

## Scorability Review Checklist

	NO	YES	NA
1. Have you used cueing verbs that yield a scorable product?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Whenever possible, have you combined cueing verbs in a question to avoid partial responses that address only one component of the activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. As an alternative, have you broken the activity into parts (either separate scorable units or parts of one scorable unit) with a cueing verb in each part?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you avoided inter-item cueing, making sure students cannot change their response to any previous step or activity that will be scored?			
5. Have you avoided inter-textual cueing, making sure there are no answers or parts of answers inadvertently embedded in introductory or transitional text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you avoided phrasing questions in a way that can generate a response with no evidence of the proficiency being measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Whenever development or extension of ideas is intended, have you avoided phrasing the activity in such a way that students could legitimately answer only yes or no?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When developing an activity to which students can respond in alternative ways (e.g., by taking a positive or negative approach), have you phrased the activity in such a way to make sure that development of all alternatives is possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you used quantity words with clear intent, indicating a specific number when appropriate? If so, is a specific quantity logical and defensible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you cued, when appropriate, for the degree and type of development expected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Have you cued for citing information source(s) as appropriate, to obtain full evidence of learning and understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |   | <b>NO</b>                | <b>YES</b>               | <b>NA</b>                |
|---|--------------------------|--------------------------|--------------------------|
| 12. Have you avoided wording activities in such a way that students could legitimately cite a previous response?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Have you been sensitive to alternative meanings that can trigger unintended responses? In particular, have you been sensitive to age-appropriate literal interpretation?                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Have you cued clearly when both similarities and differences are required in a response or cued clearly when students may focus instead on one or the other?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. If explicit comparison or contrast is desired, have you cued for it?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Have you used the words “an” or “one” instead of “most” (e.g., “an important reason” instead of “most important reason”) when there is more than one correct response possible?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Do the activities have easily discernable cues clarifying what students are supposed to do?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Does each activity yield responses distinguishing performance levels (e.g., excellent, satisfactory, partial/full credit)?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Is the amount of response space adequate?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Do the activities yield a scorable product (e.g., writing sample, drawing, diagram) or a clearly discernable behavior (e.g., the ability to use a certain tool, apply a certain process)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |