Scales & Rubrics:
Tools for Evaluating Performance

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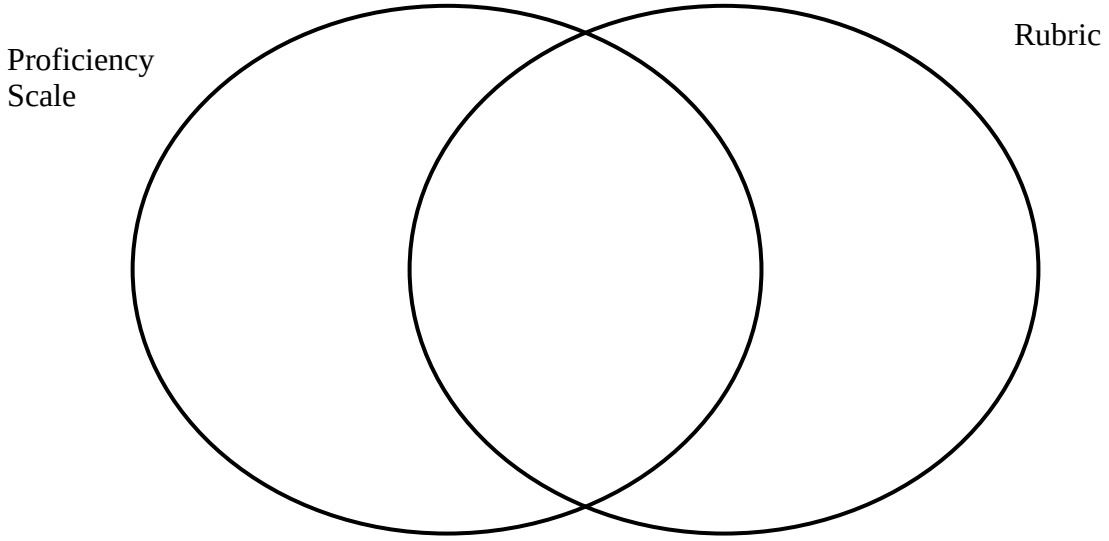
Scales and Rubrics

Define Proficiency Scale	Define Rubric

How are proficiency scales and rubrics different? How are they similar?



How might scales and rubrics be used together?

Assessment is successful when it fosters hope and creates a sense of efficacy. Scales and rubrics provide the critical details and opportunities during the learning process to help learners develop a growth orientation.

Compare your definitions for proficiency scale and rubric with these explanations. In what ways do your definitions match these?

- **Proficiency Scale:** A proficiency scale is an assessment instrument used to measure a learner's ability to demonstrate competency. It is comprised of a set of descriptions of what a learner can do in a specific knowledge or skill set. Each level in the scale describes a stage in the learner's development of competence from insufficient to mastery. Generally, scales are used to score single items on a selected response or short constructed response assessment items.

- **Rubric:** A rubric is an assessment instrument used to measure a learner's ability to demonstrate competencies against a given set of criteria. A rubric is comprised of descriptive language to communicate expectations of quality for a performance task or tasks, which will have multiple criteria for success. Rubrics are used to remove complexity and subjectivity by describing clear and specific expectations for quality in the performance.

During the formative phases of learning, both scales and rubrics provide a basis for self-evaluation, peer review, and reflection. Both tools offer descriptions of learning that are aimed at generating accurate and fair assessment, fostering understanding, and indicating the pathways to proceed in the progression of learning.

During the summative phases of learning, both scales and rubrics provide teachers with the opportunity to use consistent and objective descriptions of mastery so as to accurately measure levels of proficiency for a given standard or expectation.

Both scales and rubrics require the following features:

- A focus on measuring learning descriptively and objectively
- Quality criteria based on the standard expectations and the field of expertise for that standard
- A stated and consistent range of knowledge or skill that outlines developmental sophistication from insufficient to masterful
- Descriptions of the specific performance characteristics arranged in the levels of developmental sophistication.

What indicators suggest that efforts to use scales and rubrics were successful?

Accuracy:

- Quality criteria
- Definitive proficiency or performance levels
- Clear, concise, consistent descriptions
- Diagnostic and analytical information

Reliability:

- Internal consistency reliability (teacher is consistent in scoring from beginning to end)
- Parallel forms of reliability (tools can be applied to multiple or different forms of the assessments and generate consistent results)
- Inter-rater reliability
  - Teacher to teacher
  - Student to teacher
  - Student to student
  - Student to self

Student investment *(activating learners as owners of their own learning)***:**

- Students make a physical, social, emotional, and psychological investment in themselves as learners.
- Students self-monitor progress.
- Students self-regulate for necessary alterations along the way in order to achieve mastery.
- Students adopt a growth orientation and leverage errors and mistakes as learning opportunities. They make consistent choices to *re-invest* as needed. Effort-engaged behaviors (studying harder, attempting a different strategy, seeking additional feedback) are necessary to face and embrace challenges so learning can happen; setbacks most often prompt more effort because the intrinsic reward of learning reveals personal strengths and increases capacity.

