**HANDOUT #3.1**

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

A scoring key provides the correct answer and point value for a selected response item.

**3.1.1 Workflow: Develop Assessment Scoring Keys (SR Items)**

**3.1.1 Procedural Steps: Develop Assessment Scoring Keys (SR Items)**

1. Enter the assessment information at the top of the *Scoring Key Template*.
2. Record the item number, item tag (optional), item type, and point value.
3. Record the MC answers in the *Answer* column.
4. Repeat Steps 1-3 until all items on the test specifications are reflected within the *Scoring Key Template.*
5. Validate that each question-to-answer relationship is recorded correctly.

**3.1.1 Scoring Key-Social Studies Grade 4 (Example)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Social Studies Final** | **Elementary Social Studies-Grade 4** | **Post-test** | **50** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.SOS.GR4.POST.MC-LV1-GEO2.1 | MC | 1 | B |
| 2 | 0002.SOS.GR4.POST.MC-LV1-GEO2.4 | MC | 1 | A |

**3.1.1 Scoring Key: QA Checklist**

|  |  |
| --- | --- |
| **Task** | **Task Question** |
| **Articulation** | Are all items articulated in the test specifications represented within the Scoring Key? |
| **Validation** | Is there only one correct answer for every item? |
| **Queuing** | Are the answers arranged in a way that does not create a discernible pattern? |
| **Balance** | Are the answers “balanced” among the possible options? |
| **Revalidation** | Are the answers revalidated after the assessment has been reviewed? |

**3.1.2 Scoring Rubric Examples**

* **Holistic/Single-dimension rubrics:**
  + are used when performance criteria cannot be separated clearly;
  + combine all performance criteria for simultaneous evaluation; and,
  + require the scorer to enter only a singular point value based on the student’s performance as a whole.
* **Analytic/Multi-dimension rubrics:**
  + are used for more complex tasks that measure many skills at once;
  + separate performance criteria into separate dimensions and each criterion is scored individually; and,
  + provide every scoring level of each different criterion with its own statement that specifies guidelines for attaining that specific level of achievement.

**3.1.2 SCR Holistic Rubric-Reading Grade 6 (Example)**

|  |  |
| --- | --- |
| **Sample Response for: “In two complete sentences, explain why people should help save the rainforests.”** | |
| **2 points** | The student’s response is written in complete sentences and contains two valid reasons for saving the rainforest.  *“People must save the rainforest to save the animals’ homes. People need to save the rainforest because we get ingredients for many medicines from there.”* |
| **1 point** | The student’s response contains only one reason.  *“People should save the rainforest because it is important and because people and animals need it.”* |
| **0 points** | There is no response, or the response is completely incorrect or irrelevant. |

**3.1.2 ECR Analytic Rubric-Art (Example)**

| **Dimension** | **Advanced (4 pts.)** | **Proficient (3 pts.)** | **Basic (2 pts.)** | **Below Basic (1 pt.)** |
| --- | --- | --- | --- | --- |
| **Art Elements and Principles**  **- Sketch a Face** | The drawing of the face shows a breakdown of the proportions of the facial features with a lot of attention paid to details, such as strands of hair, details in eyes. The facial expression establishes a mood. | The drawing of the face shows a breakdown of the face with facial features placed in proportion to one another. The portrait lacks facial expression, thus no mood is shown in the drawing. | The drawing of the face shows some breakdown of the face but following through with other visual cues, such as eyebrows lining up with tops of the ears, are not evident. No attention is paid to facial expression to establish mood. | The drawing of the face is not broken down into proportional segments, so the placement of the facial features is random and abstracts the realism of the portrait. No attention is paid to details, such as strands of hair, eyebrows, eyelashes, etc. |
| **Art Elements and Principles**  **- Color Scheme** | Background collage uses either a monochromatic or analogous color scheme with all ends of the pictures glued down. The arrangement of the collage is unique using either space of transition of color in a planned way. The color mixing and transition of the paint in the portrait shows a broad range of tones, and the application contours the shape of the face. | Background collage uses either a monochromatic or analogous color scheme with some ends of the pictures sticking up or small portions of the oak tag showing through. The color mixing with the paint in the portrait shows a range of either a monochromatic or analogous color scheme, but no awareness of contour color application. | Background collage has at least 60% of the paper fitting into either a monochromatic or analogous color scheme. Color mixing in the portrait is blotchy and not blended well; each color is separate with no attempt to transition one color to the next. | Background collage and color mixing show no identification to either a monochromatic or an analogous color scheme. |
| **Art Elements and Principles**  **Point of View**  **- Original Work** | Portrait and background show a full understanding of monochromatic and analogous color schemes. Paint mixing is gradual using a range of hues that have more than eight tones, and the tones are applied enhancing the contour and roundness of the face. | Portrait and background show understanding of monochromatic and analogous color schemes. Some edges of the collage are not glued down. The color portrait is painted with a range of six or more hues of a monochromatic or analogous color scheme. The transitions of color are smooth and gradual. | Portrait and background show some understanding of monochromatic and analogous color schemes with only one or two colors that do not fit into the selected schemes. Half of the color mixing with paint shows gradual transitions of color. | Portrait and background show no knowledge of monochromatic or analogous color schemes. There is no range of color mixing within either color scheme with no gradual transitions of color. |

**ECR Holistic Rubric-TDA (Example)**

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| --- | --- |
| **Item #\_\_\_\_\_ Sample Response for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **4 points** | * Student addresses the prompt accurately and completely and gives a central claim/argument * Response has a clear beginning, middle, and end that all support and articulate the student’s original claim * Student supports claim with relevant evidence from the text * Student uses clear language that is appropriate for the task, and demonstrates proper use of grammar and conventions throughout response |
| **3 points** | Student response is missing one of the following:   * A complete claim that addresses the prompt accurately * A clear beginning, middle and end that are in line with the central claim * Relevant use of textual evidence to support the central claim * Correct and appropriate use of language and conventions throughout response |
| **2 points** | Student response is missing two of the following:   * A complete claim that addresses the prompt accurately * A clear beginning, middle and end that are in line with the central claim * Relevant use of textual evidence to support the central claim * Correct and appropriate use of language and conventions throughout response |
| **1 point** | Student response is missing three of the following criteria:   * A complete claim that addresses the prompt accurately * A clear beginning, middle and end that are in line with the central claim * Relevant use of textual evidence to support the central claim * Correct and appropriate use of language and conventions throughout response |
| **0 points** | Student does not display any effort that is relevant to the task |

