Session 6: Developing quality assessment items

10:45 till 12:30 Day 2

Presented by Jim Tognolini
Developing quality assessment items (continued)

During this session we will

• introduce extended response items;
• introduce marking rubrics for extended response items.
<table>
<thead>
<tr>
<th><strong>Selected Response</strong></th>
<th><strong>Constructed Response</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td>Essay, Short Answer</td>
</tr>
<tr>
<td>Matching</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate knowledge and understanding</strong></td>
<td>Generally used for assessing knowledge</td>
</tr>
<tr>
<td><strong>Solve problems and reason</strong></td>
<td>Can be used to assess problem solving and reasoning – difficult to write</td>
</tr>
<tr>
<td><strong>Demonstrate performance skills</strong></td>
<td>Generally not used to assess the actual skill, but can be used to assess the knowledge component related to the skill</td>
</tr>
<tr>
<td><strong>Create products</strong></td>
<td>Can assess knowledge part of the ability to create products, but cannot use these to assess the products themselves</td>
</tr>
</tbody>
</table>
Short Answer Items

• **Definition:**
  These items elicit a brief response, usually a word or phrase from students.

• **Example:**
  ❖ (Complete the sentence) The name of the highest mountain in the world is __________.

  ❖ (Direct Question) What is the name of the highest mountain in the world?
Short Answer Items

• **Advantages:**
  - relatively easy to construct
  - students have to produce an answer rather than just recognise it
  - particularly well suited to quantitative problems and problems requiring the interpretation of graphs, etc.
  - can be useful in measuring relatively lower order learning objectives like knowledge and understanding
  - can also be used to measure complex learning objectives in some cases (e.g. quantitative items)
  - allow better sampling of the curriculum

• **Disadvantages:**
  - difficulty associated with constructing comprehensive and reliable marking key
  - time consuming to score
  - limited in assessing higher order learning objectives (apart from quantitative items).
Short Answer Items
Hints for writing

- Make sure that the item aligns with primarily one learning objective
- Make sure there is only one correct answer
- Structure the item so that the response is as short as possible
- Use the direct question format in preference to the complete the sentence format: This is the way that it is generally asked in class.
- Avoid giving unintentional clues: For example, make all the blanks the same length.
- Make sure that the blanks for the student responses are long enough to write their answers.
- Avoid copying text straight from the text books and converting it into a short answer item.
- Create a marking key and apply it consistently.
- Items should be written in a manner that does not advantage or disadvantage any particular group of students
Example: For a science project, Indira measures the outside temperature at 2:00 pm for six consecutive days. The Table below shows Indira’s results.

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp ($^\circ$C)</td>
<td>12</td>
<td>15</td>
<td>23</td>
<td>24</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

When compared with the temperature for the other five days, the temperature for Wednesday differs by $1^\circ$C, $5^\circ$C, $6^\circ$C, $3^\circ$C and $6^\circ$C, but not necessarily in that order. What was the temperature on Wednesday?
Example (convert to Multiple Choice item): For a science project, Indira measures the outside temperature at 2:00 pm for six consecutive days. The Table below shows Indira’s results.

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp (°C)</td>
<td>12</td>
<td>15</td>
<td>23</td>
<td>24</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

When compared with the temperature for the other five days, the temperature for Wednesday differs by 1°C, 5°C, 6°C, 3°C and 6°C, but not necessarily in that order. What was the temperature on Wednesday?

A. 13°C  
B. 18°C  
C. 20°C  
D. 25°C
This is the sign in a lift at an office block.

**This lift can carry up to 14 people**

In the morning rush, 269 people wish to go up in this lift.

How many times must it go up?
Essay Items

• **Definition:**
  An essay is an item that elicits a response of one or more paragraphs from students. Teachers can write highly challenging items that ask students to analyse, compare, draw complex conclusions, evaluate in a written form.

