

## Draft Scoring Rubric for Student Performance Objectives (SPO)

*Physics Teacher Education Program  
Illinois State University  
PHY 310, Spring 2011*

**Student:** \_\_\_\_\_

*N.B. Time frame is one or two periods; level of students expected to be high school; all objectives one topic area.*

Scores by Student Performance Objective (SPO) for cognitive domain areas; maximum of 12 points each:

Knowledge: 1a	_____	Analysis: 4a	_____
Knowledge: 1b	_____	Analysis: 4b	_____
Comprehension: 2a	_____	Synthesis: 5a	_____
Comprehension: 2b	_____	Synthesis: 5b	_____
Application: 3a	_____	Evaluation: 6a	_____
Application: 3b	_____	Evaluation: 6b	_____

**Total Score (out of 120):** \_\_\_\_\_

**Total Percentage:** \_\_\_\_\_

Dimension	Common Problems	2 points	1 point	0 points
The SPO is well written. (addend)	The SPO doesn't include information about the performance the student is expected to demonstrate; uses such words as "understands", "knows", or "is familiar with" that are not observable; uses terms such as "discuss" or "observe" that are not assessable except with the difficulty.	The SPO is readily observable and easily measurable behavior using conventional means.	The SPO includes readily observable behavior, but it is assessable only with difficulty.	The SPO is a teacher goal rather than a student performance objective.
The SPO is specific. (addend)	The SPO is so general as to be meaningless even if well written; for example, the student will solve algebraic physics problems.	The SPO clearly identifies the performance to be expected in detail.	The SPO is tolerably well written, but inadequate to the needs of students.	The SPO is so vague as to be useless to both teacher and students.
The SPO is achievable. (addend)	The SPO is not realistic given the time frame and level of the target audience even if well written; for instance, students will show via demonstration that the speed of light is constant in all frames of reference.	The SPO is realistic in relation to the timeframe and level of students.	The SPO is too difficult to be achieved with level of students or within the timeframe.	The SPO is completely unrealistic and cannot be used in for metacognition or student self-regulation.
The SPO is of clear value to student, society, or professions. (addend)	The SPO doesn't make the internal or external motivation clear to the learner even if well written; for instance, students will write from memory the value of pi out to 15 decimal places.	The SPO of interest to the general learner and has clear utility.	The SPO is of limited value to most students, perhaps only to a specialist in the field.	The SPO is such that the learner won't likely want to complete the performance.
The SPO contains no superfluous language. (addend)	The SPO contains language making it marginally acceptable even though the terminal behavior is included; for example, the student understands and is able to differentiate between distance and displacement.	The SPO contains no superfluous language.	The SPO contains one word or phrase of superfluous language.	The SPO contains two or more words or phrases of superfluous language.
The SPO aligns with cognitive domain area. (multiplier)	The SPO does not correspond to the specific sub area of Bloom's taxonomy for the cognitive domain; for instance, a synthesis objective is use to satisfy an analysis objective.	The SPO clearly aligns with sub area of taxonomy.  Multiplier value = 1	The SPO marginally aligns with sub area of taxonomy.  Multiplier value = ½	The SPO does not align with sub area of taxonomy.  Multiplier value = 0