

FOUN 3710 Test Construction Project Revised (d) – ANNOTATED RUBRIC AND PROJECT DETAILED GUIDELINES

Essential Task – The Test Construction Project Points (20 points)

This assignment, designated as an essential task, requires the construction of a classroom test and a whole class summative assessment appropriate for the candidate’s teaching field. If this course is offered as part of a methods block the test created may actually be used in the classroom, although this is neither necessary nor expected. The candidate’s project must be submitted to TaskStream where it will be evaluated by the instructor. The scoring rubric below shows the maximum score on this Essential Task is 40 (4 columns x 10 indicators); this score is multiplied by .5 (point five) to determine points toward the course grade.

	Unsatisfactory	Satisfactory	Competent	Exemplary
#1 Intro Wt=1	The unit/topic to be taught is identified and the grade level/course is specified.	The unit/topic to be taught is identified, a succinct description is provided, but the grade level/course is NOT specified.	The unit/topic to be taught is identified, a succinct description is provided, and the grade level/course is specified.	The unit/topic to be taught is identified, a succinct description is provided, and its importance in the course is explained. The grade level/course is specified.
OSTP 2.3, 3.4, 4.1 CF R2B, R3A	<p>INTRODUCTION SECTION: Related Standards</p> <p><u>OH- Ohio Standards for the Teaching Professions</u> Standard:Standard #2: Content Teachers know and understand the content area for which they have instructional responsibility. Element: 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues. Standard:Standard #4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student. Element: 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.</p> <p><u>OH- Youngstown State University BCOE Standards & Outcomes</u> Standard: R2: Reflective practice is Ethical. Candidates act in a moral, legal, and principled manner in professional practice. Outcome: B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making. Standard: R3: Reflective practice is Fair. Candidates exercise democratic fairness, principled concern, and humane care in their professional activities. Outcome: A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the beginning of your work. Another way to think of this is that it would be the first section of your test project.</p> <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on this introduction section, you must include four components 1) the topic/unit is identified by concept name of phrase, 2) a succinct description is provided which overviews this topic, 3) the importance of this topic/unit within the course is explained (meaning how does it connect to previous and subsequent topics) and 4) the grade level and/or course in which the unit or topic would be taught. A Competent Rating either leaves out one of these four components or fails to explain one of the four adequately. A Satisfactory Rating either leaves out two of these four components, fails to explain two adequately, or leaves out one and fails to adequately explain one. An Unsatisfactory Rating fails on three of these four components. A Zero Rating occurs should you leave out the introduction section entirely or include an introduction but fail to address any of these four components.</p> <p>Foun 3710 Class Practice: With careful planning, you can use Foun 3710 Assignment #2 to begin to create this section and the second section (refer to next section).</p>			

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#2 Obj Wt=2 OSTP 2.3, 4.1 CF R2B	Standard(s) identified. Only 1 or 2 specific learning objectives are stated or Bloom levels are not included.	Standard(s) identified. Three or four specific learning objectives are clearly stated. At least one is not accurately identified at a level of Bloom's Taxonomy different from the others.	Standard(s) identified. Three or four specific learning objectives are clearly stated. Each is accurately identified at a different level of Bloom's Taxonomy. Some test items are linked to an objective.	Standard(s) identified. Three or four specific learning objectives are clearly stated. Each is accurately identified at a different level of Bloom's Taxonomy. Each test item or group of items is linked to an objective.
	<p>STANDARDS AND OBJECTIVES SECTION: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #2: Content Teachers know and understand the content area for which they have instructional responsibility. Element: 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. Standard:Standard #4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student. Element: 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R2: Reflective practice is Ethical. Candidates act in a moral, legal, and principled manner in professional practice. Outcome: B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the beginning of your work, immediately following your introduction. Another way to think of this is that it would be the second section of your test project.</p> <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on this section, you must include four components: 1) at minimum three clearly-stated specific learning objectives are provided, 2) at minimum three of the learning objectives are accurately targeted at a different Bloom level or Domain 3) each stated objective is indexed to content standards and 4) a Table of Specifications is used to link each stated objective to each test item or group of test items. A Competent Rating either leaves out one of these four components or fails to explain one of the four adequately. A Satisfactory Rating either leaves out two of these four components, fails to explain two adequately, or leaves out one and fails to adequately explain one. An Unsatisfactory Rating fails on three of these four components. A Zero Rating occurs should you leave out the objectives section entirely or include an objectives section but fail to address any of these four components.</p> <p>Foun 3710 Class Practice: With careful planning, you can use Foun 3710 Assignment #2 to begin to create this section. Use the link provided on the class website – Internet Links/Curriculum Standards – to access the Ohio curriculum standards governing your content area. If a grade level is indicated, choose one standard from that level.</p> <ol style="list-style-type: none"> 1. Give complete reference for the standard – Document title, hierarchy, statement of standard (copy and paste), and page number. 2. Write 3 measurable objectives (aka learning targets) that tell what students should know and/or be able to do to meet this standard. 3. Give the criterion for success at each level or as an overall criterion. <p>Thus, all you would have remaining to complete for your test construction project related to this section would be the last component, the Table of Specifications. To review this approach to test validity take a look at this link on the instructor's website http://people.yzu.edu/~ramcewing/3710TablesSpecifications.htm</p> <p>Remember the Purposes of Using Standards in Test Design: Using standards insures that your content and skill requirements are accepted by the profession; this adds credibility to your instruction. Standard use is also a system of backward design. You begin with a vision of what you want your "educated" student to know, be able to do, and appreciate . . . then work backwards developing the kinds of activities and assessments you plan on using to achieve this vision.</p>			

