Scoring Guide

Develop scoring guide for four levels of all criteria

Directions: Copy the criteria from Step 2 and enter the set of levels from Step 3. Complete the chart with descriptions of levels for each criterion.

<table>
<thead>
<tr>
<th>Level</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Chocolate Cookie
### Scoring Guide Example

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texture</strong></td>
<td>The cookie is crispy on the outside, chewy on the inside, moist but not greasy.</td>
<td>The cookie is somewhat crispy on the outside, chewy in the inside.</td>
<td>The cookie is fully cooked but too hard or too chewy.</td>
<td>The cookie is overcooked or undercooked.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>The cookie is dark brown, at least 3 inches in diameter, with a rich appearance.</td>
<td>The cookie is moist, medium to dark brown, and almost 3 inches.</td>
<td>The cookie is pale brown, looks dry, and is 2 inches or less.</td>
<td>The cookie is burnt, raw, or crumbly.</td>
</tr>
<tr>
<td><strong>Taste</strong></td>
<td>The cookie is oven fresh with a sweet, full, chocolaty flavor in every bite.</td>
<td>The cookie is fresh with a strong chocolate flavor.</td>
<td>The cookie is somewhat fresh with a mild chocolate flavor.</td>
<td>The cookie is stale, salty, or dry.</td>
</tr>
<tr>
<td><strong>Contents</strong></td>
<td>The cookie is 25% chocolate pieces and/or nuts.</td>
<td>The cookie has some nuts and/or chocolate pieces.</td>
<td>The cookie has no chips or nuts.</td>
<td>The cookie has nuts that are rancid or chips that are bitter.</td>
</tr>
<tr>
<td><strong>Smell</strong></td>
<td>The cookie emits a rich chocolatey smell from 4 feet away.</td>
<td>The cookie smells chocolaty when held at arm’s length.</td>
<td>The cookie has a Chocolate odor if held near nose.</td>
<td>The cookie smells burnt, rancid, or has no odor at all.</td>
</tr>
</tbody>
</table>
### Scoring Guide Samples

The following is an example of an holistic scoring guide to evaluate student performance in doing a presentation on an issue.

<table>
<thead>
<tr>
<th>I. SPEAK</th>
<th>5 3 1</th>
</tr>
</thead>
</table>
| **Delivery** | Eye contact with entire audience  
Voice loud and clear  
Appeared at ease  
Seemed to care about topic |
| **Organization and content** | Well-researched  
Both main ideas and details present  
Material clear and concise  
Material includes both pro and con aspects of the issue  
Long-term consequences discussed  
Creative in use of phrases and words |
| **Language** | Very few “uh” “um” “like”  
Avoided clichés and using same words repeatedly  
Sounded impartial; both sides given equal time and enthusiasm  
Arguments persuasive |

<table>
<thead>
<tr>
<th>II. COLLABORATE</th>
<th>5 3 1</th>
</tr>
</thead>
</table>
| **Works toward group goals** | Does fair share  
Initiates change when necessary  
Both leads an follows |
| **Communication and interpersonal skills** | Both talks and listens as situation requires  
Open-minded about other members’ views  
Attempts to understand all points of view  
Able to answer class questions objectively or commit to finding the answer |

<table>
<thead>
<tr>
<th>III. PORTFOLIO</th>
<th>5 3 1</th>
</tr>
</thead>
</table>
| **Content** | Two summaries of articles dealing with issues  
Correctly formatted cite for each article on summary page  
Note cards for oral presentation  
Self-evaluation  
Evaluation of other group members |
| **Writing** | Word choice  
Ideas and content  
Conventions  
Voice |
### Scoring Guide Samples

The following is an example of an holistic scoring guide to evaluate student work in creating a product and presentation.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Distinguished (95-100 points) | Outstanding work, fully meets all requirements  
                                Exhaustive coverage  
                                Completely understands problem and has ability to apply data to the solution  
                                Shows originality                                                                                                                   |
| Highly Proficient (90-94 points) | Excellent work, meets all requirements of task, good breadth  
                                Well planned and documented  
                                Shows fine understanding and ability to apply data to the solution of the problem  
                                Shows evidence of creativity                                                                                                          |
| Proficient (80-89 points)   | Fine or good work, meets requirements of task  
                                Good breadth of coverage, fairly well planned and documented  
                                Shows a good understanding and ability to apply data to the solution of new problems  
                                Could show more evidence of creative thinking                                                                                           |
| Suggests Proficiency (70-79 points) | Fair work, meets many requirements of the task  
                                Fair breadth of coverage with some gaps  
                                Shows uneven understanding with some, but not complete, ability to apply data to the solution of the problem  
                                Needs to fill gaps                                                                                                                     |
| Suggests Lack of Proficiency (65-69 points) | Uneven work, meets some requirements of the task  
                                Poor breadth of coverage with a number of gaps in coverage  
                                Little understanding and ability to apply data to problem solving  
                                Needs to improve in significant areas                                                                                                  |
| Lacks Proficiency (below 65 points) | Poor work, meets few if any requirements of the task  
                                Little or no breadth of coverage  
                                Little understanding and makes no significant attempt to apply data to solution of the problem                                            |
**Scoring Guide Samples**

The following is an example of an analytical scoring guide to evaluate student performance on a writing project.

