

# Rubric Design

# Rubric Development

- Establish criteria of what quality work looks like in language that students can understand
- Goal is to create descriptive language that identifies what they did (not what they didn't)



# WHY SHOULD I DEAL WITH THE AGONY OF WRITING A GREAT ONE?



- Focus students on what is most important
- Power of criteria across multiple tasks, years

# Design Standards for Rubrics

- Identify important traits of quality performance
- Each description is succinct and clear for the target audience
- Progression from one score point to another is reasonable and comprehensible by teacher/student to focus next steps

# YOUR OBSERVATIONS

**STRENGTHS**

**LIMITATIONS**

# How would you describe this scoring tool?

## 1<sup>st</sup> Six Weeks Book Talk

Book of Choice Book (10 Points)	
Title, Author and Genre (10 Points)	
Book Rating and Recommendation (10 Points)	
Character – 1 minor, 1 major and traits (30 Points)	
Sneak Peak – Attention Grabbing (40 Points)	
<b>Your Final Grade</b>	

# How would you describe this scoring tool?

10-7 (Above Criteria)	6-3 (Meeting Criteria)	2-0 (Below Criteria)
<p>In addition to meeting the criteria, the: Student thoughtfully organizes and divides the work between group members. Student monitors progress toward group goal.</p> <p>Student adapts easily to changes in the task or group.</p>	<p>Student plays an active role in generating new ideas.            Student takes initiative in getting tasks organized.            Student delegates responsibilities when required.            Student keeps group/class on task and on schedule.            Student understands and articulates goals of class/group. Student accepts responsibilities for his or her act and the actions of the group.</p>	<p>Student plays a passive role,            Student generates few new ideas            Student tends to only do what they are told to do by others.</p>
<p>In addition to meeting the criteria, the: Student encourages cooperation through words and actions. Student creates or initiates procedures (or activities) that encourage cooperation. Student willingly switches roles in group or classroom as required by the situation.</p>	<p>Student follows directions from group leaders, group members and adults who take the lead or offer assistance.</p> <p>Student expresses the ability in words and deeds to adapt to the goals of the group, even when those goals may be different than their own. Student complies with group, classroom and community rules.</p>	<p>Student does not willingly follow directions.            Student vocalizes intense opposition to group or classroom goals.            Student does not comply with group, classroom and community rules.</p>

First row: Leadership; Second row: Cooperation

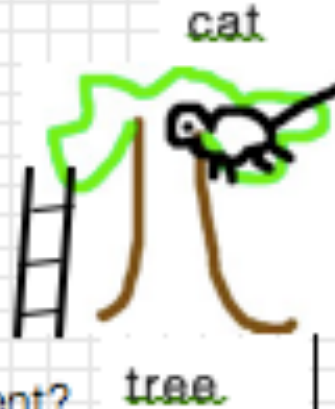
# How would you describe this scoring tool?

	1-2	3-4	5-6	7-8	9-10
Comprehensibility					
Vocabulary Use					
Accuracy/Grammar					
Pronunciation					
Fluency					



# How would you describe this scoring tool?

<b>Middle</b>	_____/ 1
	point
Did you sketch 2 important events from the middle of the story?	_____/ 1 point
Do both of your sketches have labels?	
Did you write at least 1 sentences about each event?	_____/ 2 points
Did you use 2 transition words?	_____/ 2



# General Concerns

- To what extent do we use numbers to indicate quality? (e.g. 2-3 supporting details, 4-6 supporting details)
- To what extent do we use vague terms to describe quality? (e.g. “few,” “some,” “many,” “most/all”)
- To what extent are we scoring what is easy to score rather than what is most important? (e.g. neatness, amount of facts, vocabulary)

# STARTING POINT: CRITERIA THAT MEASURES WHAT MATTERS

- *Content.* Was the content correct or complete?
- *Process.* Were directions followed? Were they prepared fully?
- *Quality.* Was the performance mechanically sound?
- *Impact.* Did the performance work?

# Determine 2 point or 4 point scoring system

- Either you have it or you don't...
  - Right answer, correct solution
  - Typed
  - Follows directions, all components
- Levels of quality
  - Organization
  - Historical accuracy

# DEVELOPING “KID-FRIENDLY” RUBRIC LANGUAGE

- Each description is succinct and clear for students to use in the production and evaluation
  - Avoid too much text
  - Avoid too much negativity
  - Avoid too much “stuff”