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

<table>
<thead>
<tr>
<th>Topic / Concepts</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic / Concepts</td>
<td>Topic/concepts to be taught are not included for the lesson.</td>
<td>Topic to be taught is included for the lesson.</td>
<td>Topic and relevant concepts to be taught are included for the lesson.</td>
</tr>
<tr>
<td>Standards</td>
<td>Lesson plan does not include State academic standards or the standards identified are inappropriate for the lesson.</td>
<td>Lesson plan includes some State academic standards and the standards identified are appropriate for the lesson.</td>
<td>Lesson plan includes all relevant State academic standards and the standards identified are appropriate for the lesson.</td>
</tr>
<tr>
<td>Safety</td>
<td>Safety rules, precautions, or procedures for handling science materials are not adequately</td>
<td>Some safety rules, precautions, or procedures for handling science materials are</td>
<td>All safety rules, precautions, or procedures for handling science materials are adequately</td>
</tr>
</tbody>
</table>
Row Components

... criterion based

- What is to be evaluated
- What is the student supposed to have learned
- Professional standards
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 or 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.

<table>
<thead>
<tr>
<th>#1. Core concepts</th>
<th>sequence</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a working understanding of core concepts</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2. Core Content</th>
<th>sequence</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a knowledge of course content</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3. Systems-level thinking</th>
<th>sequence</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>understanding of systems-level thinking</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4. Critical thinking skills</th>
<th>sequence</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of critical thinking skills and skeptical inquiry</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5. Scien. method of research</th>
<th>sequence</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and applies valid and reliable scientific methods in the conduct of research</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#6. Use of analytical instrumentation</th>
<th>sequence</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates proficiency and attention to safety in the use of analytical instrumentation</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Criteria Indicators</th>
<th>Not Met 1</th>
<th>Partially Met 2</th>
<th>Fully Met 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWS S1e Instructional Decision Making</td>
<td>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.&quot;</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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:

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*

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


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
<table>
<thead>
<tr>
<th>Required Assessments</th>
<th>Outcome</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Point 1: Disposition</td>
<td>click &quot;rG&quot; icon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Click here to view the rubric notification</td>
<td></td>
</tr>
<tr>
<td>Decision Point 1: Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://drwoods.iweb.bsu.e">http://drwoods.iweb.bsu.e</a> .../portfolio</td>
<td></td>
<td>EDIT</td>
</tr>
</tbody>
</table>

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
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


TEAM members

- Dr. Laurie Mullen
- Dr. Judy Miller
- Dr. Lisa Pufpaff
- Warner Vanfleet
- Mark Lora
- Yasemin Tunc