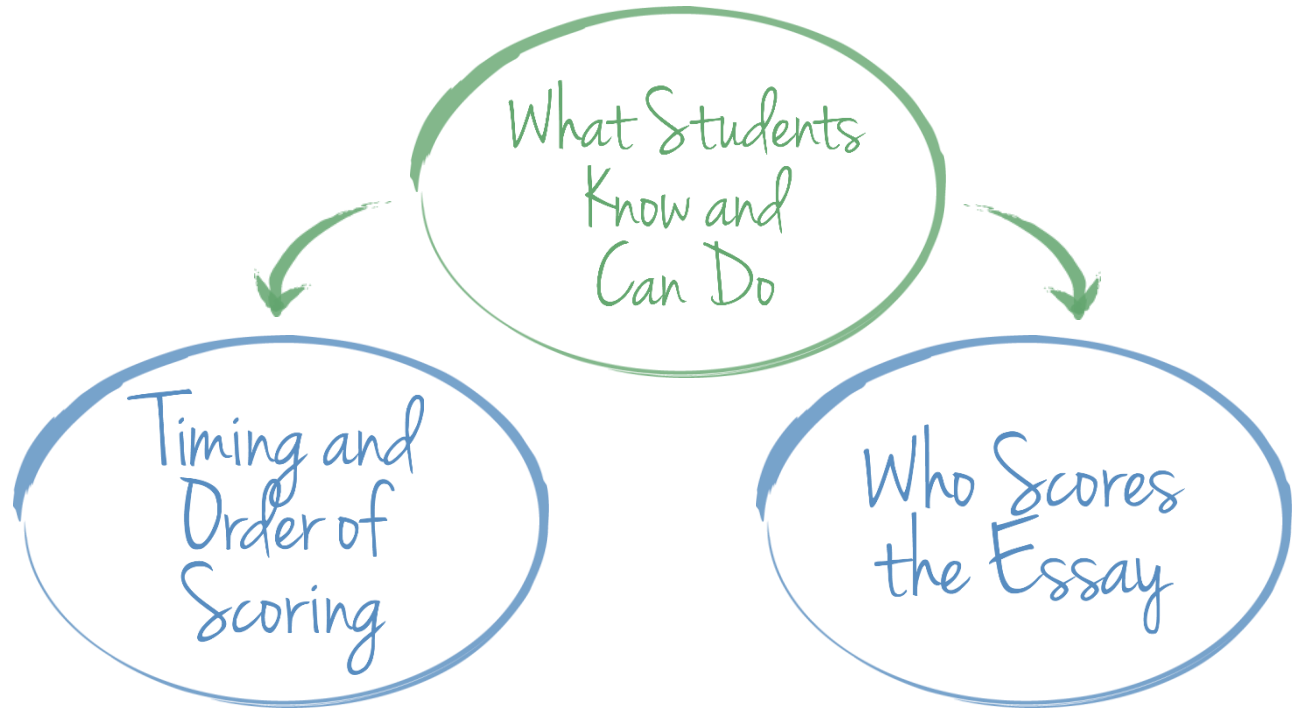
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