**ECR Analytic Rubric-TDA (Example)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #1 Sample Response for: *In the letter, Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.*** | | | | |
| **Dimension** | **Advanced**  **(4 points)** | **Proficient**  **(3 points)** | **Basic**  **(2 points)** | **Below Basic**  **(1 points)** |
| **Response to Prompt**  **(4 points)** | Central claim is clearly articulated and completely addresses the writing prompt | Central claim is clearly articulated and mostly addresses the writing prompt | Central claim is ambiguous/unclear and partially addresses the writing prompt | An effort was made to create a central claim, but it does not address the writing prompt |
| **Textual Evidence**  **(4 points)** | Student uses sufficient (i.e., at least one instance per body paragraph) and relevant textual evidence to support the claim | Student uses relevant evidence to support the claim, but does not address all parts of the prompt with supporting textual evidence (i.e., one or more body paragraphs are missing textual evidence) | Student attempts to use sufficient (i.e., at least one instance per body paragraph) evidence to support the claim, but the evidence presented is irrelevant to the claim | Student attempts to use insufficient (i.e., one or more body paragraphs are missing textual evidence) evidence to support the claim, and the evidence presented is irrelevant to the claim |
| **Structure**  **(4 points)** | Response contains a clear beginning, middle, and end, and uses transitions to ensure these parts flow together and stay on-topic; textual evidence is integrated smoothly and its relevance is justified in the response | Student uses relevant evidence to support the claim, but does not address all parts of the prompt with supporting textual evidence (i.e., one or more body paragraphs are missing textual evidence) | Student attempts to use sufficient (i.e., at least one instance per body paragraph) evidence to support the claim, but the evidence presented is irrelevant to the claim | Student attempts to use insufficient (i.e., one or more body paragraphs are missing textual evidence) evidence to support the claim, and the evidence presented is irrelevant to the claim |
| **Conventions**  **(4 points)** | Student’s language is clear and appropriate for the task; there are up to two minor errors in spelling, grammar, and/or usage | Student’s language is clear and appropriate for the task; there is a major error and other minor errors in spelling, grammar, and/or usage | Student’s language is either clear OR appropriate for the task; there are up to three major errors in spelling, grammar, and/or usage | Student’s language is neither clear nor appropriate; there are up to five major errors in spelling, grammar, and/or usage |

**3.1.2 Workflow: Develop an Assessment Scoring Rubric (SCR/ECR/PT items/tasks)**

**3.1.2 Procedural Steps: Develop Assessment Scoring Rubrics (SCR/ECR/PT items/tasks)**

A scoring rubric is a tool that is used to measure and evaluate students’ performance of a task.

1. Review the *Item Framework* and the criteria articulated in the item’s stem/directions.
2. Select a rubric structure based upon scoring criteria and the number of dimensions being measured.

* **Holistic/Single-dimension rubrics**
* **Analytic/Multi-dimension rubrics**

1. Modify the rubric language, using the specific criteria expected in the response needed to award the maximum number of points. Ensure that the criteria/guidelines articulated in the rubric are clear enough for students and other teachers to understand.
2. Determine how much the response can deviate from “fully correct” in order to earn the next (lower) point value. [Continue until the full range of possible scores is described.] For an analytic rubric, this step must be completed for each dimension/criterion being measured.
3. During the quality assurance review, ensure the response expectation, scoring rubric, and test specifications are fully aligned. **3.1.2 Scoring Rubric: QA Checklist**

|  |  |
| --- | --- |
| **Task** | **Task Question** |
| **Targeted Content Standards** | Does the rubric reflect a performance continuum? |
| **Developmentally Appropriate** | Is the rubric clear and concise? |
| **Aligned to Task** | Does the rubric provide all dimensions (components) of the task? |
| **Criteria** | Does the rubric include expectations for a “fully correct” response? |
| **Potential Bias** | Does the rubric omit non-cognitive attributes (e.g., motivation, timeliness)? |
| **Editing** | Have editorial correctness and Universal Design principles been applied? |

**HANDOUT #3.2**

**Module 3.2: Develop Scoring Guides**

An assessment’s scoring guide provides the scorer with clear guidelines on how to score items.

**3.2.1 Workflow: Develop a Scoring Guide for Selected Response (SR) Stand-Alone Items**

**3.2.2 Workflow: Develop a Scoring Guide for Selected Response (SR) Passage-Based Items**

**3.2.13Workflow: Develop a Scoring Guide for Selected Response (SR) Evidence-Based Items**

**3.2.1 Procedural Steps: Develop a Scoring Guide for Selected Response (SR) Stand-Alone Items**

**3.2.2 Procedural Steps: Develop a Scoring Guide for Selected Response (SR) Passage-Based Items**

**3.2.3 Procedural Steps: Develop a Scoring Guide for Selected Response (SR) Evidence-Based Items**

1. Review the *Item Framework* and apply the Quality Control checklist

2. Provide correct answers for each item

3. Check the scoring key to ensure it matches the answers provided in the *Item Task Framework*.

4. Give further instructions for calculating final scores of items (e.g., multiply the raw score by 2 for the final score) when applicable. If there are special conditions for scoring or awarding point values (e.g., when to award partial credit/half of a point for a certain performance criteria), ensure that they are included by the key and are easy for the scorer to see and comprehend.

