

Open Response Items and Rubrics Quick Reference Card

Open Response Items and Rubrics

Open response is a flexible item type that can be used to capture student responses online or on paper. Additionally, teachers can score observed performance aligned to a standard, such as debate skills or foreign language pronunciation.

See Also: *Basics of Item Creation Quick Reference Card*, *Scoring Open Response Items Quick Reference Card*

Create an Open Response Item with a Rubric

You can attach any available rubrics to open response items. Items can be created individually or as part of a test.

To create an item (outside a test) with a rubric:

1. In the Assessments menu under the Items, Rubrics and Passages header, click **Create**
2. Click **Open Response**
3. Click **Select Rubric**
There is no need to pick the subject, grade and standard, because these will be added when you add the rubric.
4. If the list is long, use the filters to narrow the results as desired and click **Apply**
5. Click **Attach** next to the desired rubric
6. Enter the Question Content
7. Select a point value, or values, if applicable, to weight a skill

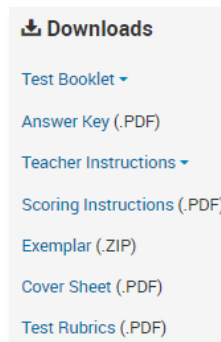
SCORING - Rubric : Lab Safety and Conservation		Change Rubric
Rubric Score Weighting		
Lab Safety	<input type="text" value="2"/> Points x Level =	6
Conservation of Resources	<input type="text" value="1"/> Points x Level =	3
Maximum Points(0-999)		9

8. Under Online Student Response Options, indicate if students should have a rich text formatting toolbar or the equation editor for their answer
9. Click **Preview** and then choose a to view with or without math manipulatives as appropriate
10. Close the preview window
11. Click **Save** and choose the desired sharing option from those available to you

Provide Scoring Guidance for Open Response Items

A variety of options exist to guide scoring open response items. If you plan to create scoring guidelines that are specific for only one item and standard, it may be easier to use the Scoring Instructions field instead of creating a rubric with the rubric template. Use the rubric template for items measuring multiple standards or if other items can share the rubric.

Additionally, the Exemplar field allows you to attach or paste text examples of, for example, what a 4 –point versus 3-point answer might look like. You may wish to avoid mixing the use of rubrics and scoring instructions within the same test, as the scoring guidelines will split into two different documents.

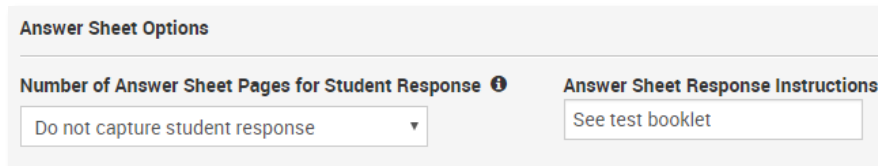


The Test Detail **Downloads & Resources** tab contains a file for each scoring support type used on the assessment.

Open Response Items and Rubrics

Answer Sheets with Open Response Items

The layout of the answer sheet is based on the test content. This reduces the amount of paper required for printing. On a test containing open response items but without rubrics (fig. 2), teacher scoring for all items will be located together in a separate area (provided there is space available). Any assessment containing rubrics, student capture or teacher comments will include scoring area under each respective item (fig. 3).



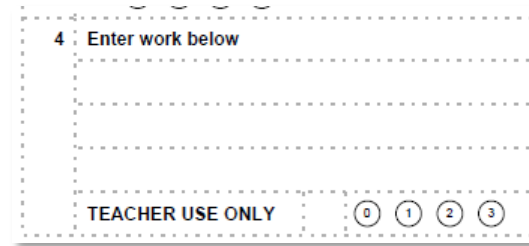
The screenshot shows a dialog box titled "Answer Sheet Options". It has two sections: "Number of Answer Sheet Pages for Student Response" with a dropdown menu set to "Do not capture student response", and "Answer Sheet Response Instructions" with a text input field containing "See test booklet".

Fig. 1: Answer sheet options only appear when the item is added to a test. Choose between providing room for the response on the answer sheet or instructing students to write their answer elsewhere.



The image shows two examples of answer sheet boxes. The first box is labeled "1 See test booklet" and contains a "2" followed by "T" and "F" in circles. The second box is labeled "TEACHER USE ONLY" and contains a "1" followed by "0", "1", and "2" in circles.