**Narrative Writing**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The composition shows an excellent understanding of narrative writing. It includes seven or more details to support the main idea and has a distinct beginning, middle, and ending. The paper sticks to the topic with a logical plan and sequence. It is well elaborated and easy to understand.</td>
</tr>
<tr>
<td>3</td>
<td>The composition shows a reasonable understanding of narrative writing. It includes five or more details to support the main idea and has a beginning, middle, and ending. It sticks to the topic most of the time but might have some unrelated details. The paper has a reasonable plan but may have a few ideas out of sequence and may be lacking in elaboration.</td>
</tr>
<tr>
<td>2</td>
<td>The composition shows a slight understanding of narrative writing. There are three to four details which support the main idea. The paper lacks either a beginning, middle, or ending. Some ideas do not relate to the topic, or the paper sticks to the topic but does not elaborate enough.</td>
</tr>
<tr>
<td>1</td>
<td>The composition shows a lack of understanding of narrative writing. There is evidence that the writer has read the prompt and has attempted to respond to it. However, the paper does not stick to the topic. There is no evidence of a beginning, middle, or ending, and the composition does not make sense.</td>
</tr>
<tr>
<td>0</td>
<td>The composition is unreadable, or there is no response.</td>
</tr>
</tbody>
</table>

**Impact of Narrative Writing**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The story catches the interest of the reader within the first paragraph. The story keeps the reader interested throughout the writing. The story promotes curiosity and/or suspense.</td>
</tr>
<tr>
<td>3</td>
<td>The story catches the interest of the reader within the first or second paragraph. The story keeps the reader’s interest throughout two-thirds of the writing. The story promotes some curiosity and/or suspense.</td>
</tr>
<tr>
<td>2</td>
<td>The story catches the interest of the reader within the second or third paragraph. The story loses the reader’s interest half way through the story, or earlier. The story promotes very little curiosity and/or suspense.</td>
</tr>
<tr>
<td>1</td>
<td>The story has an uninteresting beginning. The story fails to grasp the reader’s interest. The story arouses no curiosity of suspense.</td>
</tr>
<tr>
<td>0</td>
<td>The composition is unreadable, or there is no response.</td>
</tr>
</tbody>
</table>
Scoring Guide Samples

The following is an example of an analytical scoring guide to evaluate student performance on a piece of creative writing.

**Ideas and Content:** What is the overall effect of the paper; does it include examples that develop the main points of purpose.

5____Fluent, richly developed; clear awareness of task; original, insightful, or imaginative; details are relevant.
4____Fluent, fully developed; clear awareness of task; solid; details are relevant.
3____Moderately fluent; awareness of task; ideas developed but limited in depth; details are generally relevant.
2____Thinly developed; some awareness of task; repetitive or too general; some details are relevant; important details are omitted.
1____Poorly developed; poor awareness of task; lacks clarity; details are merely listed; repetitious details; too few details.

**Organization:** Paper is focused and clearly and logically ordered.

5____Carefully organized from beginning to end; clear focus; has topic sentence and closure.
4____Well organized from beginning to end; clear focus; has topic sentence; may lack closure.
3____Organized but may have minor lapses in order or structure; focus may wander; may lack a topic sentence or closure.
2____Focus unclear; lacks organization such as good transitions; shift in point of view; lacks topic sentence; lacks closure.
1____Unfocused; unorganized thought patterns are difficult to follow, continual shift in point of view, lacks topic sentence, lacks closure.

**Sentence Structure:** Sentences complete, correct, and varied in structure and length.

5____Sentence variety enhances style; no errors in structure; successfully uses more sophisticated sentence patterns.
4____Sentence variety is appropriate to style; few errors in structure; moderately successful in using more sophisticated sentence patterns.
3____Some sentence variety; some errors in structure; attempts to use more sophisticated sentence patterns not totally successful.
2____Little sentence variety; errors in structure interfere with meaning; over reliance on simple or repetitive constructions.
1____No sentence variety; serious errors in structure; too brief to demonstrate variety.

**Word Choice:** How is the paper’s vocabulary, word choice, and usage.

5____Rich, effective vocabulary; accurate and vivid language; overall correct usage.
4____Generally successful in using rich language; generally correct usage.
3____Acceptable vocabulary; attempts to use rich language; generally correct usage.
2____Simplistic vocabulary with limited word choice; numerous usage errors.
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simplistic vocabulary; inappropriate/incorrect word choice; numerous usage errors.</td>
</tr>
<tr>
<td>5</td>
<td>No mechanical errors relative to length or complexity; title when appropriate; attempts at paragraphing throughout.</td>
</tr>
<tr>
<td>4</td>
<td>Few mechanical errors relative to length or complexity.</td>
</tr>
<tr>
<td>3</td>
<td>Some mechanical errors that do not interfere with communication.</td>
</tr>
<tr>
<td>2</td>
<td>Some mechanical errors that do interfere with communication.</td>
</tr>
<tr>
<td>1</td>
<td>Noticeable mechanical errors that do interfere with communication.</td>
</tr>
</tbody>
</table>

**Total** x 4 = **Total Score**
Scoring Guide Samples

The following is an example of a checklist scoring guide to evaluate student performance on a project.

I. Directions (25 Points)
   In sequential order                     _____/5 Points
   Clearly understood                     _____/5
   Neatly typed                           _____/5
   Graphic illustrations                  _____/5
   Product described or identified        _____/5

II. Poster Advertisement (25 Points)
   Lettering neat                         _____/5
   Message clear                          _____/5
   Logo and company name clear             _____/5
   Artistic use of color                   _____/5
   Space is well used                      _____/5

III. Business Letter (25 Points)
    Full block style                      _____/5
    Information clear                     _____/5
    Grammar clear                         _____/5
    Signature included                    _____/5
    Margins and form followed,            _____/5
    Letter is typed                       _____/5

IV. Video Commercial (25 Points)
   One minute time                        _____/5
   Message clear                          _____/5
   Voice easily understood                _____/5
   Background appropriate                 _____/5
   Script sells product                   _____/5

   TOTAL                                _____/100