• **Example:**
  ❖ (Restricted-response) Describe in a paragraph of no more than 60 words what causes monsoons in India.
  ❖ (Extended-response) The monsoons have shaped the socio-cultural fabric of India. Justify.
Essay Items

• **Advantages:**
  - relatively easy to construct; although this is more apparent than real
  - the best way to measure complex learning objectives
  - they promote deeper learning
  - they do eliminate guessing

• **Disadvantages:**
  - difficulty associated with constructing comprehensive and reliable marking key (rubrics): inter-marker consistency; halo effect; handwriting, grammar and spelling effects; order effects; fatigue effects
  - can lead to a limited sampling of the curriculum
  - time consuming to score
  - can lead to dumping – where students don’t know the answer, but write a lot and try and bluff their way through.
Guidelines for Constructing Essay Items

• **Write the question in simple, clear and direct language:** make sure you provide enough information to ensure that the students know exactly what is required in the task.

  ❖ **Example:**
  ❖ (Faulty) What caused World War II? To distinguish it from the first one.
  ❖ (Better) What was the main cause of World War II, and why was it the main cause?

• **Consider carefully the amount of time the students need to answer the essay item.**

• **Use essay items to assess higher-order cognition skills:** they should be written at the cognitive level indicated by the verb in the standard or learning objective.

  • **Example:**
    (Understanding) **Differentiate** between conductors and insulators, with one example each.
    (Analysis) Which element acts as an insulator as well as conductor? **Examine** the conditions that bring about this change.
Example: What’s wrong with this Essay Item?

Read the newspaper headline below to answer the question.

*Underwater Earthquake Destroys Offshore Oil Production in Mumbai*

What will happen as a result of the event described in this headline?

How can this item be improved?
Guidelines for Constructing Essay Items

• Let the students know how many marks there are available for the item or the amount of time they have to complete the item.

• Be careful about offering choice among essay items: when students do different items they actually take different tests, which makes comparisons difficult (if that is a purpose of the assessment).

• Prepare marking guides (rubrics) in advance: this could require the teacher to prepare a trial response to make sure that the item is actually assessing what it is supposed to assess.

• Make prior decisions regarding spelling, grammar, etc.: that is, will you deduct marks if these are poorly carried out.

• Evaluate essay responses anonymously, if possible: this is done to ensure that prior knowledge of the student does not impact on the marking of the current piece of work.

• Score essay responses via analytic or holistic rubrics.
Guidelines for Constructing Essay Items

Designing and developing essay items involves three steps:

1. **Planning** – begin with clearly articulated learning objectives and purpose for assessing these objectives.

2. **Task Development** – specify what it is students have to know; identify what it is students are to write about or answer; and, where appropriate, provide support (scaffolding) to focus the students on what is important in the response without letting the students know the correct answer.

3. **Marking Guide Development** – decide whether the task will require an analytical or holistic marking rubric; and then construct the rubric.
Performance Assessment Items

• **Definition:**
  A performance assessment item is an item that assesses student skills in carrying out an activity or producing a product in a context that closely resembles real-life situations. These are sometimes referred to as “authentic assessment items”. These items are primarily used in assessing art, languages, social studies, music, drama, dance, etc.

• **Example:**
  - Carry out a conversation with a teacher/examiner in a foreign language.
  - Create a painting of a bowl of fruit.
  - Carry out a prepared dance routine.
Performance Assessment Items

- **Advantages:**
  - can assess some learning objectives more effectively (validly) than other types of items
  - make assessment more meaningful and relevant for students and as a consequence students may be more motivated to learn
  - allow the assessment of process as well as product

- **Disadvantages:**
  - marking performance assessment items reliably is difficult
  - generally assesses a small part of the curriculum in a very deep way; which could mean that results are not generalisable across curriculum
  - time consuming to construct, administer and mark
Guidelines for Constructing Performance Assessment Items

• Measure qualities such as analysis and research skills with relevant evidence

• Allow for multiple approaches

• Allow for demonstration of important knowledge and skills, including 21st Century Skills such as critical analysis and synthesis that are presented in a variety of formats and media.

• Select an appropriate performance task: make sure it is the most direct assessment of the learning outcome; try and make sure it encompasses more than one learning objective; select performance tasks that assess learning objectives that are teachable.

