

Mini-Test Rubric

SeEd 417

Test Writer _____ Test Evaluator _____

Score _____/50

Each higher level contains all the characteristics of the lower levels unless the criteria is further defined. Criteria with a weight >1 may receive partial points.

Criteria (weight)	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Topic Selection (1) /4	Clear to the student what is being tested Not too broad or too narrow a topic	Appropriate to assignment	Area of Licensure	Indicates a topic
Cover Page (1) /4	Topic specifically defined Includes Instructor's name spelled correctly	Has 2-5 objectives	Has objectives Neat	Has a typed cover page with the writers name
Format of test (3) /12	Sufficient white space Pages numbered Questions number consecutively	Provides directions Question/choices not divided across pages	Place for student's name Student knows value questions	Ready of classroom use and is typed
Objectives (2) /8	Indicates an appropriate content Defines a test question format(s) (selection/supply)	Written with an observable verb (not understand, know, etc.)	Written in terms of the student	Has objectives
Multiple Choice (4) /16	Has more than three MC questions Stem presents a question/problem At least 1 is a higher order thinking skill Easy to grade	Avoids clues Easy for the student to respond Non-choices are distracters (not "give always")	At least 3 MC questions All have 3+ choices Non-trivial information	Has at least 1 MC with at least 3 choices
True/False, yes/no, fact/opinion (4) /16	More than 3 T/F questions Non-trivial information Easy to determine it the response	Only 1 problem in question Cover different topics Easy for the student to respond	At least 3 T/F Avoids clues (always, never, etc.)	Has at least 1 T/F
Short Answer, fill-in- the-blank, listing, completion (4) /16	More than 3 s.a. questions Non-trivial information	Blank/answer easy to give Avoids clues Indicates the form of the answer	At least 3 s.a. questions Only one clearly correct answer	Has at least 1 s.a. quest.
Matching Set (4) /16	More than one set Choices in alphabetic/numeric order Non-trivial & no clues	Only 5-10 homogeneous items/set Directions tell how to match All distracters are plausible	Longer options on the left Unequal number quest/choices	Some form of matching question
Essay (3) /12	It is limited (not general statement) Non-trivial - higher order thinking	The value & partial credit is clear	At least on essay question clear expected response	Question requiring a written response
Answer sheet (5) /20	Matches objectives to questions Easy to follow/read	Good reasoning for point allocation & grade assignment Point allocation given	Correct answers Sample for essay Method for assigning grade	Has an answer sheet
Subjective (1) /4	Better than most tests I have taken	No clues	Good test	Has a test paper

Grading: Total possible = 128 points. Your score calculated by multiplying the proficiency level times the criteria weight and summing.

128-126=50; 125-122=49; 121-118=48; 117-114=47; 113-110=46; 109-106=45; 105-102=44; 101-98=43; 97-94=42; 93-90=41; 89-86=40

Recorded grade out of 50 is calculated by $50 - (128 - \text{your score})/4$ 10% (5 recorded points) will be deducted for each class period the assignment is late.