	Unsatisfactory	Satisfactory	Competent	Exemplary
#3 Pre Plan Wt=1 OSTP 3.3 CF R1C	Description of the pre-assessment is vague or unclear. The plan DOES NOT specify connections between the information gathered from the pre-assessment and potential modifications of planned instruction.	Description of the pre-assessment is clear. The plan DOES NOT specify connections between the information gathered from the pre-assessment and potential modifications of planned instruction.	Description of the pre-assessment is clear. The plan specifies general connections between the information gathered from the pre-assessment and potential modifications of planned instruction.	Description of the pre-assessment is clear. The plan specifies explicit connections between the information gathered from the pre-assessment and potential modifications of planned instruction.
	<p>PRE-ASSESSMENT PLAN: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R1: Reflective practice is Reasoned. Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions. Outcome: C. Candidates utilize evaluation results for evidence-based decision-making.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the beginning of your work, immediately following your standards and objectives section. Another way to think of this is that it would be the third section of your test project.</p> <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on this section, you must include three components: 1) a clear statement of what approach(es) you would use to gather information prior to the beginning of the unit/topic you plan to teach, 2) an explanation of why you selected the approach(es) you did, and 3) a clear statement of how you will <u>specifically</u> use the collected information to modify your upcoming planned instruction. A Competent Rating either leaves out one of these three components or fails to explain one of the three adequately. A Satisfactory Rating either leaves out two of these three components, fails to explain two adequately, or leaves out one and fails to adequately explain one. An Unsatisfactory Rating fails on all three of these components. A Zero Rating occurs should you leave out the pre-assessment plan section entirely.</p> <p>Remember the Purposes of Pre-assessment: The teacher does not grade the pre-assessment, but instead uses the information to determine modifications of his/her instructional plan. Modifications might include grouping of students and to determine whether some students require teaching of prerequisite skills or need additional degrees of challenge. Depending on the purpose, a teacher can use a pre-assessment to:</p> <ol style="list-style-type: none"> Elicit information about students' readiness to learn skills and concepts in order to identify learning gaps so the teacher can design activities that are respectful and challenging; Gather information about students' preferred modes of learning (including learning styles and grouping preferences) which might suggest learning options for particular students and subgroups; and Gather information about students' attitudes about learning, areas of interest within the topic area, and initial questions they may have to help identify a starting point for instruction. <p>Examples of pre-assessment include, but are not limited to, the following: An "end of chapter" or "end of unit" test administered at the beginning of the instructional sequence An Interest survey An Entrance slip</p>			