• Make sure that the administrative instructions that you develop clearly specify what it is the students have to do: they are clear; describe the purpose of the task; clearly specify the criteria for evaluating the response

• Develop clear marking rubrics (essentially the same as essay items): rating scales and checklists are typically used as rubrics for performance items.
Example of a Simple Performance Checklist - Speaking

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks loudly enough to be heard by all in the room</td>
<td></td>
</tr>
<tr>
<td>Speaks fluently</td>
<td></td>
</tr>
<tr>
<td>Speaks clearly</td>
<td></td>
</tr>
<tr>
<td>Stays within the allotted time</td>
<td></td>
</tr>
<tr>
<td>Uses notes to enhance the talk</td>
<td></td>
</tr>
<tr>
<td>Maintains eye-contact with the audience</td>
<td></td>
</tr>
</tbody>
</table>
## Example of a Performance Rating Scale - Laboratory Activity

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score out of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets up experiments (right apparatus) carefully and properly</td>
<td></td>
</tr>
<tr>
<td>Uses the appropriate technique to perform the experiment</td>
<td></td>
</tr>
<tr>
<td>Collects data and observations correctly</td>
<td></td>
</tr>
<tr>
<td>Works with precision, neatness and accuracy</td>
<td></td>
</tr>
<tr>
<td>Interprets data, observation and draws inferences correctly</td>
<td></td>
</tr>
<tr>
<td>Relates the findings with theoretical knowledge</td>
<td></td>
</tr>
<tr>
<td>Demonstrates in-depth knowledge during viva</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>NEEDS TO IMPROVE</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Sets up experiments (right apparatus) carefully and properly</td>
<td></td>
</tr>
<tr>
<td>Uses the appropriate technique to perform the experiment</td>
<td></td>
</tr>
<tr>
<td>Collects data and observations correctly</td>
<td></td>
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</tr>
</tbody>
</table>
Rubrics: A way to link content standards, performance standards and marks
Content standards, performance standards and marks
How do you define a rubric?

A marking rubric

- is a scoring guide for evaluating student work or skills
- simply lists a set of criteria that define and describe the important components of the work planned or evaluated. For example, students presenting a reading of a poem might be graded in three areas, fluency, expression and pronunciation.
- specifies the level of quality for each of the criteria (performance standards).
- is used as a guide by the teacher when grading the student’s performance.
- can also be used for peer evaluation, self review, & reflection.
Why use rubrics?

For teachers the use of rubrics

• helps them define growth and plan instruction accordingly;
• enables the alignment of curriculum, assessment, teaching and learning;
• assists them in being consistent and fair in their marking of student work;
• assists in peer evaluation, self review & reflection;
• makes the marking and awarding of grades transparent; and,
• provides feedback to students in a logical and efficient way

For students the use of rubrics

• helps clarify what the teacher wants them to do;
• supports self-assessment and evaluation; and,
• provides them with focused feedback designed to help them improve learning.
Why use rubrics?

For parents, rubrics

• help clarify teacher expectations;
• provide a more objective evaluation of student performance; and,
• focus attention on student work rather than teachers’ decisions.
Types of Rubrics
What types of rubrics are there?

There are 2 types of marking rubrics: Holistic and Analytic Marking Rubrics. Both of these types of rubrics should

- contain the criteria upon which the task, performance or product is to be judged.

- describe clearly what the student responses demonstrate rather than what is missing.

- use descriptive language rather than comparative language to make distinctions.

- be based on a wide sample of exemplars or work samples to ensure that the descriptions are appropriate for the level of student and the task.

- focus on the purpose and impact of the work in addition to its appearance and content.
Holistic Marking Rubrics

- **Holistic Marking Rubrics**: provide a guide to marking constructed response items (including performance and product tasks) on the basis of the overall quality of the specific content and skill. It involves an “Overall Judgement” of the piece of work.

**The advantages**
- Quick to use because the marker generally only has to read the script once.
- The emphasis is on what students are able to demonstrate, rather than what they cannot do.
- They limit the amount of time teachers have to write comments on responses.
- They can be applied consistently by teachers and this increases the reliability of the results of the assessment.