5. Review the item and answer options for accuracy and grammatical soundness.

**3.2.4 Workflow: Developing Guidelines for Scoring Rubrics for Short Constructed Response (SCR) Stand-Alone Items**

**3.2.5 Workflow: Developing Guidelines for Scoring Rubrics for Short Constructed Response (SCR) Passage BasedItems**

**3.2.6 Workflow: Developing Guidelines for Scoring Rubrics for Extended Constructed Response (ECR) Stand-AloneItems**

**3.2.7 Workflow: Developing Guidelines for Scoring Rubrics for Extended Constructed Response (ECR) Text Dependent Analysis Items**

**3.2.8 Workflow: Developing Guidelines for Scoring Rubrics for Performance Task (PT) Multi-Day Task Items**

**3.2.4 Scoring Guide Procedural Guidelines: Scoring Rubrics for Short Constructed Response (SCR) Stand-Alone Items**

**3.2.5 Scoring Guide Procedural Guidelines: Developing Guidelines for Scoring Rubrics for Short Constructed Response (SCR) Passage BasedItems**

**3.2.6 Scoring Guide Procedural Guidelines: Developing Guidelines for Scoring Rubrics for Extended Constructed Response (ECR) Stand-AloneItems**

**3.2.7 Scoring Guide Procedural Guidelines: Developing Guidelines for Scoring Rubrics for Extended Constructed Response (ECR) Text Dependent Analysis Items**

**3.2.8 Scoring Guide Procedural Guidelines: Developing Guidelines for Scoring Rubrics for Performance Task (PT) Multi-Day Task Items**

1. Review the *Item, TDA or Performance Task Framework* and apply the Quality Control checklist.

2. a. Develop a clear statement that articulates specific criteria for the test-taker to provide.

b. Develop a clear statement for each subordinate task that articulates specific criteria for the test-taker to provide.

c. Develop a clear statement for the final product and for each subordinate task that articulates specific criteria for the test-taker to provide.

d. Select and develop an appropriate rubric type.

|  |  |
| --- | --- |
| **SCR Stand-Alone** | SCR Holistic |
| **SCR Passage Based** | SCR Holistic |
| **ECR Stand-Alone** | ECR Holistic, ECR Analytic |
| **ECR Text Dependent Analysis** | ECR Analytic TDA |
| **Performance Task** | ECR Analytic) |

3. Give clear, detailed instructions about how the item is to be scored through use of the rubric.

Include sample responses/exemplars.

4. Give further instructions for calculating final scores of items (e.g., multiply the raw score by 2 for the final score) when applicable. If there are special conditions for scoring or awarding point values (e.g., when to award partial credit/half of a point for a certain performance criteria), ensure that they are included in the scoring instruction and are easy for the scorer to see and comprehend.

5. Review the item and answer options for grammatical soundness.

**3.2.1 Science Grade 7 Selected Response (SR) Stand-Alone Item (Example)**

|  |  |  |
| --- | --- | --- |
| 1. Manuel tested the effects of temperature on the solubility of sugar in water. He measured the maximum amount of sucrose (in grams) he could dissolve in 100g of water. Manuel repeated the test at five different temperatures. The graph of his results is included below. | | |
|  | | https://app33.studyisland.com/pics/173577graph.png |
| Based on his observations, which of the following is a general hypothesis Manuel might form? | | |
| A. | The solubility of a solid increases as the temperature increases. | |
| B. | The decreasing solubility of a solid raises the temperature of water | |
| C. | The increasing solubility of a solid raises the temperature of water. | |
| D. | The solubility of a solid decreases as the temperature increases. | |

**3.2.1 Scoring Guide and Scoring Key**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Science** | **Grade 7** | **Post-test** | **50** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.SCI.GR7.POST.SR-LV2-S7.A.3.2.1 | SR | 1 | A |

**3.2.2 Reading Grade 6**

**3.2.2 Selected Response (SR) Passage-Based Item (Example)**

|  |  |
| --- | --- |
| **Danger Zone**  Hotshots have one of the most dangerous jobs in the world. At any second, a gust of wind can change the direction of a fire and block escape routes. In June 2013, tragedy struck when 19 hotshots died while fighting a wildfire in Yarnell, Arizona.  Despite the danger, Moore insists that he never gets scared on the job. He says his training makes him feel safe.  “We have a tremendous amount of respect for the force we’re dealing with,” he explains. “As long as we’re doing things the right way, fear isn’t a factor.”  --by Joe Bub  [www.scholastic.com/sn56](http://www.scholastic.com/sn56) | |
| 1. How does the author support the claim that hotshots have one of the most dangerous jobs in the world? | |
| A. | The author titles the passage “Danger Zone”. |
| B. | The author cites an example that reflects the potential danger of being a hotshot. |
| C. | The author gives a specific date and time of a tragic situation involving hotshots. |
| D. | The author uses a quote from a hotshot in the article. |

**3.2.2 Scoring Guide and Scoring Key**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Reading** | **Grade 6** | **Post-test** | **50** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.ELA.GR6.POST.SR.LV2-ELA-RI.6.1.3 | SR | 1 | C |

**3.2.3 Spanish II Grade 10 Selected Response (SR) Evidence Based Item (Example)**

|  |  |
| --- | --- |
| Julio Torres es de Madrid. Él habla ingles y español. Él es bilingüe. Él es alumno en el Liceo Joaquín Turina en Madrid. Un liceo o colegio es una escuela secundaria en España. En Madrid, la *apertura de clases1* es *a fines de2* septiembre. Julio necesita muchas cosas para la apertura de clases. Necesita materiales escolares. En una papelería compra un libro, un bolígrafo, tres lápices y varios cuadernos. Compra también un disquete para la computadora. Pero Julio no necesita ropa nueva para la escuela. ¿Por qué? Porque Julio no lleva un blue jean o una camiseta a la escuela. Él lleva un uniforme. Es obligatorio llevar uniforme a la escuela. Un muchacho lleva un pantalón negro y una camisa blanca. En *algunas3* escuelas es necesario llevar chaqueta y corbata también. Una muchacha lleva una falda y una blusa. Y *a veces4* es necesario llevar una chaqueta. ¿Qué opinas? ¿Es una buena idea llevar uniforme a la escuela? | |
| 1. Where is Julio Torres? | |
| A. | Mexico |
| B. | Puerto Rico |
| C. | Honduras |
| D. | España |
| 2. What detail in the paragraph best supports the answer to Question 1? | |
| A. | Julio necesita muchas cosas para la apertura de clases. Necesita materiales escolares. |
| B. | Porque Julio no lleva un blue jean o una camiseta a la escuela. |
| C. | Necesita materiales escolares. |
| D. | Julio Torres es de Madrid. |

