**Coffee Hour Rubrics 101 Handout**

# Slide 1: Title Slide

Rubrics 101: How to get started, develop and rock your teaching skills with rubrics

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# Slide 2: Learning Objectives

1. I can describe the critical features and purpose of rubrics.
2. I can design a simple rubric for an ECC lesson
3. I can use rubrics as a formative assessment

# Slide 3: Rubric Disclaimer

The intent of this training is to provide information about rubrics and their potential use to support Expanded Core instruction.

# Slide 4: Purpose of Assessment

## Learning objective #3

Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. (Edutopia, 2008)
Responsive teachers use assessment throughout the learning process.

“Assessment is the process you use to gather information and make decisions about how well your students have learned the skill or concept in your lesson. Your assessment should align with your objective and the learning and practice activities.” (Designing Lessons for the Diverse Classroom).

“By understanding exactly what their students know before and during instruction, educators have much more power to improve student mastery of the subject matter than if they find out after a lesson or unit is complete.” (9 Benefits of Using Formative Assessment to Increase Student Growth, powerschool.com).

# Slide 5: What is a Rubric?

A rubric is a scoring tool used to assess a learner’s performance based upon a specific set of criteria. (Learning objective #1)
A rubric consists of the following three components:

* criteria: the characteristics of performance (e.g., thesis statement, organization, evidence)
* levels of performance: the degree to which a student is expected to meet a given criteria (e.g. exceeded expectations, met expectations, did not meet expectations)
* descriptors: specific explanation linked to each criteria and level of performance. the characteristics associated with each dimension

# Slide 6: Benefits of using a rubric?

The benefits of using rubrics in courses can be observed by both instructors and students. According to Suskie (2009, p. 139), rubrics:

* Help clarify vague, fuzzy goals.
* Help students understand your expectations.
* Help students self-improve.
* Inspire better student performance.
* Make scoring more accurate, unbiased, and consistent.
* Improve feedback to students.
* Improve feedback to faculty and staff.

# Slide 7: Which Rubric?

## Holistic Rubric

A holistic rubric is the most general kind. It lists three to five levels of performance, along with a broad description of the characteristics that define each level. The levels can be labeled with numbers (such as 1 through 4), letters (such as A through F) or words (such as Beginning through Exemplary). What each level is called isn’t what makes the rubric holistic — it’s the way the characteristics are all lumped together.

## Analytic Rubric

An analytic rubric breaks down the characteristics of an assignment into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement.

## Single-Point Rubric

A single-point rubric is a lot like an analytic rubric, because it breaks down the components of an assignment into different criteria. What makes it different is that it only describes the criteria for proficiency; it does not attempt to list all the ways a student could fall short, nor does it specify how a student could exceed expectations.

# Slide 8: Rubric Design Basics

## Learning objective #2

Ask yourself:

* Know the goal-what are you using the rubric for?
* How will you (as the teacher) leverage the data of this rubric? How will using the rubric help students?
* Where do I provide the rubric?
	+ On the assignment
	+ Developed with students
	+ To the parent, gen ed teacher, para or student (or all?)

# Slide 9: Field Trip

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicator | 1-Developing | 2-Approaching | 3-Competent | 4-Extending Compentency |
| Use of formative assessments | Teacher has one assessment labeled within their lesson plan. | Teacher identifies formative assessment opportunities within lesson plan. | Teacher can develop formative assessments based on lesson plan. | Developed a variety of formative assessments that are based on student skills, interests, and modality preferences to adjust instruction. Assessments reflect stated learning objectives. |
| Uses a variety of low and high educational and assistive technology in instruction | Describes the differences between high and low tech. | Describes the purposes of assistive and educational tech. Describes the differences between high and low tech. Uses screen reader with support | Identifies high and low assistive tech that matches student's readiness Proficiently uses a screen reader | Infuses a variety of low and high tech educational and assistive technology that matches students readiness into instruction throughout the day. |

# Slide 10: Resources

* [Assignment rubric example](https://docs.google.com/document/d/1QFjZfoIh1BRBHF3TpK8LwH8BECarHEPr2UfNg0weVvQ/edit?usp=shari%20ng)
* [Wash your hands guided rubric example](https://docs.google.com/document/d/1AJLW5B6JYcd0QKwY-8wmB5I9RxJtuLKjsxr0fCLyMLU/edit)

# Slide 11: Consider the single-point rubric

The single-point rubric *only describes the criteria for proficiency;* it does not attempt to list all the ways a student could fall short, nor does it specify how a student could exceed expectations.

Source:: [Know Your Terms: Holistic, Analytic, and Single-Point Rubrics](https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/)

The structure of the single-point rubric allows us as educators to work toward returning grades and teacher feedback to their proper roles: supporting and fostering real learning in our students.

Source: [6 Reasons to Try a Single-Point Rubric](https://www.edutopia.org/article/6-reasons-try-single-point-rubric)



|  |  |  |
| --- | --- | --- |
| Concerns, areas that need work | Criteria, standards for this performance | Advanced, evidence of exceeding standards |
|  | Food: |  |
| \*Include notes on what needs improvement in this column | Presentation: | \*notes on how the work exceeds expectations in this column |
|  | Comfort: |  |

# Slide 12: Don’t rubric alone!

* Giving a student without any reference or models isn’t ideal
* Collaborate on writing the criteria
* Connect meaning with it
	+ Wash your hands rubric (formative assessment example)
	+ Model for staff how to use it

# Slide 13: Last thoughts on rubrics

* Positive language matters: If we are going to truly use the rubric as a tool to enhance students’ ability to self-assess and thus enhance their performance, we must provide clear markers along the way for how students can improve and not unintentionally send the message that their ongoing work is insufficient rather than on a path of progress

Source: [Rubric Repair: 5 Changes that Get Results](https://www.cultofpedagogy.com/rubric-repair/)

* It’s okay to be a 1

# Slide 14: Resources

* [Best Practices for Designing Effective Rubrics (includes rubric design checklist)](https://teachonline.asu.edu/2019/02/best-practices-for-designing-effective-rubrics/)
* [Know Your Terms: Holistic, Analytic, and Single-Point Rubrics](https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/)
* [Meet the Single Point Rubric](https://www.cultofpedagogy.com/single-point-rubric/)
* [How Do Rubrics Help?](https://www.edutopia.org/assessment-guide-rubrics)
* [5 STUDENT-CENTERED WAYS TO USE RUBRICS](https://www.readingandwritinghaven.com/5-student-centered-ways-to-use-rubrics)
* [Tips for a More Meaningful Rubric](https://www.edutopia.org/discussion/5-tips-more-meaningful-rubric)

# Slide 15: Thanks

Contact me.

[The Independent Little Bee](http://adifferentkindofvision.blogspot.com/): **a resource blog** dedicated to the ECC! Check out the **Expanded Core website** for resources for parents, teachers and students

Let’s be social! Follow me @9MoreThanCore