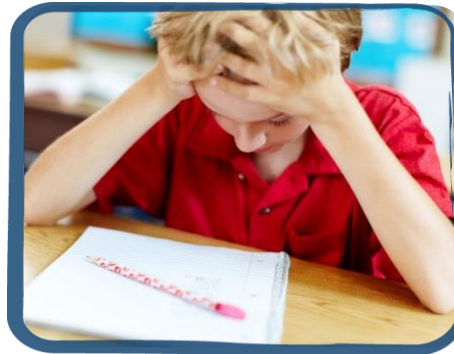
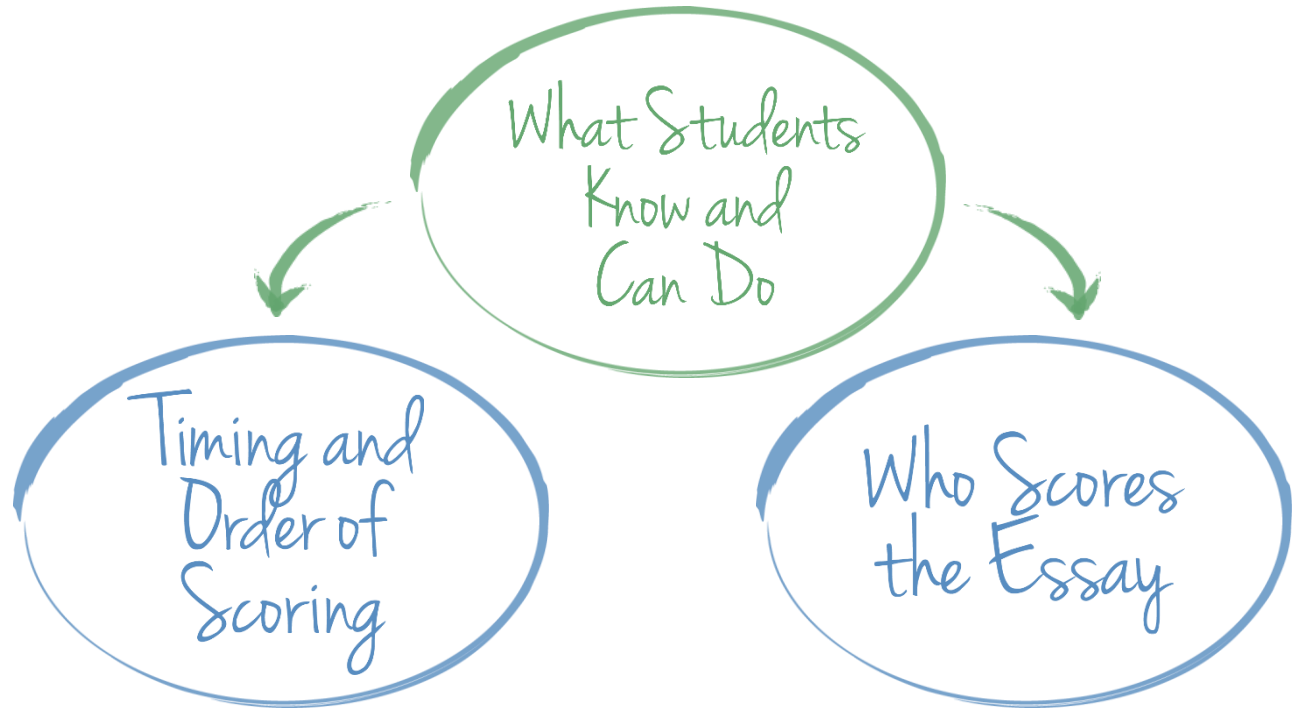
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

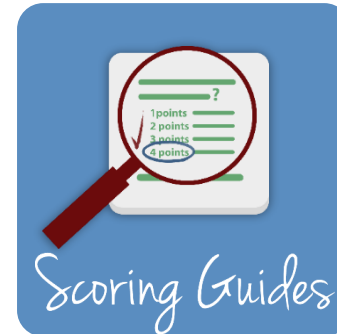
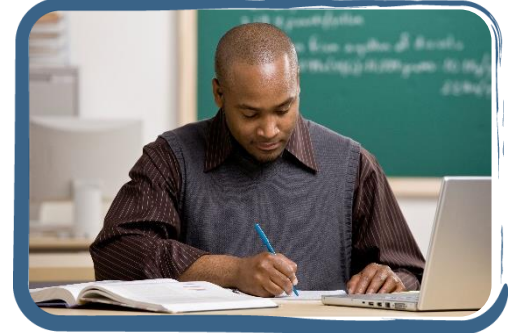
Answer Keys

Scoring Guides

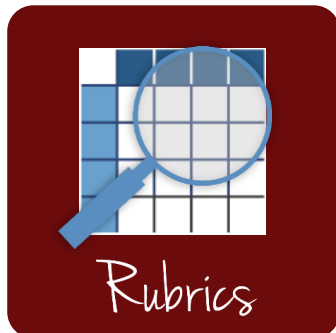
Rubrics



Answer Keys



Scoring Guides



Rubrics



KEY CONCEPTS

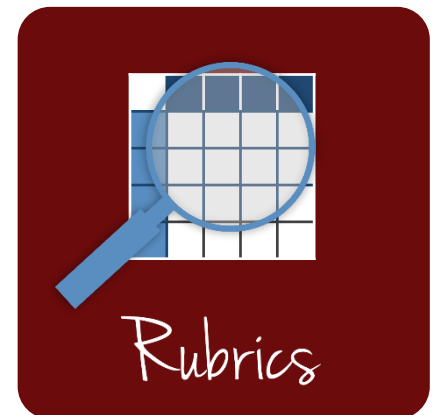
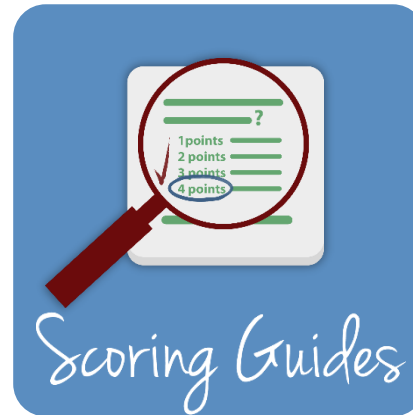
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