**3.2.3 Scoring Guide and Scoring Key**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Spanish II** | **Grade 10** | **Post-test** | **50** |

*Item 2, regardless of the answer selected, is automatically wrong if Item 1 is answered incorrectly.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.SPA.GR10.POST-SR-LV1 | SR | 1 | D |
| 2 | 0002.SPA.GR10.POST-SR-LV1 | SR | 1 | D |

**3.2.4 CTE: Business Finance Short Constructed Response (SCR) Item (Example)**

Study the *Check Register Transaction*.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Check Register Transaction** | | | | | | |  |  |  |  |  |  | | **Check #** | **Date** | **Description** | **Payment/Debit** | **Deposit/Credit** | **Balance** | |  | 5/26 |  |  |  | $527.96 | | 107 | 5/27 | Mrs. Wilson | $26.00 |  | $501.96 | | 108 | 5/28 | Foodland | $22.52 |  | $479.44 | | 109 | 6/1 | Bank of Illinois | $156.32 |  | $323.12 | |  | 6/1 | Void #109 |  | $156.32 | $479.44 | | 110 | 6/1 | Bank of Illinois | $165.23 |  | $314.21 | | 111 | 6/2 | Inst Phone | $62.77 |  | $251.44 | |
| 1. Given the above *Check Register Transaction*, how much money will need to be deposited to return the balance to its May 26th amount? Show your work.  **3.2.4 Scoring Guide and Rubric**   |  |  |  |  | | --- | --- | --- | --- | | **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** | | **Business Finance** | **CTE** | **Post-test** | **100** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** | | 1 | 0001.CTE.POST-SCR-LV2 | SCR | 2 | $276.52 |  |  |  | | --- | --- | | **Item #1 Sample Response for: *Given the above* Check Register Transaction*, how much money will need to be deposited to return the balance to its 26 May amount? Show your work.*** | | | **2 points** | Answer is correct and contains the proper unit ($); work is shown and displays a correct line of thought/reasoning | | **1 point** | Answer is correct but is missing either the correct unit or work shown displays a correct line of thought/reasoning; OR Answer is incorrect but contains the proper unit ($); work is shown and displays a correct line of thought/reasoning | | **0 points** | Answer is correct or incorrect and missing the correct unit and work shown | |

**3.2.5 Social Studies Grade 5 Short Constructed Response (SCR) Passage-Baseed Item (Example)**

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| --- |
| **In the Rainforest**  Life in the rainforest is wet and wild. Rainforests are jungle areas that have a large amount of rainfall each year. Rainforests cover a small part of this earth. They are home to over half of the different types of animals and plants. Rainforests are not only beautiful, but also very important to people. We get food from the rainforest such as chocolate and cinnamon. Rainforests also have ingredients for many medicines. Even though rainforests are important, many are being cut down. Many people are working to make sure that the rainforests are saved because we will need them in the future. |

1. In two complete sentences, explain why people should help save the rainforests.

**3.2.5 Scoring Guide and Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Social Studies** | **5** | **Pre-test** | **50** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.SOS.GR5.PRE.SCR-LV2-RI.5.8 | SCR | 3 | See rubric |

|  |  |
| --- | --- |
| **Sample Response for: *In two complete sentences, explain why people should help save the rainforests.*** | |
| **2 points** | The student’s response is written in complete sentences and contains two valid reasons for saving the rainforest. *“People must save the rainforest to save the animals’ homes. People need to save the rainforest because we get ingredients for many medicines from there.”* |
| **1 point** | The student’s response contains only one reason. *People should save the rainforest because it is important and because people and animals need it.”* |
| **0 points** | There is no response, or the response is completely incorrect or irrelevant. |

**3.2.6 Geometry Grade 10 Extended Constructed Response (ECR) Stand-Alone Items (Example)**

|  |
| --- |
| Study the diagram shown below. |
| 1. In the diagram, line segments *JM* and *JN* are tangent to circle *X* and circle *Y*. Answer the following questions. Show all work. |
| 1a. What is the length of line segment *JM*?  1b. What is the chord in the diagram?  1c. What is the length of line segment *JN*? |

**3.2.6 Scoring Guide and Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Geometry** | **10** | **Post-test** | **100** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1a | 0001.GEO.GR10.POST.ECR-LV3-HSG.CA.2 | ECR | 4 | 15 |
| 1b | 0001.GEO.GR10.POST.ECR-LV3-HSG.CA.2 | ECR | 4 |  |
| 1c | 0001.GEO.GR10.POST.ECR-LV3-HSG.CA.2 | ECR | 4 | 15 |

|  |  |
| --- | --- |
| **Item #1a Sample Response for: *What is the length of line segment* JM*?*** | |
| **4 points** | Answer is correct and work is shown; work clearly displays how the answer was found |
| **3 points** | Answer is correct and work is shown but is incomplete or does not clearly display how the answer was found |
| **2 points** | Answer is correct but no work is shown OR answer is incorrect but work is shown and clearly displays how the answer was found |
| **1 point** | An attempt to answer AND show work is made; answer is incorrect, work is shown and pertains to the task but does not clearly display how the answer was found |
| **0 points** | No attempt to answer or show work OR work is shown but does not pertain to the task |

|  |  |
| --- | --- |
| **Item #1b Sample Response for: *What is the chord in the diagram?*** | |
| **4 points** | Answer is correct, easy to find, and properly labeled (i.e. “” or “line segment PQ”) |
| **3 points** | Answer is correct and easy to find, but is not properly labeled |
| **2 points** | Answer is correct but is neither easy to find nor properly labeled |
| **1 point** | Answer is incorrect but is easy to find and properly labeled |
| **0 points** | Answer is incorrect, and is not easy to find and/or improperly labeled |

|  |  |
| --- | --- |
| **Item #1c Sample Response for: *What is the length of line segment* JN*?*** | |
| **4 points** | Answer is correct and work is shown; work clearly displays how the answer was found |
| **3 points** | Answer is correct and work is shown but is incomplete or does not clearly display how the answer was found |
| **2 points** | Answer is correct but no work is shown OR answer is incorrect but work is shown and clearly displays how the answer was found |
| **1 point** | An attempt to answer AND show work is made; answer is incorrect, work is shown and pertains to the task but does not clearly display how the answer was found |
| **0 points** | No attempt to answer or show work OR work is shown but does not pertain to the task |

