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| ***Secondary Science Methods* Rubric for Assignment 6 – Assessment/ Bloom’s Taxonomy****Total of 100 points** |
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| **Subarea Score \*****(with NSTA standards)** | **Unacceptable** | **Acceptable** | **Competent** | **Exemplary** |
| **A.** Wrote clear exam questions*NSTA Standards 4b, 5a, 6a, 6b and 8a* | 0-8 Exam questions were not clearly written and/or the answers were vague and too difficult to fairly assess | 9-11 Exam questions were written and had answers for each one that could be assessed | 12-13 Exam questions were written and had definite answers for each one that would easily be assessed | 14-15 Exam questions were clearly written and had definite answers for each one that would easily be assessed |
| **A.** 100 point exam | 0-4 The total points did not sum to 100 and/or there were 100 one-point questions asked | 5-6 The total points of the exam summed to 100  | 7-8 The total points of the exam summed to 100 without writing 100 one-point questions  | 9-10 The total points of the exam summed to 100 without writing 100 one-point questions (careful thought was given to the exam length) |
| **A.** Grading key with rubrics | 0-4 No grading key was supplied and/or it was incomplete | 5-6 A grading key was included for almost all exam questions  | 7-8 A grading key was included for all exam questions and some rubrics were supplied to fairly grade essays | 9-10 A grading key was included for all exam questions and rubrics were supplied to fairly grade essay-type questions |
| **B.** Two-dimensional grid showed alignment of exam questions with Bloom’s taxonomy*NSTA Standards 8a, 8b, and 10b* | 0-12 There is no grid supplied and/or the grid is incomplete | 13-15 Grid has Bloom’s taxonomy levels on the x-axis and the content objectives for the unit on the y-axis  | 16-18 Grid has Bloom’s taxonomy levels on the x-axis and the content objectives for the unit on the y-axis showing an analysis of most exam questions | 19-20 Grid has Bloom’s taxonomy levels on the x-axis and the content objectives for the unit on the y-axis showing a thorough analysis of all exam questions |
| 1. Reflection paragraph on exam’s effectiveness

*NSTA Standards 8c and 10b* | 0-4 No reflection about the results of the grid was written or it was poorly done | 5-6 A reflection about the results of the grid was written | 7-8 A thoughtful reflection about the results of the grid was written | 9-10 A thoughtful reflection about the results of the grid was thoroughly written |
| 1. Exam modifications

*NSTA Standards 8b and 8c* | 0-2 There were no or poorly written modifications to improve the quality of the exam  | 3 Modifications to improve the quality of the exam were written  | 4 Modifications to improve the quality of the exam were written based on the analysis from the grid | 5 Modifications to improve the quality of the exam were thoroughly written based on the analysis from the grid |
| **C.** Two-page written philosophy | 0-2 Philosophy was not two full pages in length | 3 Philosophy was almost two full pages in length |  | 5 Philosophy was at least two full pages in length |
| **C.**Written testing policy and philosophy*NSTA Standards 8a and 8b* | 0-12 No testing policy or philosophy was written and/or it was poorly written and/or it lacked most of the six issues related to science assessments | 13-15 A written testing policy and philosophy shows a consideration of some of the six issues related to science assessments and addresses some  | 16-18 A written testing policy and philosophy shows a thoughtful consider-ation of most of the six issues related to science assessments and addresses most  | 19-20 A written testing policy and philosophy shows a thoughtful consideration of all six issues related to science assessments and thoroughly addresses each  |
| Spelling and grammar | 0-2 There were more than two spelling or grammatical errors | 3 There were two spelling or grammatical errors | 4 There was one spelling or grammatical error | 5 There were no observed spelling or grammatical errors |

\*The acceptable level is the minimum allowed score.