Norms of Working Together

• Equity of Voice
• Active Listening
• Respect for All Perspectives
• Safety and Confidentiality
• Cell phones to vibrate
Framework For Teaching

- Domain 1: Planning and Preparation
- Domain 3: Instruction
Workshop Objectives

- Reflect on how rubrics can be used to enhance teaching and guide learners in your course and program
- Review and consider the use of at least one online tool for developing rubrics
- Co-draft a rubric
- Identify plans for rubric development, revision and use in your course
5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.

4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.
What is a Rubric?

• Descriptive scoring schemes developed by teachers (perhaps with the assistance of students) to guide the analysis of the products or processes of student’s efforts

• Set of criteria that make it easier to assess the quality of a learning product

• Means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final product.
What do Rubrics Assess?

• Assessment level:
  – Student learning

• A stated learning objective:
  – **Content** – the knowledge specific to a given discipline
  – **Performance** – skills and internal processes required for achievement in a given discipline
What are the Benefits of Using Rubrics?
For Learners

• Provide specificity and clarity
• Eliminate the “gotcha” element
• Encourage self-assessment
• Provide feedback that can be used in the future
For Teachers

- Communicates expectations and levels of performance
- Provides concise, well-organized feedback
- Brings more objectivity to grading “subjective” work
- Process of creating rubrics results in instructors reflecting on their practice and prioritizing what they want students to learn.
• Rubrics can provide both formative and summative feedback
• Can be used at any point in assignment sequence, not just at the end
Types of Rubrics

Analytic Vs. Holistic
Holistic

• Assigns a level of performance by assessing performance across multiple criteria as a whole.
• Provides a single score based on an overall impression of learner achievement.
Analytic Rubric

- Provides specific feedback along several dimensions
- Breaks down assignments or scores into separate components for grading
## Elements of a Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level of Achievement</th>
<th>Level of Achievement</th>
<th>Level of Achievement</th>
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<td>Descriptors→</td>
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<tr>
<td>Criteria</td>
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</table>
Types of Scales

• Exemplary...good...satisfactory....needs improvement
• Exemplary...accomplished...developing...beginning
• Excellent...good...needs work
• Distinguished...proficient...apprentice...novice
• Numeric scale ranging from 1-4 for example
<table>
<thead>
<tr>
<th>Rubric design</th>
<th>Levels of performance (scale)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
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<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Criterion 1</td>
<td>(Yes, and more!)</td>
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<tr>
<td>Criterion 2</td>
<td>(Yes!)</td>
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<tr>
<td>Criterion 3</td>
<td>(Yes, but..)</td>
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<tr>
<td>...</td>
<td>(No)</td>
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</tbody>
</table>

Performance descriptors
Creating a Rubric

✓ Define your vision of the unit and the performance
✓ Make sure you clarify for yourself what you want your students to know, be able to do and understand

Then...
Creating a Rubric

✓ Delineate how you expect student to get there

✓ Describe for yourself what the tasks will be and what good work will look like

Then…

✓ Determine the criteria that will be used to measure the quality of the performance

Then…
Creating a Rubric

✓ Create the rubric from the criteria you have established
✓ Make sure criteria are clear
✓ Make sure the categories for evaluation are clear
Criteria

• Use language and terms the students are familiar with
• Criteria should be clearly related to the assignment
• Be sure to include only the most essential components of students’ performance for the assignment
Descriptors

1. Should reflect standards that are high and attainable

2. Phrase descriptors so that you leave considerable flexibility for students to choose and develop their own content

3. Avoid unclear language such as “creative”

4. Avoid unnecessarily negative language
Research Rubric

• A student could be penalized twice for not being focused as focus is mentioned in both topic/understanding and organization for a '1' score.

• Students are given a score of '1' under details for not having included a bibliography—however, the quality of the bibliography is not mentioned for other score points under details.
• The mechanics element scores students based on the number of errors in their work
• Negative language
• It is difficult to distinguish quality when vague language such as "average" and "below average", and "superior" and "excellent" are used.
Web Resources

- Rubistar
- i-rubric
- Teachnology
- Teacher Planet
- Recipes4Success
Rubrics and Grades: General Thoughts
• Select a performance level that is “satisfactory”; where all basic standards are met
• Make this level the equivalent to your own “meets all standards” grade:=80, or c+/B-
• Higher-level performance than this should be truly exceptional, excellent, or surprising in quality relative to the criteria
• Lower level performance will be deficient in some regard relative to the criteria.
Rubric Activity

1. Work with a partner to create your rubric.
2. Select a student performance you both use at some point in the year. (poster, brochure, portfolio etc.)
3. Fill in the template with your criteria. Be sure to include the objective or behavior (categories), range/level, and the degree to which it has been met.
4. Write specific descriptions of expected student performance for each level.
5. Share your rubric with another group.
Developing a Rubric

• 1. Identify what you want to assess
• 2. Identify the characteristics to be rated (rows)
• 3. Identify the levels of mastery/scale (columns)
• 4. Describe each level of mastery for each characteristic
• 5. Apply rubric to an assignment
• 6. Review and revise
• “For as long as assessment is viewed as something we do ‘after’ teaching and learning are over, we will fail to greatly improve student performance, regardless of how well or how poorly students are currently taught or motivated”

---Grant Wiggins