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#4 Form Plan Wt=2 OSTP 3.1,3.2 CF R1B	Formative assessments are general, unclear or vague. The plan DOES NOT include connections between the information gathered from the formative assessments and potential modifications of planned instruction.	Formative assessments are explicitly stated. The plan DOES NOT include connections between the information gathered from the formative assessments and potential modifications of planned instruction.	Formative assessments are explicitly stated. The plan includes general connections between the information gathered from the formative assessments and potential modifications of planned instruction.	Formative assessments are explicitly stated. The plan includes specific connections between the information gathered from the formative assessments and potential modifications of planned instruction.
	<p>FORMATIVE ASSESSMENT PLAN: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. Element: 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R1: Reflective practice is Reasoned. Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions. Outcome: B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the beginning of your work, immediately following your pre-assessment section. Another way to think of this is that it would be the fourth section of your test project.</p> <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on this section, you must include three components: 1) a clear statement of at least TWO approaches you would use to gather information on student progress during instruction, 2) an explanation of why you selected EACH approach you did, and 3) a clear statement of how you will <u>specifically</u> use the collected information from EACH approach to modify your ongoing instruction. A Competent Rating either leaves out one of these three components or fails to explain one of the three adequately. A Satisfactory Rating either leaves out two of these three components, fails to explain two adequately, or leaves out one and fails to adequately explain one. An Unsatisfactory Rating fails on all three of these components. A Zero Rating occurs should you leave out the pre-assessment plan section entirely.</p> <p>Remember the Purposes of Formative Assessment: A formative assessment plan is designed to be implemented during instruction and indicates how you will use the results of formative assessments to inform your instruction prior to the test you have developed to be given at the end of the unit. You do not grade the formative assessment, but instead use the information to determine modifications of your ongoing instructional plan. Modifications include re-teaching the material using a different approach. For example, you could create small tutorial groups in which students who have demonstrated understanding help those who require re-teaching. Many of the positive effects reported in the research literature on formative assessment are connected to re-teaching. Madeline Hunter is credited with introducing the term in the 1980s within her framework for mastery teaching. (NOTE: This is NOT self-reflection about how you would do this differently next time; it is what you will do NOW.)</p> <p>Examples of formative assessment include, but are not limited to, the following: during instruction . . . assign and collect a minute paper, muddiest point, self-confidence survey; during instruction . . . voting: a)thumbs up/down/horizontal or b)technologies (aka clickers) . . . to determine students' perceived understanding; during instruction . . . ask students to paraphrase concepts, pose questions, listen to students questions & comments, during instruction . . . monitor body language & facial expressions; immediately after a subunit of the content . . . administer quiz, test, exam (with specific feedback for improvement); immediately after a subunit of the content . . . assign a reflection paper, lab report, homework (with specific feedback for improvement)</p>			

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#5 Sum Plan Wt=2 OSTP 3.5 CF R1C	The only component addressed is the summative assessment.	The components of the “grade” for the unit are listed. NEITHER the relative weight of each component of the “grade” NOR a scale for arriving at a final letter grade is missing.	The components of the “grade” for the unit are listed. EITHER the relative weight of each component of the “grade” OR a scale for arriving at a final letter grade is missing.	The components of the “grade” for the unit are listed. The relative weight of each component of the “grade” is given and a scale for arriving at a final letter grade is included.
	<p>SUMMATIVE ASSESSMENT PLAN: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R1: Reflective practice is Reasoned. Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions. Outcome: C. Candidates utilize evaluation results for evidence-based decision-making.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the beginning of your work, immediately following your formative assessment section. Another way to think of this is that it would be the fifth section of your test project.</p> <p>A summative assessment plan includes all components used to determine a grade during the period of instruction, (e.g. the pre-assessment, the formative assessments, attendance, participation, and the end of unit test). Thus, you need to provide a listing or table wherein you list all the components</p> <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on this section, you must include three components: 1) a listing of all assessment data pieces used in determining the overall grade earned by a student at the completion of the unit (the data pieces must include more than the test item components found on the end of unit final exam), 2) an indication of the relative weight of each component (the percentage of that component used in determining final grade), and 3) a scale for arriving at a final letter grade for the student’s performance on that unit of instruction. Since nearly all school districts in Ohio and in the nation require the use of the traditional A, B, C, D, F reporting system, you are to use this letter grade system in this project.</p> <p>A Competent Rating occurs when you include all the data pieces but either leave out the relative weight of each piece OR the grading scale for a final letter grade.</p> <p>A Satisfactory Rating occurs when you include all the data pieces but leave out BOTH the relative weight AND the grading scale.</p> <p>An Unsatisfactory Rating occurs when you use ONLY the items found on the end of unit test in your summative assessment plan.</p> <p>A Zero Rating occurs should you leave out the summative assessment plan section entirely.</p>			