**The disadvantages**
- They are difficult and time consuming to construct.
- They do not provide specific feedback for improvement.
# Example of a Holistic Marking Rubric for Mathematics

<table>
<thead>
<tr>
<th>Mark</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>4</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>3</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>2</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>1</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
<tr>
<td>0</td>
<td>Not enough information to make a judgement</td>
</tr>
</tbody>
</table>
# Example of a Holistic Marking Rubric for Writing

<table>
<thead>
<tr>
<th>Mark</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Ideas are well considered. The writing has a strong central focus and is well organised. The student has chosen appropriate details and established a definite point of view. Sentences are clear and varied. The student’s tone is appropriate and maintains the interest of the reader. If there are errors in the mechanics of writing they are a result of the student using more complex and original language.</td>
</tr>
<tr>
<td>4</td>
<td>Ideas are thoughtful and clear. The writing has a clear focus. A standard organisational focus is used. A point of view is established and the sense of audience is clear. The student has appropriate details, clear and correct sentence structures and correct word choices. There are few mechanics errors and these do not unduly influence the flow of the writing.</td>
</tr>
<tr>
<td>3</td>
<td>Ideas are clear. The writing has a recognisable focus though there may be some extraneous details provided. The organisational pattern is clear although maybe a little formulaic or repetitive. The ideas presented are clear and consistent. The word choices and sentence structures are technically correct although maybe unimaginative. The writer’s choice of tone may not maintain the reader’s interest. Mechanics show some further proof reading is required.</td>
</tr>
<tr>
<td>2</td>
<td>Ideas are limited but discernible. Focus is not clear. It lacks clear organisation and is difficult to follow. The point of view is unclear and there are shifts in tense and person. Mechanical errors start to interfere with the reader’s understanding of the writing.</td>
</tr>
<tr>
<td>1</td>
<td>Ideas are elementary and not clear. The writing lacks focus and coherence. The organisation is confusing. There are significant numbers of mechanical errors and they interfere with the understanding. The writing must be read many times to get any sense from it.</td>
</tr>
<tr>
<td>0</td>
<td>Not enough information to make a judgement</td>
</tr>
</tbody>
</table>
Analytic Marking Rubrics

- **Analytic Marking Rubrics:** provide a guide to marking constructed response items (including performance and product tasks) on the basis of how the students performed on separate criteria related to the response. For example, an analytic rubric for speaking might include such criteria as interaction; pronunciation; fluency and coherence; and, vocabulary and grammar.

**The advantages**
- Analytic Marking Rubrics give results that are more detailed.
- The marks resulting from rubrics are inclined to be more consistent across students.
- It is much easier for the teacher to discuss the strengths and the weaknesses of the piece of work with either the student or the parent when this type of rubric has been used.
- The last but not least advantage is that the use of such a rubric enables the students to comprehend how to come up with good and quality work.

**The disadvantages**
- The major disadvantage in using analytic rubrics is that they are more difficult to write because there are more criteria.
- A second disadvantage is that the consistency among the different markers is generally quite low.
# Example of an Analytic Marking Rubric for Social Studies

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Very little content is accurate</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Information has little or nothing to do with the topic</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Information is disorganised</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>The project is unattractive and poorly presented</td>
</tr>
<tr>
<td><strong>Spelling &amp; Grammar</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Grammar and spelling mistakes detract from the reading of the work.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Very few or no documented resources used.</td>
</tr>
</tbody>
</table>
## Example of an Analytic Marking Rubric for Writing

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>No Evidence</td>
<td>Very few, simple and unrelated</td>
<td>Ideas are few, not elaborated or very predictable</td>
<td>Some development and they relate to a central story</td>
<td>Substantial, Elaborated; contribute to a storyline with an underlying theme</td>
<td>Generated, and crafted to produce a theme where ideas service the storyline</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Symbols or drawings</td>
<td>Very short script with few content words</td>
<td>Mostly simple verbs, adverbs, adjectives or nouns; may include two or three precise words</td>
<td>Precise words or word groups (may be verbs, adverbs, adjectives or nouns)</td>
<td>Sustained and consistent use of precise words and phrases that enhance the meaning</td>
<td></td>
</tr>
<tr>
<td><strong>Paragraphing</strong></td>
<td>No use of paragraphing</td>
<td>Writing has paragraphs that are mainly focused on a single idea or set of ideas</td>
<td>All paragraphs are focused on one idea or set of like ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structuring</strong></td>
<td>No evidence of sentences</td>
<td>Some correct formation of sentences</td>
<td>Most simple sentences are correct</td>
<td>Most simple and compound sentences correct; some complex sentences are correct</td>
<td>All sentences correct.</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>No conventional spelling</td>
<td>Few examples of conventional spelling</td>
<td>Correct spelling of most simple words and some common words</td>
<td>Correct spelling of most simple words and most common words</td>
<td>Correct spelling of all words at least 10 difficult words; some challenging words</td>
<td></td>
</tr>
</tbody>
</table>
Where can you find rubrics?

