

Creating Assessment Items based on the 4-Point Rubric

(*Classroom Assessment and Grading the Work, Marzano, 2006*)

In order for the 4-point rubric to be effective, assessments must contain items of three different types:

Type I: (Beginning, Limited, Level 2.0) These items address the details and processes and are usually quite easy for students.

Type II: (Meeting, Proficiency Level 3.0) Complex issues and process are addressed. These items are more difficult for students.

Type III: (Exceeding, Excellent, Level 4.0) Items that go beyond what was taught in class.

When scoring based on the 4-Point Rubric, teachers look for a pattern of responses, not just right and wrong answers. Marzano summarized the use of patterns as follows:

(Each column represents a pattern of student responses)

Type I	√	√	√	Partial understanding with help	No understanding even with help
Type II	√	√	0	Partial understanding with help	No understanding even with help
Type III	√	0	0	0	No understanding even with help
Score	4.0	3.0	2.0	1.0	0.0

When using the half point scale between the whole numbers, students would be scored at half points if they demonstrated partial ability at the next higher level. This would imply success at some, but not all, assessment items at the next higher level.

There are several reasons why students might have an irregular pattern of responses. That is for example, if students answer all of the type II items correctly but not all of the type I answers. This might happen if: the test items were flawed, students' effort into all answers is not consistent or that teachers' evaluations of the responses are inaccurate.