

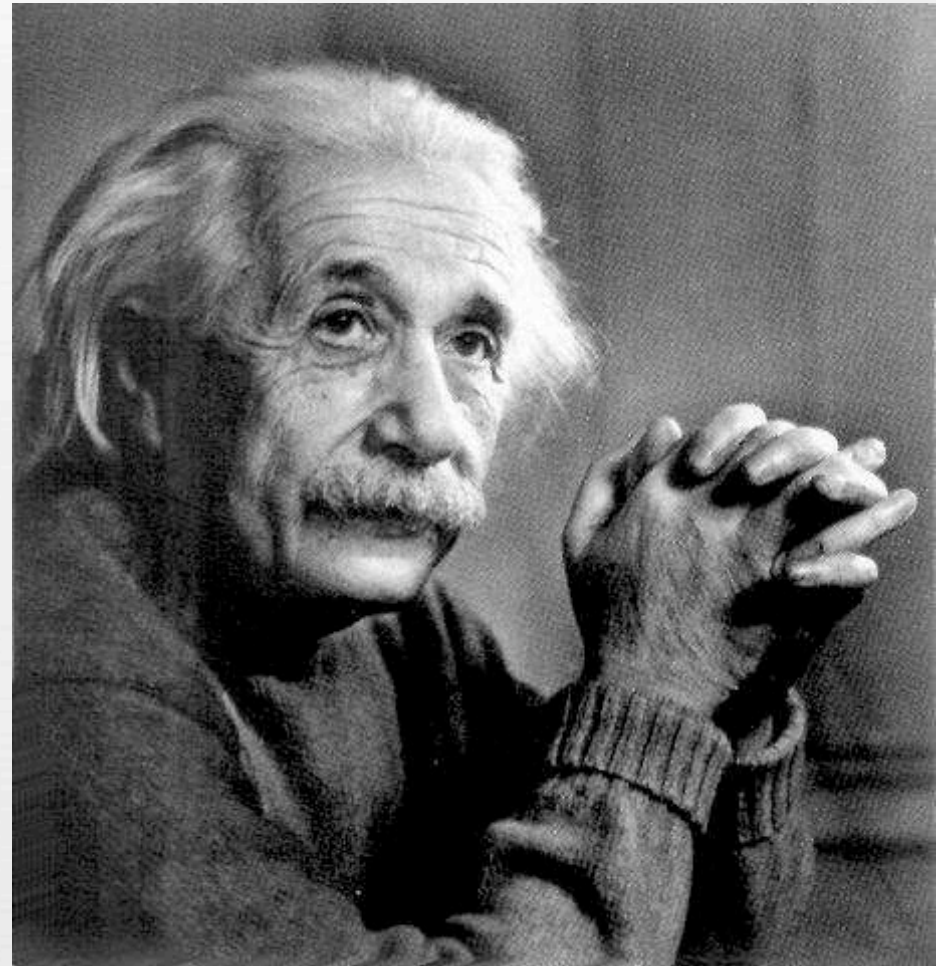
RUBRICS





“The most important method of education... always has consisted of that in which the pupil was urged to actual performance”

Albert Einstein



Why Rubrics Why Now?



- ∞ Before 2002 licensing rules were based on
 - ∞ Number of courses and credit hours
 - ∞ Degree requirements

- ∞ After 2002 licensing is based on performance requirements and evidence of demonstrated proficiency
 - ∞ Content standards
 - ∞ Developmental standards

Authentic Assessments...



- ⌘ Emphasize application and use of knowledge
- ⌘ Require higher levels of thinking
- ⌘ Can involve process as well as the product

For Example:



- ∞ Immersive learning experiences
- ∞ Applied knowledge in real context
- ∞ Higher level thinking
- ∞ 21st century skills

What is a rubric



“A rubric is a criterion based scoring guide consisting of a fixed measurement scale and descriptions for each score point” Wiggings and McTighe