Answer
Keys

KEY CONCEPTS

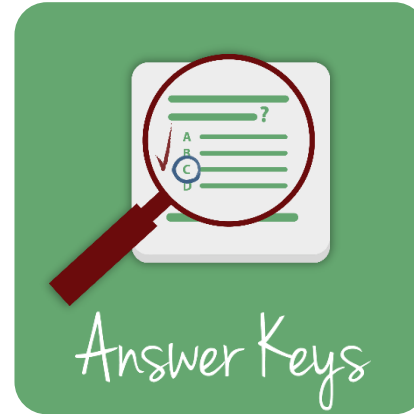
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



answer keys

scoring tools that provide the correct answer to an assessment item

KEY CONCEPTS

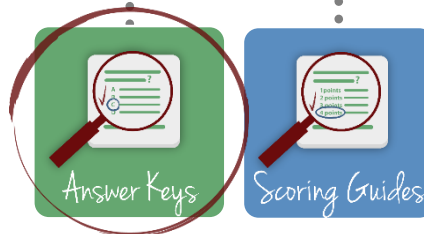
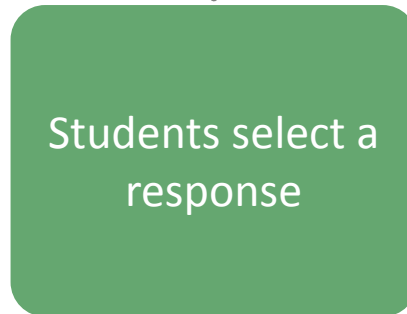
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



Multiple Choice

Fill in the
Blank

Short
Answer

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

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.

Source: Haywood County Schools, "Smarter Balanced Test Items Samples: ELA Grade 3."

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



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.

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



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

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



KEY CONCEPTS

Scoring
Guides

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



scoring guides

scoring tools that assign points to different levels of student performance

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

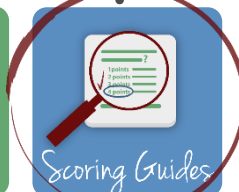
Answer Keys

Scoring Guides

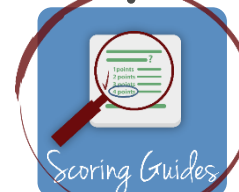
Rubrics



Students
construct a
response



Students perform
a task to
demonstrate a
particular skill



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



Standard



Skill(s)

- a
- b
- c



Scoring Guide

3 points: _____

2 points: _____

1 point: _____

0 points: _____

Exemplar answer:

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



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

30 boxes x 25 cards = 750 cards total

KEY CONCEPTS

Rubrics

KEY CONCEPTS

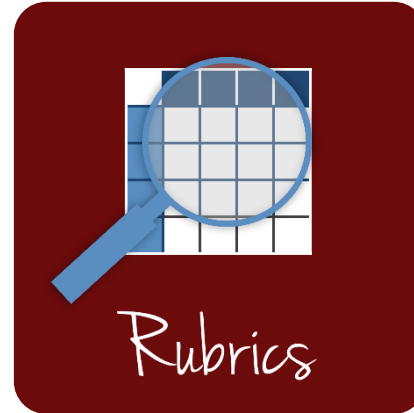
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



rubrics

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

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

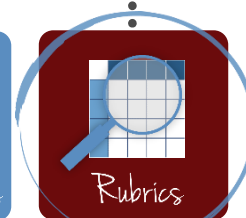
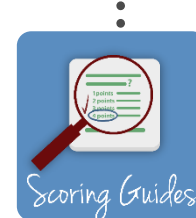
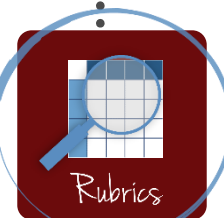
Scoring Guides

Rubrics



Students perform
a task to
demonstrate a
particular skill

Students or
teachers collect
student work
products



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



Rubric

Performance
Levels

Descriptors

Dimensions

KEY CONCEPTS

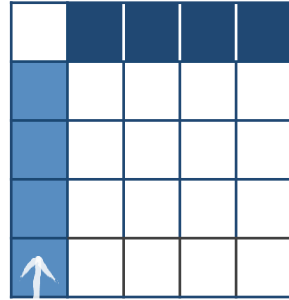
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics





Align with a standard



Distinct from one another

Dimensions



dimensions

discrete traits that you plan to
assess

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).