1. **http://rubistar.4teachers.org/**

   RubiStar is a free site which has a tool to help teachers create marking rubrics. Criteria and performance standards are provided for a variety of subjects and tasks. Teachers can select these criteria related to the curricular needs and then modify the rubric to fit the different contexts.

2. **http://www.rcampus.com/indexrubric.cfm**

   iRubric is a free comprehensive rubric development, assessment, and sharing tool. It empowers schools and teachers in monitoring student learning outcomes and aligning with these with standards.
Quick quiz (True or False or Don’t Know [Need More Information])

1. The following table shows the marking rubric for a narrative writing task.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>The creation, selection and crafting of ideas for a narrative</td>
<td>5</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The range and precision of language choices.</td>
<td>4</td>
</tr>
<tr>
<td>Paragraphing</td>
<td>The segmenting of text into paragraphs that assists the reader to negotiate the narrative.</td>
<td>2</td>
</tr>
<tr>
<td>Sentence structure</td>
<td>The production of grammatically correct, structurally sound and meaningful sentences.</td>
<td>5</td>
</tr>
<tr>
<td>Spelling</td>
<td>The accuracy of spelling and the difficulty of the words used.</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

This is an example of an holistic rubric.
Quick quiz (True or False or Don’t Know[Need More Information])

2. The application of knowledge requires students to use or organize information.

3. Teachers build images of what students know and can do based upon all the information that is collected from various assessment techniques.

4. Performance standards are the knowledge, skills and understanding expected to be learned by students as a result of studying a course.

5. Observation schedules are the MOST APPROPRIATE assessment format for assessing student attitudes.

6. Performance assessment is the MOST APPROPRIATE way to find out how well students carry out the practical skills that comprise a course and then report on how well these skills are being carried out.
Quick quiz (True or False or Don’t Know [Need More Information])

7. The following essay question was given to students. “Summarise in a systematic, coherent way the effect that future technology is likely to have on classroom assessment.” The teacher would be MOST LIKELY attempting to assess whether the students can evaluate.

8. A classroom teacher observed that Lee’s performance on the Quantitative Reasoning part of a Problem Solving Assessment (PSA) was much lower than what the teacher would expect based on her performance in the quantitative subjects in class. The MOST LIKELY conclusion is that Lee is normally an excellent student in the quantitative subjects.

9. Norm-referencing would be the MOST useful information for teachers when planning for a classroom unit on algebra?
Steps in constructing rubrics
How do you construct rubrics?

There are lots of ways to construct rubrics. Whichever way is used there is a need to focus on the content standards that are being assessed; provide clear descriptions of performance; and differentiate among the different levels of performance.

Students can also be involved in the construction of rubrics. It is a very useful learning experience.

Steps in developing rubrics.

1. Describe the learning objectives (content standards) that will be covered by the assessment i.e. what it is the student should be able to know and do.

2. Construct a task that enables students to provide evidence as to how well they have achieved the content standards.

3. Decide on the criteria to be used for the assessment and reporting (applicable for analytical marking rubrics).

4. Develop descriptions of performance for each level of each criterion.
Steps in building marking rubrics

Basic format for a marking rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade / Mark</th>
<th>Grade / Mark</th>
<th>Grade / Mark</th>
<th>Grade / Mark</th>
<th>Grade / Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Descriptors of the Criteria

Scale
What are the steps in building marking rubrics?

**Step 1:** Describe the content standards that will be covered by the assessment i.e. what it is the student should be able to know and do.

- Generally marking rubrics accompany tasks that require a constructed response, performance and/or product. The tasks generally involve a performance of some type by the students.
- Generally the learning objectives will involve “content” and “process”

**Step 2:** Construct a task that enables students to provide evidence as to how well they have achieved the learning objectives.

- The tasks must be well constructed in that they are assessing what they are supposed to be assessing; they are technically sound; and, they are editorially correct.
- While the task is not strictly part of the rubric itself, it is necessary to make sure that the criteria and performance standards align with the purpose of the task and thus maximise the validity of the results.
What are the steps in building marking rubrics?