	Unsatisfactory	Basic	Proficient
Topic / Concepts Topic / Concepts <small>Standards aligned to this row:</small> <ul style="list-style-type: none"> • IPSB Content TOS.2.K.2 , TOS.2.P.1 , TOS.2.P.3 , TOS.3.P.3 	Topic/concepts to be taught are not included for the lesson.	Topic to be taught is included for the lesson.	Topic and relevant concepts to be taught are included for the lesson.
Objectives Objectives	Objective(s) for the lesson plan are included but do not relate to developing process skills or attitudes.	Objective(s) for the lesson plan are included, but are insufficient to attain mastery of the concept. Objective(s) clearly state the development of process skills and attitudes.	Objective(s) are included in the lesson plan, clearly state the development of process skills and attitudes, and are adequate to attain mastery of the concept.
Standards Standards	Lesson plan does not include State academic standards or the standards identified are inappropriate for the lesson.	Lesson plan includes some State academic standards and the standards identified are appropriate for the lesson.	Lesson plan includes all relevant State academic standards and the standards identified are appropriate for the lesson.
Safety Safety	Safety rules, precautions, or procedures for handling science materials are not adequately	Some safety rules, precautions, or procedures for handling science materials are	All safety rules, precautions, or procedures for handling science materials are adequately

Row Components



- ∞ ... criterion based
 - ∞ What is to be evaluated
 - ∞ What is the student supposed to have learned
 - ∞ Professional standards

Rubrics

MyRubrics

Shared

Unit Assessments

Columns

Info

View

Edit

Standards

Settings

16 NREM Learning Outcomes

rG demo

The row **sequence** is the top-down order in which the rows are displayed.

The **group** feature allows for logical grouping of similar rubric rows. If a rubric has more than one group, rGrade will divide them with a color bar.

Also, if this feature is used, you may enter a **Row Group Name** for any set of rows.

To change the sequence and/or grouping of your rows, select a number from the drop-down boxes, and then click on the button below.

To remove a row, click on the DELETE ROW link. NOTE: you may not delete a row if at least one rubric assessment has been recorded.

Rubric Content | Rubric Points | **Manage Rows**

16 NREM Learning Outcomes

16 NREM Learning Outcomes

	sequence	group	
#1. Core concepts Demonstrates a working understanding of core concepts	1	1	DELETE ROW
#2. Core Content Demonstrates a knowledge of course content	2	1	DELETE ROW
#3. Systems-level thinking understanding of systems-level thinking	3	1	DELETE ROW
#4. Critical thinking skills Use of critical thinking skills and skeptical inquiry	4	1	DELETE ROW
#5. Scien. method of research Understands and applies valid and reliable scientific methods in the conduct of research	5	1	DELETE ROW
#6. Use of analytical instrumentation Demonstrates proficiency and attention to safety in the use of analytical instrumentation	6	1	DELETE ROW

Column Components



- ❧ ...fixed measurement scale
 - ❧ What are the performance thresholds?
 - ❧ How do you differentiate performance?

Column Descriptions



- ❧ Unsatisfactory
- ❧ Basic
- ❧ Proficient
- ❧ Distinguished

Developing a rubric



- ❧ Start with the rows (standards):
- ❧ Use the language of the standards
- ❧ Rule of thumb: No more than one standard per row
 - ❧ Sub divide as necessary to capture indicator level performance

AN EXAMPLE: Measuring Student Learning

Criteria Indicators	Not Met 1	Partially Met 2	Fully Met 3
<p>TWS S1e Instructional Decision Making The teacher uses ongoing analysis of student learning in Reading/Language Arts to make instructional decisions</p>	<p>Instructional decisions in Reading/Language Arts are not matched to the Reading/Language Arts standards. Modifications in R/LA strategies do not match student needs. Justification for modifications focuses on issues other than improving student progress. Modifications are not in line with the R/LA learning goals."</p>	<p>Instructional decisions in Reading/Language Arts are matched to the R/LA. Modifications in Reading/Language Arts and strategies are apparent, but not always matched to student needs. Justification for modifications focuses on improving student progress. Modifications are inline with the R/LA learning goals.</p>	<p>Instructional decisions in Reading/Language Arts are pedagogically sound. Appropriate modifications in R/LA and strategies are made based on student needs. Justification for modifications are in line with the R/LA learning goals.</p>
<p>TWS S1f Analysis of Student Learning – The teacher uses assessment data to profile student learning in Reading/Language Arts and communicate information about student progress and achievement</p>	<p>Data are provided for student learning R/LA for the whole class, subgroups, and two individuals. Data are provided to show scores on tests rather than in terms of number of students who achieved and made progress toward each learning goal in R/LA, Interpretation of learning in R/LA shows a novice attempt with facts. Conclusions and future impact are not evident.</p>	<p>Data are provided for student learning in R/LA for the whole class, subgroups, and two individuals. Analysis of student learning is provided in terms of number of students who achieved and made progress toward each learning goal in R/LA. Interpretation of learning in R/LA shows a novice attempt with facts rather than interpretation. Conclusions and future impact are weak.</p>	<p>Analysis is fully aligned with R/LA learning goals and provides a comprehensive profile of student learning in R/LA for the whole class, subgroups and two individuals. Interpretation of learning in R/LA is meaningful and appropriate conclusions are drawn from the data. Analysis of student learning in R/LA includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal in R/LA.</p>