	Unsatisfactory	Satisfactory	Competent	Exemplary
#6 SR Items	Few items meet SR test construction guidelines and standards.	Many items meet SR test construction guidelines and standards.	Most items meet SR test construction guidelines and standards.	All items meet SR test construction guidelines and standards.
Wt=5 OSTP 3.1,3.2 CF R1B	<p data-bbox="197 282 827 308">SELECTED RESPONSE (SR) ITEMS: Related Standards</p> <p data-bbox="197 337 764 363">OH- Ohio Standards for the Teaching Professions</p> <p data-bbox="197 363 1667 389">Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p data-bbox="289 389 394 415">Element:</p> <p data-bbox="289 415 1310 441">3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.</p> <p data-bbox="289 441 394 467">Element:</p> <p data-bbox="289 467 1302 493">3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p> <p data-bbox="197 493 932 519">OH- Youngstown State University BCOE Standards & Outcomes</p> <p data-bbox="197 519 310 545">Standard:</p> <p data-bbox="197 545 1738 571">R1: Reflective practice is Reasoned. Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.</p> <p data-bbox="289 571 403 597">Outcome:</p> <p data-bbox="289 597 1243 623">B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.</p> <p data-bbox="197 649 995 675">Further Explication to Guide Successful Achievement of this Indicator</p> <p data-bbox="197 701 1953 786">Where to place this information in your test construction project report: Both your SR and CR test items combine to represent your end-of-unit test. The end of unit test follows section six (the Alternative Assessments Section) of your project. Your SR and CR groupings may be presented in any order of your choosing. This will be the next-to-last section of your test construction project (the last section will be your answer keys and rubrics).</p> <p data-bbox="197 812 470 837">SR Item Specifications:</p> <ul data-bbox="344 876 1911 961" style="list-style-type: none"> ○ 20 selected-response items. Use at least 10 multiple choice questions and at least one matching (6 matches minimum) item. If you include true-false, true-false correction, or sometimes-always-never items, use no more than 5 of these. ○ identification of the objective/outcome tested by that item or group of items <p data-bbox="197 993 1948 1078">Rating Scale Scoring Procedures: To receive an Exemplary Rating on writing selected response items, you must include four components 1) the test contains 20 selected response items, 2) of the test questions, there are 10 multiple choice questions and at least one matching item of at least 6 matches, 3) the items avoid the composition pitfalls discussed in the course materials, and 4) the objective/outcome tested by the item(s) are identified.</p> <p data-bbox="197 1078 1453 1104">A Competent Rating either leaves out one of these four components or fails to accomplish one of the four adequately.</p> <p data-bbox="197 1104 1940 1130">A Satisfactory Rating either leaves out two of these four components, fails to accomplish two adequately, or leaves out one and fails to adequately accomplish one.</p> <p data-bbox="197 1130 911 1156">An Unsatisfactory Rating fails on three of these four components.</p> <p data-bbox="197 1156 1856 1214">A Zero Rating occurs should you leave out selected-response items from your exam or include selected-response items but fail to address any of these four components.</p> <p data-bbox="197 1266 1953 1351">Foun 3710 Class Practice: If the work you did in the Standards and Objectives section matches what you did for Foun 3710 Assignment No. 2, you can use the Foun 3710 Selected Response Item Assignment (Assignment No. 3) as a base for these item types. In Assignment No. 3 you are creating 10 SR items with a scoring key for the items.</p>			

