**TEMPLATE #3.1**

**Module 3.1: Develop Assessment Scoring Keys and Rubrics**

**Selected Response (SR) Scoring Key Framework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
|  |  |  |  |

| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

**Quality Control Checklist (SR)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task ID** | **Task** | **Status** | **Comment** |
| **3.1.1** | Items articulated on test specifications are represented within the scoring key | **❑** |  |
| **3.1.2** | Items contain only one correct answer among possible answer options | **❑** |  |
| **3.1.3** | Answers do not create a discernable pattern | **❑** |  |
| **3.1.4** | Answers are balanced among the possible options | **❑** |  |
| **3.1.5** | Answers are revalidated after the assessment reviews are complete | **❑** |  |

**Short Constructed Response (SCR) Scoring Rubric Framework**

|  |
| --- |
| **Item # \_\_\_\_\_ Sample Response for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2 points** |  |
| **1 point** |  |
| **0 points** |  |

**Extended Constructed Response (ECR) Scoring Rubric Framework**

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| --- |
| **Item #\_\_\_\_\_ Sample Response for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **4 points** |  |
| **3 points** |  |
| **2 points** |  |
| **1 point** |  |
| **0 points** |  |

**Performance Task (PT) Scoring Rubric Framework**

|  |
| --- |
| **Item #\_\_\_\_\_ Sample Response for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Dimension** | **Advanced****(4 points)** | **Proficient****(3 points)** | **Basic****(2 points)** | **Below Basic****(1 point)** |
|  |  |  |  |  |
|  |  |  |  |  |

**Quality Control Checklist (SCR/ECR/PT)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task ID** | **Task** | **Status** | **Comment** |
| **3.1.6** | SCR/ECR/PT scoring guidelines and rubrics are standardized | **❑** |  |
| **3.1.7** | Reflect the targeted content standards | **❑** |  |
| **3.1.8** | Use clear and concise language | **❑** |  |
| **3.1.9** | Include all dimensions (components) of the task | **❑** |  |
| **3.1.10** | Develop sample expectations to provide a guide as to what demonstrates a “fully complete” response | **❑** |  |
| **3.1.11** | Avoid including non-cognitive attributes (e.g., motivation, timeliness, etc.) | **❑** |  |
| **3.1.12** | Align PT dimensions with targeted content standards | **❑** |  |
| **3.1.13** | Create PT sample response at selected point values (i.e., greater than four points) | **❑** |  |
| **3.1.14** | Develop “anchor paper” or exemplars that demonstrate a fully complete answer that would receive the maximum points. | **❑** |  |

**TEMPLATE #3.2**

**Module 3.2: Develop Scoring Guides**

**Scoring Rubric Guide Framework**

|  |
| --- |
| **Section 3: Product Scoring (Teacher)** |
| **3a.** | **Scoring Tool** |  |
| < Add Scoring Rubric Here> |
| **3b.** | **Scoring Guidelines** |

|  |  |
| --- | --- |
| **Procedural Step** | **Task** |
| 1. Range Finding |  |
| 2. Response Sequencing |  |
| 3. Preliminary Read |  |
| 4. Exemplar Reference |  |
| 5. Assign Score |  |
| 6. Review Scored Items |  |

 |
| **3c.** | **Score Reporting** | <Describe overall rubric score and (if applicable) scores for each dimension> |

\*Note: Adapted from the PDE Performance Task Framework

**TEMPLATE #3.3**

**Module 3.3: Develop Training Procedures for Human Scorers**

**Calibration Framework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Test Name:** | **Item #:** | **Round #:** | **Total Possible Points:** |
| **Scorer** | **Rater #1** | **Rater #2** | **Rater #3** |
| **Score Assigned** |  |  |  |
| **Score Rationale** |  |  |  |
| **Anchored Score** |  |  |  |
| **Deviation****❑ 0 – Exact****❑ ≥1 pt. – Adjacent****❑ >1 pt. – Outlier** |  |  |  |
| **Identified Issues** |  |  |  |