**3.2.7 ELA Grade 7 Extended Constructed Response (ECR) Item(Example)**

|  |
| --- |
| **“Letter to Her Daughter from the New White House”**  by Abigail Adams  *John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.*  Washington, 21 November 1800  My Dear Child:  I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria, is in full view of my window, and I see the vessels as they pass and re-pass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President’s salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.  You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single apartment finished, and all within side, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.  Since I sat down to write, I have been called down to a servant from Mount Vernon, with a billet from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington’s love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.  Affectionately, your mother |
| 1. **In the letter, Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams’ perspective of city life was impacted by her experiences. Use evidence from the letter to support your response.** |
| **Plan:** Read the passage and question carefully. Organize your ideas and plan your essay on scratch paper before writing your final draft.  **Focus:** Analyze the passage as you read and write. Use evidence from the passage to support your response. Use precise language, a variety of sentence types, and be sure to include an introduction, body and conclusion.  **Proofread:** Correct any errors in capitalization, spelling, sentence formation, punctuation, and word choice. |

**3.2.7 Scoring Guide and Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| ELA | 7 | Pre-test | 16 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.ELA.GR7.PRE.ECR-LV3-RI.7.3 | ECR | 16 | See below |

**Sample Response:**

*Abigail Adams’ experience of moving to a new city begins in unfavorable manner, but her response to this experience remains positive throughout the letter to her daughter. She writes about new aspects of her life that she has to get used to, but she also mentions many encouraging features of the White House and being First Lady.*

*When Adams arrives in Washington, D.C., her and her party become lost almost immediately. After traveling from Baltimore, Adams’ party is “obliged to go the other eight [miles] through woods, where we wandered two hours without finding a guide or the path.” She eventually finds Washington, D.C., which Adams describes as lightly populated when she says “Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being.” She also sees buildings, but says “I see no great comfort for them.” This introduction to her new home is not favorable, but Adams does not let this ruin her new life.*

*Life in the White House takes some getting used to for Adams. Adams lives with many servants, but the White House is so big that she cannot always find them when she needs them. She complains about this in the first paragraph when she says “To assist us in this great castle… bells are wholly wanting, not one single one being hung through the whole house…This is so great an inconvenience that I know not what to do, or how to do.” She also becomes fed up with the fact “that wood is not to be had because people cannot be found to cut and cart it” even though she is “surrounded with forests.”*

*Even though Adams has to face these challenges, she still admits that “the situation is beautiful, which is true.” The new White House is still under construction when Adams arrives, which is another source of problems. For example, Adams states “The house is made habitable, but there is not a single apartment finished…We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter.” Any of these factors would worry most people, but Adams stays positive. She complements the White House near the end of her letter by saying “It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.”*

*She may have a lot to complain about, but Abigail Adams responds very well to her new life. She remains positive throughout her letter, and does not fail to mention what she likes or thinks she will like about living in the White House.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #1 Sample Response for: *In the letter, Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.*** | | | | |
| **Dimension** | **Advanced**  **(4 points)** | **Proficient**  **(3 points)** | **Basic**  **(2 points)** | **Below Basic**  **(1 point)** |
| **Response to Prompt**  **(4 points)** | Central claim is clearly articulated and completely addresses the writing prompt | Central claim is clearly articulated and mostly addresses the writing prompt | Central claim is ambiguous/unclear and partially addresses the writing prompt | An effort was made to create a central claim, but it does not address the writing prompt |
| **Textual Evidence**  **(4 points)** | Student uses sufficient (i.e., at least one instance per body paragraph) and relevant textual evidence to support the claim | Student uses relevant evidence to support the claim, but does not address all parts of the prompt with supporting textual evidence (i.e., one or more body paragraphs are missing textual evidence) | Student attempts to use sufficient (i.e., at least one instance per body paragraph) evidence to support the claim, but the evidence presented is irrelevant to the claim | Student attempts to use insufficient (i.e., one or more body paragraphs are missing textual evidence) evidence to support the claim, and the evidence presented is irrelevant to the claim |
| **Structure**  **(4 points)** | Response contains a clear beginning, middle, and end, and uses transitions to ensure these parts flow together and stay on-topic; textual evidence is integrated smoothly and its relevance is justified in the response | Student uses relevant evidence to support the claim, but does not address all parts of the prompt with supporting textual evidence (i.e., one or more body paragraphs are missing textual evidence) | Student attempts to use sufficient (i.e., at least one instance per body paragraph) evidence to support the claim, but the evidence presented is irrelevant to the claim | Student attempts to use insufficient (i.e., one or more body paragraphs are missing textual evidence) evidence to support the claim, and the evidence presented is irrelevant to the claim |
| **Conventions**  **(4 points)** | Student’s language is clear and appropriate for the task; there are up to two minor errors in spelling, grammar, and/or usage | Student’s language is clear and appropriate for the task; there is a major error and other minor errors in spelling, grammar, and/or usage | Student’s language is either clear OR appropriate for the task; there are up to three major errors in spelling, grammar, and/or usage | Student’s language is neither clear nor appropriate; there are up to five major errors in spelling, grammar, and/or usage |

**PSSA ECR TEXT-DEPENDENT ANALYSIS SCORING RUBRIC**

**Reading Gr. 4-8**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score Point** | **Description** | **Score Point** | **Description** |
| **4** | • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)  • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  • Strong organizational structure that effectively supports the focus and ideas  • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences  • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions  • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  • Skillful use of transitions to link ideas  • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning | **2** | • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)  • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)  • Weak organizational structure that inconsistently supports the focus and ideas  • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences  • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions  • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose  • Inconsistent use of transitions to link ideas  • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning |
| **3** | • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)  • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  • Appropriate organizational structure that adequately supports the focus and ideas  • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences  • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions  • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  • Appropriate use of transitions to link ideas  • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning | **1** | • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)  • Minimal evidence of an introduction, development, and/or conclusion  • Minimal evidence of an organizational structure  • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences  • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions  • Minimal reference to the main idea(s) and/or relevant details of the text(s)  • Few, if any, transitions to link ideas  • Little or no use of precise language or domain-specific vocabulary drawn from the text(s)  • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning |

**3.2.8 Culinary Arts Performance Task (PT) Multi-Day Task Item (Example)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task #1**- Plan and prepare two dishes to serve at a traditional holiday gathering. The first dish should include any meat and the second dish should include eggs. You will be assessed on the safety and sanitation practices implemented in the preparation of both dishes. Additionally, based on your planned dishes, create a food safety and sanitation poster providing details of four (4) possible safety and sanitation risk factors from production through consumption of the ingredients/meals. For these identified risks, include the definition/description, two (2) examples, and at least one (1) method of preventing the risk.  **Day 1.** Plan your two (2) dishes, and draft your framework for displaying the risk factors on your poster. You will have 45 minutes to complete these tasks.  **Day 2.** Prepare your planned dishes and present your meals to the test administrators. You will have 60 minutes to prepare your meals.  **Day 3.** Complete your food safety and sanitation poster. Use pictures or other graphics to enhance your poster. Research and collation of materials can begin as early as Day 1 of this assignment. You will have 45 minutes to complete this task.  Use the competency checklist and scoring rubric to **guide** your meal preparation and poster development.  **Safety and Sanitation Competency Task List**   |  |  |  | | --- | --- | --- | | **No.** | **Competency** | **Achieved**  **(Y/N)** | | 1. | Wearing appropriate apparel in the food preparation area. |  | | 2. | Cleaning and wash fresh, produce, and fruits. |  | | 3. | Solving problems related to waste disposal and recycling. |  | | 4. | Demonstrating good personal hygiene and health practices in the kitchen. |  | | 5. | Maintaining a clean and sanitary work environment. |  | | 6. | Following acceptable procedures when preparing and storing protein foods. |  | | 7. | Demonstrating prevention of cross-contamination. |  | | 8. | Demonstrating proper food handling practices. |  | | 9. | Maintaining accurate temperature of products. |  | | 10. | Demonstrating proper handling of tools, utensils, equipment, dishes, and glassware. |  | |

**3.2.8 Scoring Guide and Rubric**

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| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **Nutrition/Culinary** | **CTE** | **Post-test** | **16** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| Day 1 Task | 0001.NC.CTE.POST.PT-LV4 | PT | N/A | See rubric for scoring guidelines |
| Day 2 Task | 0001.NC.CTE.POST.PT-LV4 | PT | 20 | See rubric for scoring guidelines |
| Day 3 Task | 0001.NC.CTE.POST.PT-LV3 | PT | 12 | See rubric for scoring guidelines |

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| --- | --- | --- | --- | --- |
| **Task #1 Scoring Rubric** | | | | |
| **Dimension** | **Advanced**  **(4 points)** | **Proficient**  **(3 points)** | **Basic**  **(2 points)** | **Below Basic**  **(1 points)** |
| **Dishes**  **(4 points)** | Two dishes are prepared, one with meat and one with eggs | Two dishes are prepared, but one does not contain meat or eggs | Neither dish contains meat or eggs, OR only one dish with either meat or eggs is prepared | One or no dish is prepared, AND the dish prepared does not contain meat or eggs |
| **Sanitation/ Presentation**  **(4 points)** | Both dishes are sanitary and aesthetically pleasing to administrators | Both dishes are sanitary but one or both contain flaws in presentation | One dish contains flaws in sanitation practices but both are aesthetically pleasing to administrators | Both dishes contain flaws in sanitation practices and one contains flaws in presentation |
| **Poster**  **(4 points)** | Poster contains the following criteria:  -4 possible risk factors that pertain to the dishes prepared  -Definitions and descriptions of risk factors selected  -Two examples of risk factors selected  -One method for preventing a selected risk factor | Poster is missing one component from one of the following criteria:  -4 possible risk factors that pertain to the dishes prepared  -Definitions and descriptions of risk factors selected  -Two examples of risk factors selected  -One method for preventing a selected risk factor  (e.g., only one example of a selected risk factor is included on the poster) | Poster is missing two to four (2-4) components from one or more than one of the following criteria OR is missing a criterion altogether:  -4 possible risk factors that pertain to the dishes prepared  -Definitions and descriptions of risk factors selected  -Two examples of risk factors selected  -One method for preventing a selected risk factor | Poster is missing more than four components from one or more of the following criteria OR is missing more than one criterion altogether:  -4 possible risk factors that pertain to the dishes prepared  -Definitions and descriptions of risk factors selected  -Two examples of risk factors selected  -One method for preventing a selected risk factor |
| **Timeliness**  **(4 points)** | All components (both dishes and the poster) are completed within the given time frame | One component (a dish or the poster) is not completed within the given time frame | Two components (both dishes OR and dish and the poster) are not completed within the given time frame(s) | No tasks are completed within the given time frames |

**3.2 Scoring Framework**

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

**Quality Assurance Checklist Questions**

|  |  |
| --- | --- |
| **Task** | **Task Question** |
| Targeted Content Standards | To what degree does this item match the targeted standards? |
| Cognitive Level | To what degree does this item match the DoK expressed in the standards? |
| Developmentally Appropriate | Are the readability and task requirements appropriate for the test-takers? |
| Sensitive Material | Is there sensitive content with references to drugs, death, suicide, etc.? |
| Potential Bias | Are there contextual, gender, or cultural assumptions? |
| Fairness | Has the test-taker had the opportunity to learn the content within the item? |
| Editing | Have editorial correctness and Universal Design principles been applied? |

**HANDOUT #3.3**

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

Accurate and consistent human scorer(s) must assess items according to scoring rubrics and guidelines with as few inconsistencies between scorers as possible.