Fig. 2: The text put in the Answer Sheet Response Instructions field appears on the answer sheet in the box next to the question number



The image shows a sample answer sheet item. It is labeled "4 Enter work below" and has a large empty space for writing. Below the writing area, there is a "TEACHER USE ONLY" section with a "1" and three circles containing "0", "1", and "2".

Fig. 3: When the option to include student response is selected, items appear in one column so students have the full width of the page. Their answer will be captured by ScanIt and be available in the Item Analysis report.

Working with Rubrics in Schoolnet

Rubrics provide expectations of quality around a task to define consistent criteria for grading. These guidelines for evaluating a student's performance can be included with open response items.

In Schoolnet, rubric templates provide layout and scoring options. As a best practice, set up rubrics before you start building associated items.

Create a Rubric

When creating new rubrics, you must complete all the required fields. Refer to online help for additional details.

To create a new rubric:

1. In the Assessments menu, under Items, Rubrics and Passages, select **Create** and then click **Create Rubric**
2. Select a grouping option

If Grouping is enabled, select a score entry to determine where standards are aligned—either at the row or group level. See *Understand Grouping Options* on the next page for details.

Open Response Items and Rubrics

3. Click **Choose**
4. Enter a descriptive name for the rubric
5. Select a subject and grade range
6. Choose the scale: level or point

This measurement will be listed when the rubric is shown.

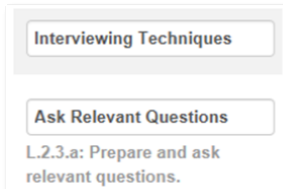
7. Add and remove rows, columns and group headers as needed

You can specify up to 15 qualities, traits or skills and up to 10 performance levels by which to measure students.

8. For each row, click **Select Standard**, choose a standard, and click **Done**

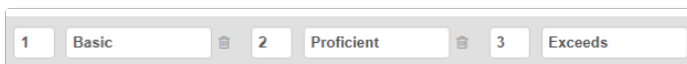
Note that the standard, grade level and subject of a rubric will overwrite those of an existing item to which the rubric is attached.

9. In the fields indicated, enter a quality, skill or trait

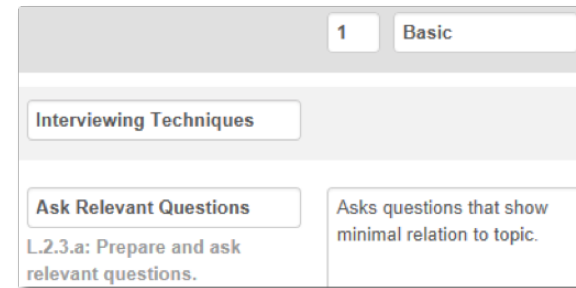


10. For each column, enter a performance label

If appropriate, modify the numbers to start at zero. Numbers must be in ascending order; do not put the highest number first.



11. For each label and skill, enter a description

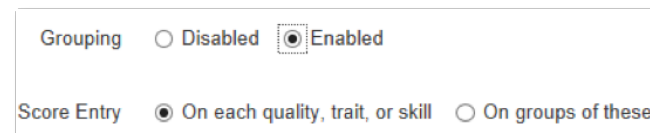


12. Click **Save**

13. On the Rubric Status page, determine the sharing level and click **Save**

Understanding Grouping Options

When you create a new rubric you have three options on how to arrange the standards for scoring.



Disabled

Removes the ability to group qualities, traits or skills into groups. When grouping is disabled, your rubric will have one standard attached to each dimension.

Grouping Enabled and Scored on Each Skill

By scoring at the skill level, you can score using a different aligned standard for each skill while visually organizing the skills into categories.

Open Response Items and Rubrics

Grouping Enabled and Scored on Groups of Skills

By scoring at the header (group) level, you can score using one standard for a collection of skills.

Example

Imagine you are going to score students on a speech. These are the skills you want to measure:

CLEAR THESIS

- Logical Progression
- Stated Point Of View

PRESENTATION

- Vocabulary
- Gestures
- Volume

If you want to be able to describe the traits of 'logical progression' and 'point of view' separately but score together under the header 'clear thesis,' pick 'grouping enabled - score entry on groups'.