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#7 CR Items	Few items meet CR test construction guidelines and standards.	Many items meet CR test construction guidelines and standards.	Most items meet CR test construction guidelines and standards.	All items meet CR test construction guidelines and standards.
Wt=4	CONSTRUCTED RESPONSE (CR) ITEMS: Related Standards			
OSTP 3.1,3.2 CF R1B	<p>OH- Ohio Standards for the Teaching Professions Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. Element: 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p> <p>OH- Youngstown State University BCOE Standards &Outcomes Standard: R1: Reflective practice is Reasoned. Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions. Outcome: B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: Both your SR and CR test items combine to represent your end-of-unit test. The end of unit test follows section six (the Alternative Assessments Section) of your project. Your SR and CR groupings may be presented in any order of your choosing. This will be the next-to-last section of your test construction project (the last section will be your answer keys and rubrics).</p> <p>CR Item Specifications:</p> <ul style="list-style-type: none"> ○ from 3 to 5 short answer – but not one word, symbol, or number – items. These items should allow for partial credit. Let content be your guide. ○ 2 constructed-response essay/extended response questions. Let content and item type be your guide. ○ 1 constructed-response performance-based task. This may be completed by your hypothetical students outside of class testing time. ○ identification of the objective/outcome tested by that item or group of items <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on writing constructed response items, you must include four components 1) the test contains 6 constructed response items, 2) of the test questions, there are at least 3 short answer questions, at least 2 extended response questions and at least one performance-based task, 3) the items avoid the composition pitfalls discussed in the course materials, and 4) the objective/outcome tested by the item(s) are identified. A Competent Rating either leaves out one of these four components or fails to accomplish one of the four adequately. A Satisfactory Rating either leaves out two of these four components, fails to accomplish two adequately, or leaves out one and fails to adequately accomplish one. An Unsatisfactory Rating fails on three of these four components. A Zero Rating occurs should you leave out constructed-response items from your exam or include constructed response items but fail to address any of these four components.</p> <p>Foun 3710 Class Practice: If the work you did in the Standards and Objectives section matches what you did for Foun 3710 Assignment No. 4 and Foun 3710 Assignment No. 5, you can use your work on those two assignments as a base for these item types in your unit exam. In Assignment No.4 you created short answer and extended answer constructed response CR items with scoring key rubrics. In Assignment No. 5 you created a performance task (aka a type of constructed response CR item) with a scoring key rubric.</p>			

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#8 Keys Wt=4	Few scoring keys (selected response, essay, performance) are unambiguous and precise.	Some scoring keys (selected response, essay, performance) are unambiguous and precise.	Most scoring keys (selected response, essay, performance) are unambiguous and precise.	All scoring keys (selected response, short answer, essay, performance) are unambiguous and precise.
OSTP 3.1,3.2 CF R1B	<p>SCORING KEYS: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. Element: 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R1: Reflective practice is Reasoned. Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions. Outcome: B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the end of your work, immediately following your test item section.</p> <p>Scoring Key and Rubrics Specifications:</p> <ul style="list-style-type: none"> ○ a scoring key listing the correct answers for your selected response items; for the purposes of this project the key need not be separate from items (for example, you could indicate the correct answers in red on the test itself). ○ a scoring key for the short answer items with criteria for full and partial credit; for the purposes of this project the key need not be separate from items (for example, the desired answer for the short answer items could be typed in red under the question . . . be sure to indicate your criteria for partial and full credit here . . . you might also chose to use a rubric); ○ a sample full-credit response and separate scoring rubric for each of the 3 constructed-response questions. Both the full credit response and scoring rubric may be separate from the constructed-response items. <p>Rating Scale Scoring Procedures: To receive an Exemplary Rating on creating professional keys and rubrics, you must include four components 1) keys and/or rubrics are provided for all test items, 2) a sample of a full credit response is provided for each of the constructed response questions, 3) rubrics are provided for each of the constructed-response questions, and 4) the keys and the rubrics avoid the composition pitfalls discussed in the course materials. A Competent Rating either leaves out one of these four components or fails to accomplish one of the four adequately. A Satisfactory Rating either leaves out two of these four components, fails to accomplish two adequately, or leaves out one and fails to adequately accomplish one. An Unsatisfactory Rating fails on three of these four components. A Zero Rating occurs should you leave out scoring keys from your exam or include scoring keys but fail to address any of these four components.</p> <p>Foun 3710 Class Practice: If the work you did in the Standards and Objectives section matches what you did for Foun 3710 Assignment No. 3, Foun 3710 Assignment No. 4 and Foun 3710 Assignment No. 5, you can use your work on those three assignments as a base for scoring keys and rubrics in your unit exam.</p>			