**3.3.2 Develop Training Procedures for Human Scorers-Workflow**

**3.3.1 Develop Training Procedures for Human Scorers-Procedural Steps**

1. Gather materials and allot time for training. Materials needed include copies of an item/task with its scoring rubric, as well as copies of student responses that reflect a wide range of performance levels (from low-performing to high-performing). Items with a point value of four or greater and scored with a multidimensional rubric are best suited for training purposes, as these items and rubrics provide more room for variance between scorers, and hence more opportunities for learning. Responses that have already been assigned a score by a qualified scorer or the training facilitator (anchor answers) are optimal as they provide a clear frame of reference as to what a certain performance level should look like. Ensure the scores of the anchor answers are unknown to the participants prior to beginning the training session.
2. Explain the task and its rubric to the participants and allow them to ask questions if needed. A thorough, agreed upon understanding of the task and performance criteria is the first essential safeguard against inconsistency between scorers.
3. Select one student response, and provide each scorer with a copy. Give scorers time to score the response given the performance criteria listed in the rubric. Allow scorers to share their scores, as well as the reasons for awarding the score they did. Record results in the *Score Assigned* and *Score Rationale* sections of the *Human Scorer Calibration Framework.*
4. After discussion, reveal the anchored score to participants and compare their scores to the anchored score. Record the anchored score in the *Anchored Score* section of the *Framework.* Compare scorer’s results to anchored scores, and record any deviations in the *Deviation* section. If a scorer’s score deviates more than a full point from the anchored score, a discussion to identify the underlying cause of the deviation must take place to smooth out any inconsistencies. Record results in the *Identified Issues* section as applicable.
5. Refine scores as needed after reaching a consensus. In some instances, score deviations may occur based on a rubric that with unclear performance criteria and/or wording. If this is an agreed-upon factor of scorer inconsistency, then the item’s rubric will need to be refined.

**3.3.2 Human Scorer Calibration Tool for Identifying Anchor Answers (Example)**

**Extended Constructed Response (ECR) Text-Dependent Analysis Item**

**ELA Grade 7**

|  |
| --- |
| **“Letter to Her Daughter from the New White House”**  by Abigail Adams  *John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.*  Washington, 21 November 1800  My Dear Child:  I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria, is in full view of my window, and I see the vessels as they pass and repass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President’s salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.  You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single apartment finished, and all within side, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.  Since I sat down to write, I have been called down to a servant from Mount Vernon, with a billet from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington’s love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.  Affectionately, your mother |
| 1. In the letter, Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams’ perspective of city life was impacted by her experiences. Use evidence from the letter to support your response. |
| **Plan:** Read the passage and question carefully. Organize your ideas and plan your essay on scratch paper before writing your final draft.  **Focus:** Analyze the passage as you read and write. Use evidence from the passage to support your response. Use precise language, a variety of sentence types, and be sure to include an introduction, body and conclusion.  **Proofread:** Correct any errors in capitalization, spelling, sentence formation, punctuation, and word choice. |

**Scoring Guide and Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** |
| **ELA** | **7** | **Pre-test** | **20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** |
| 1 | 0001.ELA.GR7.PRE.ECR-LV3-RI.7.3 | ECR | 16 | See below |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item #1 Sample Response for: *In the letter, Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.*** | | | | |
| **Dimension** | **Advanced**  **(4 points)** | **Proficient**  **(3 points)** | **Basic**  **(2 points)** | **Below Basic**  **(1 point)** |
| **Response to Prompt**  **(4 points)** | Central claim is clearly articulated and completely addresses the writing prompt | Central claim is clearly articulated and mostly addresses the writing prompt | Central claim is ambiguous/unclear and partially addresses the writing prompt | An effort was made to create a central claim, but it does not address the writing prompt |
| **Textual Evidence**  **(4 points)** | Student uses sufficient (i.e., at least one instance per body paragraph) and relevant textual evidence to support the claim | Student uses relevant evidence to support the claim, but does not address all parts of the prompt with supporting textual evidence (i.e., one or more body paragraphs are missing textual evidence) | Student attempts to use sufficient (i.e., at least one instance per body paragraph) evidence to support the claim, but the evidence presented is irrelevant to the claim | Student attempts to use insufficient (i.e., one or more body paragraphs are missing textual evidence) evidence to support the claim, and the evidence presented is irrelevant to the claim |
| **Structure**  **(4 points)** | Response contains a clear beginning, middle, and end, and uses transitions to ensure these parts flow together and stay on-topic; textual evidence is integrated smoothly and its relevance is justified in the response | Student uses relevant evidence to support the claim, but does not address all parts of the prompt with supporting textual evidence (i.e., one or more body paragraphs are missing textual evidence) | Student attempts to use sufficient (i.e., at least one instance per body paragraph) evidence to support the claim, but the evidence presented is irrelevant to the claim | Student attempts to use insufficient (i.e., one or more body paragraphs are missing textual evidence) evidence to support the claim, and the evidence presented is irrelevant to the claim |
| **Conventions**  **(4 points)** | Student’s language is clear and appropriate for the task; there are up to two minor errors in spelling, grammar, and/or usage | Student’s language is clear and appropriate for the task; there is a major error and other minor errors in spelling, grammar, and/or usage | Student’s language is either clear OR appropriate for the task; there are up to three major errors in spelling, grammar, and/or usage | Student’s language is neither clear nor appropriate; there are up to five major errors in spelling, grammar, and/or usage |

**Sample Response-16 Points (Example)**

**Round 1 of Scoring Calibration**

*Abigail Adams’ experience of moving to a new city begins in unfavorable manner, but her response to this experience remains positive throughout the letter to her daughter. She writes about new aspects of her life that she has to get used to, but she also mentions many encouraging features of the White House and being First Lady.*

*When Adams arrives in Washington, D.C., her and her party become lost almost immediately. After traveling from Baltimore, Adams’ party is “obliged to go the other eight [miles] through woods, where we wandered two hours without finding a guide or the path.” She eventually finds Washington, D.C., which Adams describes as lightly populated when she says “Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being.” She also sees buildings, but says “I see no great comfort for them.” This introduction to her new home is not favorable, but Adams does not let this ruin her new life.*

