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
Scoring

KEY CONCEPTS

Scoring

KEY CONCEPTS

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

Timing and Order of Scoring

What Students Know and Can Do

Who Scores the Essay

Exchange Papers
Average Grades
Gives Final Grades for Final Grades
Answer Keys

Answer keys: scoring tools that provide the correct answer to an assessment item.

Students select a response.

Students construct a response.
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.
Scoring

KEY CONCEPTS

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.
Scoring

KEY CONCEPTS

Scoring Guides

scoring guides: scoring tools that assign points to different levels of student performance.

Students perform a task to demonstrate a particular skill.

Students construct a response.
Scoring

KEY CONCEPTS

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 \( \$1,116 \) and 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:

\[ 30 \text{ boxes} \times 25 \text{ cards} = 750 \text{ cards} \]

Source: Oregon Department of Education, "Grade 4 Mathematics Sample ER Item Claim 2."
Scoring

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

Students perform a task to demonstrate a particular skill.

Students or teachers collect student work products.

Performance Levels

Descriptors

Dimensions
Scoring

### KEY CONCEPTS

**Dimensions**
- discrete traits that you plan to assess

**Performance Levels**
- Between three and six performance levels

<table>
<thead>
<tr>
<th>Performance</th>
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<tbody>
<tr>
<td>exceeds</td>
<td>meets</td>
<td>approaching</td>
<td>not meeting</td>
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**Content Organization**
- Eye Contact
- Gestures
- Language
- Visual Aids

**Responses to Questions**

**Source:** Ohio Department of Education, “Assessment Literacy: Identifying and Developing Valid and Reliable Assessments” (2013).
**KEY CONCEPTS**

Between three and six performance levels

<table>
<thead>
<tr>
<th>Performance exceeds standards</th>
<th>Performance meets standards</th>
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## Scoring

**KEY CONCEPTS**

- **Performance Levels**
  - Between three and six performance levels

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**Content**

- Organization
- Eye Contact
- Gestures
- Language
- Visual Aids
- Responses to Questions

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

**Descriptors**

- Precise explanations of student performance

- Discrete from the performance levels below and above it
Scoring

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<td>The speech demonstrates thorough and accurate knowledge of the subject matter.</td>
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<td>The speech demonstrates accurate knowledge except in minor details.</td>
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Content:
The speech demonstrates thorough and accurate knowledge of the subject matter.
The speech demonstrates accurate knowledge except in minor details.

Organization:

Eye Contact:

Gestures:

Language:

Visual Aids:

Responses to Questions:


Generic

Task Specific
Scoring
Scoring

KEY CONCEPTS

Content
Organization
Eye Contact

Several Dimensions
Single Dimension

Task Specific
Measure Mastery of Specific Skills
Skill

Scoring
Scoring

KEY CONCEPTS

Performance

- Exceeds standards
- Meets standards
- Approaching standards
- Not meeting standards

Student Performance

The Five Elements of Assessment Design

Performance

- Content
- Organization
- Eye Contact
- Social Skills

Scoring Dimensions
Unit of Instruction

Scoring Guides

Robots

Scoring

Answer Keys

Saving Guides

Robots
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**.
Scoring

CHECK FOR UNDERSTANDING

Assessment Items

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

CHECK FOR UNDERSTANDING

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

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.
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