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 is approaching standards	Performance is not meeting standards

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

KEY CONCEPTS

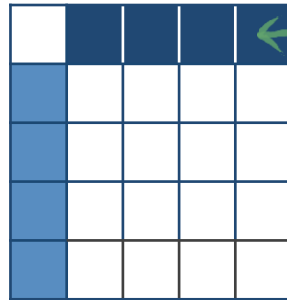
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides


Rubrics



Performance
Levels



Between three and six performance levels



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

KEY CONCEPTS

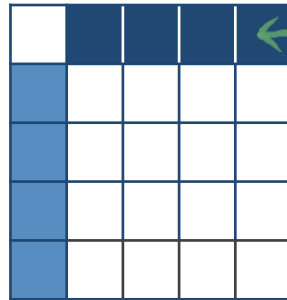
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides


Rubrics



Performance
Levels



Between three and six performance levels



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

KEY CONCEPTS

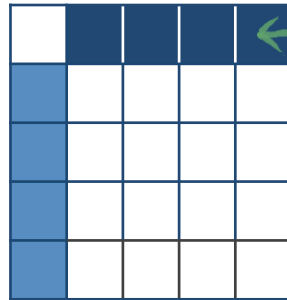
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides


Rubrics



Performance
Levels



Between three and six performance levels



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

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 is approaching standards	Performance is not meeting standards

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).

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

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	The speech demonstrates thorough and accurate knowledge of the subject matter.	The speech demonstrates accurate knowledge except in minor details.		
Organization	The speech demonstrates thorough and accurate knowledge of the subject matter.		The speech demonstrates accurate knowledge except in minor details.	
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).

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	The speech demonstrates thorough and accurate knowledge of the subject matter.	The speech demonstrates accurate knowledge except in minor details.		
Organization	The speech demonstrates thorough and accurate knowledge of the subject matter.		The speech demonstrates accurate knowledge except in minor details.	
Eye Contact				
Gestures				
Language				
Visual Aids				
Responses to Questions				

Standards

Oral Presentation

Imagery

Poetry

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

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Generic



A diagram on a whiteboard. At the top, the word "Generic" is written in a dark red, cursive font and is enclosed in a hand-drawn red oval. A green arrow points from the bottom of the oval down towards four icons arranged in a diamond pattern. Each icon consists of a magnifying glass with a red handle and frame, positioned over a white document with green horizontal lines. A yellow pencil is shown writing on the document. The icons are set against square backgrounds: the top-left and bottom-right are dark blue, the top-right is light blue, and the bottom-left is dark red.

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Task Specific

Skill



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Generic

Efficient

Repurpose to
Score Multiple
Assessment Items

Share with Students



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Task Specific

Measure
Mastery of Specific
Skills

Skill



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Content				
Organization				
Eye Contact				

Several
Dimensions

Single
Dimension

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Content				
Organization				
Eye Contact				

Formative
Assessment

Several
Dimensions

KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Content				
Organization				
Eye Contact				

Formative
Assessment

Several
Dimensions

Unit of Instruction



KEY CONCEPTS

The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics

Formative
Assessment

Summative
Assessment

Several
Dimensions

Single
Dimension

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

KEY CONCEPTS

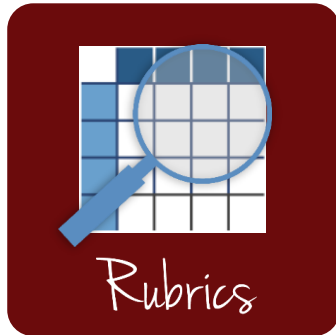
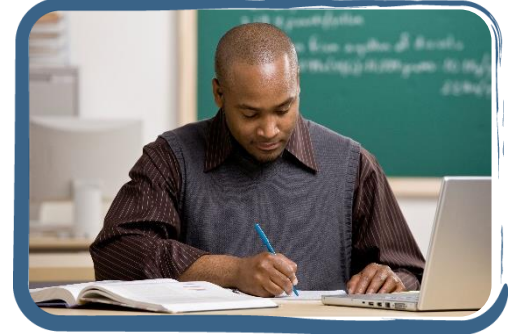
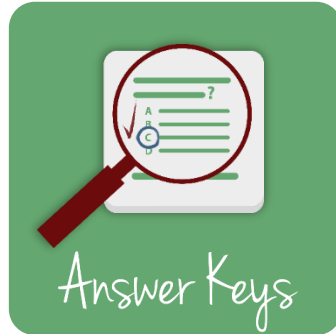
The Five Elements of
Assessment Design

Scoring

Answer Keys

Scoring Guides

Rubrics



CHECK FOR UNDERSTANDING

Scoring

Scoring
Guides

Answer
Keys

Rubrics



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**

CHECK FOR UNDERSTANDING



Assessment Items

CHECK FOR UNDERSTANDING



Assessment Item

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

CHECK FOR UNDERSTANDING



Assessment Item

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



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.

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.

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.



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.

CONCLUSION