*Life in the White House takes some getting used to for Adams. Adams lives with many servants, but the White House is so big that she cannot always find them when she needs them. She complains about this in the first paragraph when she says “To assist us in this great castle… bells are wholly wanting, not one single one being hung through the whole house…This is so great an inconvenience that I know not what to do, or how to do.” She also becomes fed up with the fact “that wood is not to be had because people cannot be found to cut and cart it” even though she is “surrounded with forests.”*

*Even though Adams has to face these challenges, she still admits that “the situation is beautiful, which is true.” The new White House is still under construction when Adams arrives, which is another source of problems. For example, Adams states “The house is made habitable, but there is not a single apartment finished…We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter.” Any of these factors would worry most people, but Adams stays positive. She complements the White House near the end of her letter by saying “It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.”*

*She may have a lot to complain about, but Abigail Adams responds very well to her new life. She remains positive throughout her letter, and does not fail to mention what she likes or thinks she will like about living in the White House.*

**Human Scorer Calibration Framework**

**Note:** Examples of scorer input are written in *italics*.

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| **Test Name: *ELA Midterm*** | **Item #: *1*** | **Round #: *1*** | **Total Possible Points: *16*** |
| **Scorer** | **Rater #1** | **Rater #2** | **Rater #3** |
| **Score Assigned** | *16* | *14* | *16* |
| **Score Rationale** | *4-Response to Prompt.*  *Very clear and complete claim*  *4-Textual Evidence*  *Evidence is plentiful and relevant to the claim*  *4-Structure*  *Clear beginning, middle, and end; all parts flow smoothly*  *4-Conventions*  *No major grammatical errors* | *4-Response to Prompt*  *Claim is well-thought out.*  *3-Textual Evidence*  *Evidence is unbalanced; many more negative factors than positive factors are cited*  *3-Structure*  *Weak transitions from paragraph to paragraph*  *4-Conventions*  *The response is free of major errors in conventions* | *4-Response to prompt Claim addresses the prompt fully*  *4-Textual Evidence*  *Evidence supports the claim, and there are many examples per paragraph*  *4-Structure*  *Thorough, five-paragraph response that stays on topic throughout*  *4-Conventions*  *No major errors in grammar/usage* |
| **Anchored Score** | *16 (4pts.-each dimension)* | *16 (4pts.-each dimension)* | *16 (4pts.-each dimension)* |
| **Deviation**  **❑ 0 – Exact**  **❑ ≥1 pt. – Adjacent**  **❑ >1 pt. – Outlier** | *0* | *-2* | *0* |
| **Identified Issues** |  | **-***Scorer misinterpreted student’s claim, which led to an assumption that the textual evidence did not follow the claim.*  *-Scorer expected more conventional transitional word sequences (e.g., “first, next, finally”) rather than the student’s topic sentences of body paragraphs.* |  |

**Sample Response-8 Points (Example)**

**Round 2 of Scoring Calibration**

*Abigail Adams lived in the White House. I would be happy to live there, and she likes how big and fancy the White House is. First, she notices how big the White House is. She sees a river. “The river, which runs up to Alexandria, is in full view of my window, and I see the vessels as they pass and repass.” If she can see a whole river from her window, she must be looking through a window that is high up from the ground. The house is big because “The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables.” The house must be big because it fits thirty people inside. There is a room she likes because “It is a very handsome room now; but, when completed, it will be beautiful.” So that’s how Abigail likes her new home.*

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| **Test Name: *ELA Midterm*** | **Item #: *1*** | **Round #: *2*** | **Total Possible Points: *16*** |
| **Scorer** | **Rater #1** | **Rater #2** | **Rater #3** |
| **Score Assigned** | *8* | *6* | *10* |
| **Score Rationale** | *2-Response to Prompt*  *Claim is poorly worded and focuses more on emotions than reactions.*  *2-Textual Evidence*  *Not all cited evidence (e.g., the last instance) supports claim and is justified.*  *2-Structure*  *Only one paragraph; no clear transition/ distinction between concepts.*  *2-Conventions*  *Casual language; a change in tense from first sentence to rest of response; paragraph is not indented.* | *1-Response to Prompt*  *Claim is not clear and does not quite address the prompt.*  *3-Textual Evidence*  *Evidence follows the claim and is justified, however the first example seems out of place*  *1-Structure*  *The answer makes sense but it is just one large paragraph. The last sentence is not a conclusion.*  *1-Conventions*  *No indention; use of personal pronoun “I”; fourth sentence is awkward and disjointed.* | *3-Response to Prompt*  *Claim is articulated and related to the prompt but does not address it fully.*  *3-Textual Evidence*  *The claim is supported by evidence, but the last piece of evidence is not justified clearly.*  *2-Structure*  *No clear distinction between beginning, middle, and end; textual evidence is not incorporated smoothly.*  *2-Conventions*  *Language is informal and some sentences are not coherently stated thoughts.* |
| **Anchored Score** | *8 (2pts.-each dimension)* | *8 (2pts.-each dimension)* | *8 (2pts.-each dimension)* |
| **Deviation**  **0 – Exact**  **≥1 pt. – Adjacent**  **>1 pt. – Outlier** | *0* | *-2* | *+2* |
| **Identified Issues** |  | *-Scorer correctly classified the claim as partially unrelated to the prompt, but discounted its presence*  *-Scorer misinterpreted “Conventions” criteria requirements and awarded too low of a score based on number of errors identified* | *-Scorer overlooked the overall ambiguity of student’s claim*  *-Scorer assumed all evidence was relevant and justified, but overlooked weakness of first example and the lack of justification of last example. Also, last example is an illustration of the house’s beauty, rather than its size or ornateness.* |

**Quality Assurance Checklist**

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| **Task** | **Task Question** |
| Resources | Have time and materials been secured for training? |
| Anchor Answers | Has the facilitator identified anchor papers prior to training? |
| Clarity | Do participants have a clear understanding of the task and its rubric? |
| Justification | Are participants given an opportunity to share and justify their scores? |
| Deviations | Is it possible to identify and address the source of deviations in scoring? |
| Refinement | Can the group reach consensus on how to resolve deviation issues? |