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#9 Alt Assess Wt=2	The alternative assessments do not adequately measure the learning objectives.	The alternative assessments measure the learning objectives but are neither justified nor well-reasoned.	Only two alternative assessments are justified, well-reasoned, and measure the learning objectives.	The three alternative assessments are justified, well-reasoned, and measure the learning objectives.
OSTP 1.2, 3.3, 4.5; CF R1C, R3C, R4B, R5A	<p>ALTERNATIVE ASSESSMENTS SECTION: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #1: Students Teachers understand student learning and development, and respect the diversity of the students they teach. Element: 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. Standard:Standard #3: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. Element: 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. Standard:Standard #4: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student. Element: 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R3: Reflective practice is Fair. Candidates exercise democratic fairness, principled concern, and humane care in their professional activities. Outcome: C. Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner. Standard: R4: Reflective practice is Logical. Candidates think analytically in a deliberately consistent and rationally defensible manner. Outcome: B. Candidates appropriately apply knowledge of research to their professional practice. Standard: R5: Reflective practice is Effective. Candidates apply professional knowledge in a consciously purposeful and deliberate manner. Outcome: A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report: This information is to be placed at the beginning of your work, immediately following your summary assessment plan section. Another way to think of this is that it would be the sixth section of your test project..</p> <p>Your task (using sources on instructor's web site and the examples table on page 301 in your textbook) is to describe a different assessment alternative for each of three students: one alternate form, one alternate administration, and one test modification. We are using the word "alternate" not "accommodation" in this teacher created test because you may choose to submit an alternate for students other than documented IEP or ELL students. Be sure to specify what it is about these students that lead you to create an alternative assessment for each. You may use qualitative approaches here.</p> <p>For these alternatives, consider:</p> <ul style="list-style-type: none"> • "alternate form" to be a presentation alternative; • "alternate administration" to be a scheduling, timing or setting alternative; and • "test modification" to be a response alternative. <p>Rating Scale Scoring Procedures: The rubric line on this indicator requires no further scoring details.</p>			

	Unsatisfactory	Satisfactory	Competent	Exemplary
#10 Format Wt=2	Project exhibits an inadequate level of technical test construction skills; directions, values, format, spelling, usage, etc.	Project exhibits an adequate level of technical test construction skills; directions, values, format, spelling, usage, etc.	Project exhibits a high level of technical test construction skills; directions, values, format, spelling, usage, etc.	Project exhibits superior command of technical test construction skills; directions, values, format, spelling, usage, etc.
OSTP 2.1, 5.4 CF R5A, R5B	<p>OVERALL TEST FORMAT: Related Standards</p> <p>OH- Ohio Standards for the Teaching Professions Standard:Standard #2: Content Teachers know and understand the content area for which they have instructional responsibility. Element: 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. Standard:Standard #5: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students. Element: 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.</p> <p>OH- Youngstown State University BCOE Standards & Outcomes Standard: R5: Reflective practice is Effective. Candidates apply professional knowledge in a consciously purposeful and deliberate manner. Outcome: A. Candidates are proficient in the procedures, techniques, and methods of their respective fields. Outcome: B. Candidates are proficient in the content of their respective fields.</p> <p>Further Explication to Guide Successful Achievement of this Indicator</p> <p>Where to place this information in your test construction project report:</p> <p>This indicator looks at your classroom test as a whole. This indicator is an overall assessment of your command of techniques related to the “presentation” of the test (as in the sense people refer to the “presentation” of a meal in a restaurant). Your test is rated on its user-friendliness and on how well it serves as a model of top quality composition skills appropriate to the level of the student and the nature of the content.</p> <p>Here are some examples of test format considerations: a) your classroom test should have clear directions; b) the students should see printed on the test the point values you have associated with each item or group of items; c) a matching item section should not extend across two pages; d) items should be numbered sequentially across the test so there are no answers identified by the same question number (for example, the first multiple-choice item and the first true-false item are NOT both numbered 1 in the test).</p> <p>This indicator also looks at your project as a whole. Thus, this indicator also evaluates your command of composition skills found in the first six sections of your total test construction project.</p> <p>Rating Scale Scoring Procedures: The rubric line on this indicator requires no further scoring details</p>			