

ranscript

Hello students, welcome to the Assessment and evaluation lecture. My name is Subodh Haldankar. I'm an assistant professor at NirmAla Institute of Education. Today we are doing unit #5 that is scoring analysis and reporting of assessment.

The module that we are doing today is scoring procedures manual and electronic development of rubrics in today's module.

We will learn about types of scoring procedures, meaning of rubric.

And development of rubric.

By the end of this module you will be able to describe manual and electronic scoring procedures.

You will be able to define a rubric you will be able to describe different parts of a rubric, and you will also be able to differentiate.

Between different types of rubrics, so let us start scoring of answers to objective type tests.

So types of scoring processes.

If you see there are three types of scoring processes.

First one is hand or manual scoring.

Which is either in the booklets themselves or on separate answer sheets where teachers or students score themselves using the answer key.

The next one is machine scoring, in which machines are used to score the students and the next one is self scoring.

In self scoring answer sheets where the person answering their paper can use the scoring key given below, the set of questions to get a score.

Now the manner in which the answers are to be recorded and hence scored depends on the following.

Points availability of special scoring equipment speed with which results are needed.

Monetary resources available to have the answer sheets score by an independent scoring service and scoring procedures are of two types.

First one is manual and the other one.

Is electronic let us look at manual scoring and for completion type items, the teacher may prepare a scoring key by writing out the answers on a test paper.

Or maybe a separate strip key that corresponds to the column of blanks provided to the students.

The teacher places the key next to the pupils or responses and scores the papers rather quickly.

Now, if students use a separate answer sheet, a punched key is used.

It is a regular answer sheet.

With the correct answers punched out, it is placed over the people answer sheet and the blank and spaces are counted to determine the number of items.

Answered correctly, the teacher must check to see that no paper contains more than one mark per item.

Let us understand what is electronic scoring.

The simplest way to score select type objective test items is to have her student record his answers on a separate answer sheet and then have the answer sheet machine score when field.

The use of a separate machine scorable answer sheet is recommended for efficiency and accuracy.

All those small schools would not be in a position to justify the expenditure of funds to purchase or lease sophisticated test scoring equipment.

Simpler versions are available.

Do them for volume users.

Commercial forms will provide test scoring services for a very nominal charge.

Now it is also possible to have the papers scored by some state universities or large school districts for a small charge.

Now, after having understood the types of scoring processes.

People try and look at rubrics.

What do you understand by rubric?

How can they be used?

Which are the different types of rubrics we will look at all these aspects in the next subtopic.

So let us understand what is rubrics first.

The word rubric means a set of instructions.

Or rules or rubrics for assessment.

Usually in the form of a matrix or grid.

Is a tool used to interpret and grade students work against criteria and standards?

Now rubrics are sometimes called criteria sheets, grading schemes or scoring guides now rubric is a scoring tool.

That explicitly represents the performance expectations for an assignment or piece of work.

Now, a rubric divides the assigned work into component parts.

And provides clear descriptions of the characteristics of the work associated with each component at varying levels of mastery.

Now rubrics focus on measuring a stated objective.

Now the stated objective could be in terms of performance.

It could be in terms of.

Behavior or in terms of quality now.

Rubrics use a range.

To rate performance, they contain specific performance characteristic.

It's arranged in levels indicating either the developmental sophistication of the strategy used or the degree to which a standard has been met.

Now, scoring rubrics include one or more dimensions on which performance.

Is rated.

Definitions and examples that illustrate the attribute or attributes being measured.

And a weighting scale for each dimension.

Now the dimensions are generally referred to as criteria.

The rating scale.

Are generally referred to as levels and definitions are called descriptors and let us see how rubrics are used.

Rubrics can be used for a wide array of assignments.

Like for instance papers, projects, oral presentations, artistic performances, group projects, then rubrics can be used as scoring or grading guides to provide formative feedback to support and guide ongoing learning efforts.

Now let us look at the steps which are involved in developing a rubric.

Determine learning outcomes would be the first step.

Then keep it short and simple.

That is, include four to 15 items.

Use brief statements of phases.

Each rubric item should focus on a different scale.

Focus on how students develop and express their learning.

Evaluate only measurable criteria.

Ideally, the entire rubric should.

Fit on one sheet of paper and re-evaluate the rubric.

Did it work?

Was it sufficiently detailed?

So that accordingly you can make some changes to the rubric, then clearly define the assignment, including the topic, the process that students will work through, and the product they're expected to produce.

Determine the key components that you are interested in, such as content and organization for a writing assignment, decide.

What type of fabric to use?

Whether you use holistic or general holistic or task specific analytic or general analytic or task specific based on the type of assignment and what you are interested in evaluating.

Then clearly define key components and establish clear and detailed standards for performance for each component.

Then determine what the different levels of performance will look like within each category of assignment.

Think of the lowest middle range and highest level of performance.

After you write your first paragraph of the highest level, circle the words in that paragraph that can vary.

These words will be the ones that we will change as you write.

The less than top level performances, then determine how many square levels you want to use based on the performance standards you set clearly defined the difference between the square levels, the scoring scale.

Should be consistent across all key components for an analytic rubric.

For example, a score of four for one area should be comparable to a score of four in another.

Then there are four types of Rubik's, a holistic rubric, analytical rubric, general rubric, and task specific rubric.

Igloo brick

A holistic rubric considers the basis of the overall impression.

The product of performance creates and the effectiveness of the work as a whole.

This type of rubric does not list specific levels of performance.

And should be.

Chosen when quick judgments need to be made.

An analytical rubric is the opposite of a holistic level.

It breaks down a product of performance into its essential features, then describes levels of performance in detail.

This type of rubric should be used when you want to provide feedback along several dimensions and want to assess complicated skills.

Then a general rubric contains criteria that can be used across similar performances.

General rubrics are those most associated with holistic rubrics because they do tend to provide quick judgments.

And a task specific rubric is quite simply what it states the rubric is created for a specific task, and you will not be able to use the same rubric across multiple performances and task specific blueprints are most associated with analytical rubrics because they also provide feedback along.

Several dimensions, these are some of the references.

They are also given in your syllabus and you can always check them.

Thank you.