

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**EDUC451: SCORING RUBRIC FOR TEST CONSTRUCTION PROJECT (03S)**

<b>Stating Specific Learning Outcomes (Total: 7 points)</b>					<b>Score</b>
1.	Learning outcomes are specific and focused.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
2.	An action verb is used for each outcome.	Good (2 points)		Could be Improved (1 point)	
3.	The action verb is appropriate for the outcome and item type (e.g., verbs such as "defines" and "labels" are used for supply-type outcomes).	Good (2 points)		Could be Improved (1 point)	

<b>Table of Specifications/Two-Way Chart (Total: 11 points)</b>					<b>Score</b>
4.	Chart specifically shows which Bloom level and specific learning outcome each question measures.	Good (2 points)		Could be Improved (1 point)	
5.	The proportion of multiple-choice items measuring outcomes at the "knowledge" level is limited.	Excellent (3 points) <12 items	Good (2 points) <20 items	Could be Improved (1 point)	
6.	Chart is clear and complete.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
7.	Essay questions (or parts thereof) are targeted to the most complex levels of Bloom's Taxonomy.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	

<b>Packaging/Test Reproduction (Total: 11 points)</b>				<b>Score</b>
8.	Items are spaced for easy reading (i.e., items are not crowded and sufficient blank space is present).	Good (2 points)	Could be Improved (1 point)	
9.	Item stems and options are all on the same page, or if necessary for a set of interpretive items, all items are at least on <i>facing</i> pages	Good (2 points)	Could be Improved (1 point)	
10.	Correct answers are provided in a fairly random pattern (e.g., not ABCD, ABCD, etc.)	Good (2 points)	Could be Improved (1 point)	
11.	Items are listed in difficulty order.	Good (2 points)	Could be Improved (1 point)	
12.	Overall presentation is professional (neat, well organized, typed well, etc.).	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)

<b>Test Directions (Total: 6 points)</b>				<b>Score</b>
13.	Directions specify time allotted for test.	Good (2 points)	Could be Improved (1 point)	
14.	Directions inform students how much each selection item is worth and how to record responses (e.g., circle, underline, check)	Good (2 points)	Could be Improved (1 point)	
15.	Directions inform students how much each supply item is worth and where to record responses (e.g., separate sheet of paper, blue book, back of test).	Good (2 points)	Could be Improved (1 point)	

Multiple-Choice Items (Total: 41 points)				Score
16.	The intended answer is correct <u>or</u> clearly is the best alternative.	Good (2 points)	Could be Improved (1 point)	
17.	The alternatives "all of the above" and "none of the above" are used sparingly or not at all.	Good (2 points)	Could be Improved (1 point)	
18.	Each item is independent of the others (e.g., answers to one question do not give clues to answers in other questions).	Good (2 points)	Could be Improved (1 point)	
19.	Items do <u>not</u> repeat, verbatim, key words in stem and correct alternative.	Good (2 points)	Could be Improved (1 point)	
20.	Item stems are free of irrelevant material.	Good (2 points)	Could be Improved (1 point)	
21.	Avoids use of specific determiners – absolute terms (e.g., always, never, all, none, only, etc.).	Good (2 points)	Could be Improved (1 point)	
22.	When alternatives are numeric, they are listed in ascending order (where appropriate).	Good (2 points)	Could be Improved (1 point)	
23.	Questions are relevant to the intended learning outcomes.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)
24.	Each item presents a single, clearly formulated problem in the stem and/or the item stem can stand alone as a completion item.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)

<b>Multiple-Choice Items (Total: 41 points) – CONTINUED</b>					<b>Score</b>
25.	Item stems are stated in simple, clear language.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
26.	As much wording as possible is put into the stem (e.g., no duplication of words in all alternatives).	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
27.	States item in positive form whenever possible <u>and</u> when negative wording is used, it is emphasized in the item stem (e.g., boldface, underlining, all capitals).	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
28.	Stems/alternatives use proper English (e.g., no word omissions, poor grammar, etc.).	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
29.	All distracters are plausible to low achievers.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
30.	All alternatives are grammatically consistent with the stem and parallel in form.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
31.	Relative length of correct answer is varied to eliminate length as a clue.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	

<b>Essays and Performance Item (Total: 24 points)</b>				<b>Score</b>
32.	Questions use clear, simple language.	Good (2 points)	Could be improved (1 point)	
33.	Students are forced to answer all essay questions (i.e., they are not allowed to choose among questions).	Good (2 points)	Could be improved (1 point)	

<b>Essays and Performance Item (Total: 24 points) – CONTINUED</b>					<b>Score</b>
34.	Questions measure the intended learning outcomes.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
35.	Each essay question specifies how long an answer should be and what will affect the grade.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
36.	Essay questions are carefully focused and limit the freedom of students to stray from important concepts	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
37.	The essay questions clearly measure higher-order cognitive skills (application, analysis, synthesis, evaluation). All these levels are covered by the test.	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
38.	The performance task is authentic (has elements of realism) and requires higher-order cognitive skills	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	
39.	The performance task presents a clear, well-developed task for the students to perform.	Good (2 points)		Could be Improved (1 point)	
40.	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).	Excellent (3 points)	Good (2 points)	Could be Improved (1 point)	

**SUMMARY**

<b>Other Strengths or Weaknesses (TOTAL: ± 5 points)</b>	<b>Score</b>
<i>Up to 5 points may be added or subtracted</i> for especially good or bad elements (e.g., good introduction vs. one that does not follow instructions; well targeted, clear, creative set of questions vs. many that contain clues or do not clearly target the learning objectives). Points may be subtracted for not following all directions (e.g., if no introduction page or copy of the unit chapter(s) is enclosed).	

<b>SCORING CRITERIA</b>	<b>Points Obtained</b>	<b>Points Possible</b>
Stating Specific Learning Outcomes		7
Table of Specifications		11
Packaging/Test Reproduction		11
Test Directions		6
Multiple-Choice Items		41
Supply Items		24
Other Strengths or Weaknesses		± 5
<b>TOTAL:</b>		<b>100 (± 5)</b>