Step 3: Decide on the criteria to be used for the assessment and reporting (applicable for analytical marking rubrics)

- Criteria are the rules or principles by which student responses, products, or performances are judged.
- Criteria must be focused on the important aspects of the work, not the peripheral features such as neatness or submission on time.
- Criteria must be as clear and unambiguous as possible. The more open-ended the task, the more clear the criteria should be.
- The number of criteria will depend on the complexity of the task and its degree of openness. However, too much detail, rather than being helpful, can overwhelm both the teacher and the student.
What are the steps in building marking rubrics?

**Step 4:** Develop descriptions of performance for each level of each criterion.

- Describe the performance that corresponds to that prescribed level. If the rubric has only one level then the description should be that of the highest level.
- If there is more than one level of performance for a criterion, then there should be descriptions of all levels of performance.
Example 1

**Step 1: Describe the content standards that will be covered by the assessment i.e. what it is the student should be able to know and do.**

**Content Learning Objectives**

Students will be able to...

1. Demonstrate a knowledge and historical understanding of the city/community in which they live

**Process Learning Objectives**

Students will be able to...

1. Develop an argument which shows an analytical structure and retains a central theme
2. Communicate effectively with an audience
3. Use visual aids effectively
4. Demonstrate effective oral presentation skills
Example 1

Step 2: Construct a task that enables students to provide evidence as to how well they have achieved the learning objectives

Task:

Students in the class will make a 5-minute presentation on the important changes (from their perspective) that have occurred in their city/community over the last 10 years. You will be able to present whatever you wish, but there will need to be a strong argument as to why these changes are important. Your presentation will have to be more than just a list of changes that have occurred. The presentation must include appropriate photographs, maps, graphs and other visual aids for the audience.
Example 1

Step 3: Decide on the criteria to be used for the assessment and reporting (applicable for analytical marking rubrics)

CRITERIA

1. Knowledge
2. Argument regarding importance
3. Communication
4. Use of aids
5. Oral presentation skills
## Example 1

### Step 4: Develop descriptions of performance for each level of each criterion

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Little relevant or accurate information. Little or no research is evident.</td>
<td>Generally accurate content with only some minor inaccuracies. Research doesn’t go much further than that presented in class.</td>
<td>Demonstrates a depth of historical understanding using accurate detail to support the presentation. Research is thorough.</td>
<td></td>
</tr>
<tr>
<td><strong>Argument regarding importance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>No analytical structure and no clear central argument</td>
<td>Shows a basic structure and has a central argument but the analysis is shallow.</td>
<td>The presentation has a highly developed awareness of history and social issues and demonstrates a high level of conceptual ability</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Communication is confusing and doesn’t capture the attention of the audience</td>
<td>Effective communication but a little unimaginative. Questions from audience were not handled well.</td>
<td>Imaginative and effective in conveying the ideas. Responds well to questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of aids</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Very few visual aids and most of these are inappropriate. No reference in presentation.</td>
<td>Appropriate aids but limited in number. Not well presented or used in the presentation</td>
<td>Appropriate and easily understood aids. Presenter uses them well in the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Oral presentation skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not enough information to make a decision</td>
<td>Presenter is unclear and cannot be understood. Little or no attempt to engage audience.</td>
<td>Presenter can be heard and speaks clearly. Lacks modulation in the voice and doesn’t consistently engage with the audience.</td>
<td>Presenter speaks loudly and clearly; uses eye contact; a lively tone; and, engages with the audience.</td>
<td></td>
</tr>
</tbody>
</table>
How to use rubrics to arrive at a mark
How do you use rubrics to arrive at an overall mark or grade?

1. Compare the task response by the students to each level within each criterion and make a professional judgement as to which performance standard (level description) best captures the level of performance on that criterion. In the case of holistic marking rubrics there is one overall judgement which is the overall mark. Where analytic rubrics are used there is one judgement on each criterion and the overall mark is usually arrived at by adding up the marks, representing the levels, across the various criteria.
How do you use rubrics to arrive at an overall mark or grade?

2. The relative descriptors used in the performance standards to differentiate between levels do not have any “objective” meaning. Phrases such as “highly developed” or “a depth of” have no inherent meaning. They will generally mean different things to different markers. There is a need to identify work samples (exemplar scripts) which make explicit the type of work which is on the border between “highly developed” and “developed” and make these available to the markers and students. These show teachers and students the quality of work students need to demonstrate in order to achieve each level of performance.