Scoring Key

Assessment Name	Grade/Course	Administration	UAI (Unique Assessment Identifier)

Item #	Item Tag	Item Type	Point Value	Answer
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				

Process Steps

Step 1. Enter the assessment information at the top of the Scoring Key.

Step 2. Record the single, correct answer during item development. For SCR and ECR items/tasks, the scoring rubrics should be referenced in the answer column and put in the correct rubric table on the Rubric Template.

Step 3. Record the item number, item tag, item type, and point value.

Step 4. Record the MC answers in the answer column. For each CR item, include the general scoring rubric and sample response for each point value.

Step 5. Repeat Steps 1-4 until all items/tasks on the blueprint are reflected within the Scoring Key.

QA Checklist

❑ All items/tasks articulated on the blueprint are represented within the Scoring Key.

❑ MC items have been validated to ensure only one correct answer among the possible options provided exists.

❑ MC answers do not create a discernible pattern.

❑ MC answers are "balanced" among the possible options.

❑ Scoring Key answers are revalidated after the final operational form reviews are complete.

Rubric Template

<u>**SCR**</u>

General Scoring Rubric	
2 points	
1 point	
0 points	

Item # _____ Sample Response for: _____	
2 points	
1 point	

<u>**ECR**</u>

General Scoring Rubric	
4 points	
3 points	
2 points	
1 point	
0 points	

Item #_____ Sample Response for: _____	
4 points	
3 points	
2 points	
1 point	
0 points	

Process Steps

Step 1. Create the item/task description for the student.

Step 2. Using a "generic" rubric, begin by modifying the language using specific criteria expected in the response to award the maximum number of points.

Step 3. Next, 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]

Step 4. Using the "sample" rubric, create an example of a correct or possible answer for each level in the rubric.

Step 5. In review, ensure the item/task description for the student, the scoring rubric, and the sample rubric are aligned.

QA Checklist

❑ CR items/tasks have scoring rubrics that reflect a performance continuum.

❑ CR items/tasks include sample responses for each level of performance.

❑ CR scoring rubrics are clear and concise.

❑ CR scoring rubrics include all dimensions (aspects) of the tasks presented to the students.

❑ CR scoring rubrics avoid including non-cognitive (motivation, timeliness, etc.) or content irrelevant attributes.