Developing a rubric



- ∞ Describe levels of performance (columns)
 - ∞ Define one performance level. Ex. Unsatisfactory or Distinguished
 - ∞ Identify better or worse performance measurements
 - ∞ Make clear distinctions
 - ∞ “What type of performance would suggest a limited/strong understanding of the standard?”
 - ∞ “Use descriptions of student work, rather than judgments about work”

Checklist



If an element of the assignment is required

“... need 5 references”

“... has to be 15 pages”

Use a checklist that is not part of the rubric

or...

Include in rubric but do not align those rows to standards

For instance:

Rubrics

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Info

View

Edit

Standards

Settings

EDEL 644 Final Project Rubric ▾

Use this screen to edit the rubric settings.

You may not delete a rubric if it is linked to at least one course assignment or program task

You may change the rubric author at any time. However, if you change the author, you will no longer have permission to change any rubric settings.

EDEL 644 Final Project Rubric

Shared Status

- Do **NOT SHARE** this Rubric with others
- Shared; others may receive a **copy** of the rubric
- Shared; others may **subscribe** to your rubric

Unit

*Professional Education Unit ▾

Discipline

EDEL ▾

Rubric Name

EDEL 644 Final Project Rubric

Description

- Students must submit at least 5 references
- Paper should be 15-20 pages in length

Evaluate



- ☞ Evaluate your rubric
 - ☞ Use the rubric for rubrics

Rubric for Rubrics

Mullinex, B.B. (2003) Monmouth University

Criteria	Unacceptable	Acceptable	Exemplary
Clarity of criteria being assessed	Criteria are not appropriate to the assignment or clear to the rater	Criteria can be identified, but are not clearly differentiated or are inappropriate	Criteria are distinct, clearly delineated and appropriate for the assignment
Reliability of scoring	Cross-scoring often results in significant differences	Cross-scoring occasionally produces inconsistent results	Cross-scoring results in consistent agreement
Distinction between levels of achievement	Little or no distinction can be made between levels	Some distinction between levels is made, but it is not totally clear how well	Each level is distinct and progresses in a clear and logical order
Clarity of expectations and guidance to learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment and expectations	Rubric serves as primary reference point for discussion and guidance for assignment as well as evaluation of assignment

Share



Provide the rubric to the students when you make the assignment

A rubric is a “contract” between the teacher and the student

Our UAS system gives students access to rubrics

2008-2009/ Spring

SPCED 201-002

Course Home

Assignments

All Assignments

SPCED 201-002

If you see this message:
This assignment requires an artifact. Click here to submit a URL, click on the link to enter your artifact URL. Once you have entered the URL, you will have the option to view or edit the link.

 not graded

 click to view assessment details in rG mode

 scoring rubric

Required Assessments

Outcome

Grade

Decision Point 1: Disposition

click "rG" icon



 [Click here to view the rubric notification](#)

Decision Point 1: Portfolio

[http://drwoods.iweb.bsu.e ... /portfolio](http://drwoods.iweb.bsu.e.../portfolio) [EDIT](#)



Revise



Revise the rubric as necessary as you collect more samples

Reliability



- ∞ A rubric is considered reliable if different scorers assign the same score for each sample

Validity



- ∞ Assessments are accurate/valid when they measure what they purport to measure.
- ∞ Use the standards as your guide.

Bibliography



- ❧ Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25).
- ❧ Moskal, Barbara M. & Jon A. Leydens (2000). Scoring rubric development: validity and reliability. *Practical Assessment, Research & Evaluation*, 7(10).
- ❧ Moskal, Barbara M. & Jon A. Leydens (2000). Scoring rubric development: validity and reliability. *Practical Assessment, Research & Evaluation*, 7(10). Retrieved April 20, 2009 from <http://PAREonline.net/getvn.asp?v=7&n=10>.
- ❧ Wiggins, Grant and Jay McTighe. Understanding by Design. Expanded 2nd ed. Alexandria, VA: ASCD, 2005.

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- ❧ Yasemin Tunc