

## Scoring Guidelines

**Audience:** *K-12 Teachers, Principals*

**Time:** *45 minutes*

### PROCEDURES

- 1) Share the *Coded Extended Response Question and Scoring Guidelines* worksheets **or** the PowerPoint version to model the coding process. Questions and guidelines are from the Ohio Department of Education's released test item bank. Guide participants through the example question, explaining that the performance verbs are highlighted. Performance verbs are identified for their level of cognitive demand in the previous *Performance Verbs* activity. Point out that the number underlined in the guidelines indicates the requirements for a particular score.
- 2) Review the second page of the worksheet, noting the highlighted performance verb and the number of requirements underlined in the scoring guidelines, just as it was for the question. In pairs, have the participants clarify requirements within the guidelines.
- 3) Ensure that participants understand the following key points.
  - The student is required to "explain" to receive any points (**performance verb**).
  - The difference in points is determined by the number of examples provided in the text (**number of requirements**).
- 4) Provide time for partners to practice deconstructing one additional question using this model.
- 5) Have partners pair up with another group (*Think-Pair-Square*) to discuss the value of coding questions and examine the parallels between what questions to ask and how scores are awarded. After providing time for discussion, ask a few groups to share their findings.
- 6) Select a standard/benchmark/indicator with participants to use in creating a constructed response question and accompanying scoring guideline. Refer participants to the *Constructed Response Question Form* template. The constructed response question area can be expanded, if necessary, to include a graphic. Remind participants that constructed response questions should incorporate higher level Bloom's Taxonomy verbs.

### COMMENTS TO FACILITATOR

The Success Web site is a resource for additional items and their scoring guidelines.

Item and scoring guideline construction can be given as an assignment or addressed in a subsequent work session.

### LEARNING OBJECTIVE

Participants will strengthen their understanding of constructed response items and scoring guidelines to support the development and use of these items in the classroom.

### DESCRIPTION

This activity is designed to focus participants on the level of detail required when answering extended response questions, by coding the question and the scoring guidelines. Participants will notice the parallel between what is asked and how an answer is scored, supporting more purposeful instruction on how to fully respond to a question.

### MATERIALS AND RESOURCES

- *Coded Extended Response Question and Scoring Guidelines* worksheet
- *Constructed Response Question Form* template
- Released constructed response questions appropriate for participants' grade level and/or content area.
- Optional: PowerPoint presentation: *Scoring Guidelines*
- Optional: overhead projector and screen
- Optional: computer, projector and screen

### VARIATIONS & EXTENSIONS

Consider additional extended response questions for selection and coding to customize for a specific audience (grade levels, content areas).

### NOTES