To support giving different scores for each of the traits pick 'grouping enabled - on each trait' The scoring would be the same as if the five traits were listed separately using 'grouping disabled,' but the scorer can see the traits organized under thematic headers.

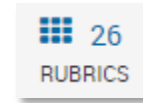
Locate and Edit a Rubric

When editing a rubric, you can make changes to rubric properties, rubric levels and weights. The changes are reflected in all references to the rubric, with the exception of items on scheduled tests.

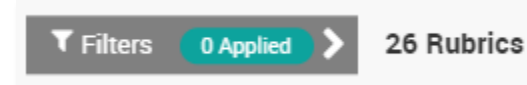
To locate a rubric:

1. In the Assessments menu, under **Find** menu under **Items, Rubrics and Passages**, select **Item Bank**

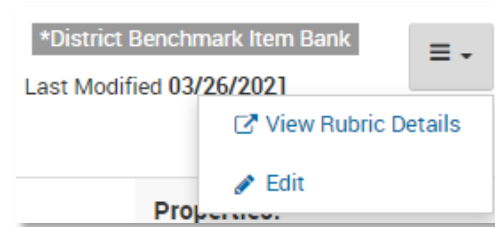
2. For either All Banks or a specific bank, click the rubrics icon



3. If needed, click Filters to narrow the results



4. In the menu next to the rubric to edit, select **Edit**



If you don't see the Edit, Copy or Delete options, you do not have permission to perform these functions.

5. Make any changes and then click **Save**
6. On the Rubric Status page, determine the sharing level and click **Save**

Copy a Rubric

Although each rubric only supports one collection of standards, you can copy an existing rubric and modify it as needed, assuming appropriate rubric sharing rights and user permissions. Copying a rubric comes in handy when multiple rubrics share the same or similar levels and descriptions.

To copy a rubric:

1. Locate a rubric as described in the previous section

Open Response Items and Rubrics

2. Click **Copy**
3. Makes changes as needed, including changes to the title, and click **Save**
4. On the Rubric Status page, determine the sharing level and click **Save**

What if the Rubric Has Skills with Uneven Point Values?

Sometimes established rubrics have traits with uneven scoring scales. To set up this kind of rubric, add the number of columns needed for the highest point value. For the skills with a smaller point value, **leave the descriptions of the higher numbers blank** to prevent score tiles from being available. Although each skill can be worth less than the max, you cannot not skip values.

1	Level 1	2	Level 2	3	Level 3	4	Level 4
Little or no evidence to support analysis.	Shows attempt to use evidence to support analysis from multiple sources.	Moderate evidence to support analysis from multiple sources.	Exceptional, specific support analysis from sources.				
Little or no evidence of technology used to produce writing.	Evidence of technology used to produce writing.	Description	Description				

In this example, the second trait is only worth 2 points, so descriptions are not added for levels 3 and 4.

SCORING - Rubric: Using Evidence and Technology		Change Rubric
Rubric Score Weighting		
Draw Evidence	<input type="text" value="1"/> Points x Level =	4
Use technology	<input type="text" value="1"/> Points x Level =	2
Maximum Points (0-999)		6

When used on a test, the point value of this item is 6 by default, although either skill can be weighted to be worth more.

Draw Evidence	Teacher Score: × 1 = - / 4
LA.K-12.CCSS.ELA-Literacy.CCRA.W.9: Draw evidence from lite...	
<input type="button" value="0"/> <input type="button" value="1"/> <input type="button" value="2"/> <input type="button" value="3"/> <input type="button" value="4"/>	
Use technology	Teacher Score: × 1 = - / 2
LA.K-12.CCSS.ELA-Literacy.CCRA.W.6: Use technology, includi...	
<input type="button" value="0"/> <input type="button" value="1"/> <input type="button" value="2"/>	

The scoring page only includes tiles for levels with a description. A zero tile is always included, although setting up a column for it allows a description to be visible in the full rubric view from the scoring page.

About Rubrics and Co-Authoring

While both rubrics and open response item can both be created in co-authoring, only rubrics in Test Central can be associated with an open response item. This is to ensure that only completed and 'vetted' rubrics get linked to items. A suggested workflow is to make rubrics first, move them to Test Central and then add them to open response items.