Intellectual and social capital *(activating learners as instructional resources for one another)***:**

- Students collaboratively increase understanding by engaging in rich dialogue and active debate; in doing so, they challenge each others' thinking, extend current thinking, and create new possibilities.
- Students provide peer feedback based on inter-rater reliability with the teacher; with practiced consistency of scoring of strong and weak examples, teachers can exponentially increase the quantity and quality of feedback each learner is receiving.
- Students establish a social norm of "excellence for all" relying on social pressure and collective support to motivate and encourage all learners to achieve mastery.
- Students expand their collective insights and repertoire of skills and strategies to address errors and gaps in understanding.

- Students engage in productive group work as they prepare for a work world full of collaboration-rich opportunities.

"Measurement is the first step that leads to control and eventually to improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it."

—H. James Harrington

"What gets measured gets done, what gets measured and fed back gets done well, and what gets rewarded gets repeated."

—John E. Jones

Increasing student investment and intellectual/social capital

- **Strategy 1:** Employ the best practices of quality formative assessment.
  - Seven strategies of assessment *for* learning (Chappuis, 2009)
    1. Understand their learning targets.
    2. Use models of strong and weak work—anonymous strong and weak student work, published strong (and weak, if available) work, and your own work.
    3. Offer descriptive feedback instead of grades on in-class work as well as homework.
    4. Teach students to self-assess, keep track of learning, and set goals.
    5. Design mini-lessons to focus on one aspect of quality at a time.
    6. Teach students focused revision.
    7. Engage students in self-reflection and sharing what they know.
  - Use appropriate questions, prompts, and organizing tools to require the learner to do the thinking.
  - Maintain a culture of risk taking and mistake making as learning opportunities.
  - Design all assessment activities to activate *motivation 3.0*—autonomy, mastery, and purpose (Pink, 2011).
- **Strategy 2:** Identify core processes that are cross cutting (multiple disciplines) or cyclical (multiple times/ways) and develop scales or rubrics to strand through formative *and* summative assessments over time.
- **Strategy 3:** Engage learners in analyzing their results, setting goals, *making instructional decisions*, and monitoring progress over time.
- **Strategy 4:** Activate learners as resources for one another in classroom instruction and assessment activities.

How do I decide what areas to assess?

The areas you want to assess (the evaluative criteria) should tie tightly to the learning objectives you want to target. Consider the following:

- Make sure your expectations match curriculum standards.
- Imagine—or better, use—evidence of what a good student response would look like.
- Think about parts of the task the student would find difficult.
- Decide which features will not be assessed.

Guidelines for writing performance descriptors

- Try to create rubrics that use few, and equal numbered performance levels (like 4 or 6). The tighter the range, the more consistent and accurate the scoring. When odd numbers are available, teachers *and* students tend to migrate toward the middle with their scoring.
- Consider each level to be a *proficiency* level. Rubric scores do not equate to points, so a "2" on a 4-point scale does not equal 50 percent or a grade of "F."
- Address qualitative aspects of the criterion.
- Use specific, descriptive language that explains characteristics of quality work.
- Address the same elements of performance at each level.
- Create generalizable descriptors to judge quality across a variety of similar tasks.
- Frame the lowest performance level in positive terms. If a student *earns* a proficiency level of "1" or "beginning," then something must be right. Students can only build on something that's right.
- Avoid generic, evaluative adjectives such as good, poor, weak, and excellent—these terms repeat the "level" of quality for that category, but offer no clarity as to what or why.
- Avoid developing rubrics that are specific to single assessments.
- Avoid using quantitative language (must use at least eight resources; must have fewer than five errors, etc.)

Using developed performance descriptors once in place

- Transfer rubric language directly onto the assessments in the appropriate places. Avoid creating new/different descriptors as students will not make the connection between rubric scores and comments if the links are not clear.
- Use developed rubrics in multidimensional ways, e.g.:
  - Students score student work for practice and clarity in quality.
  - Practice student revision: Give a sample of anonymous work, name the rubric score for that work, and engage students in identifying how to improve the quality of that work to the next performance level.
  - Ask students to self-assess in one color highlight directly on the rubric and offer highlighted evidence in project to "match" rubric level score.
  - Ask students to self-assess in one highlight color and peer assess in a different color highlight. As the teacher, use a third highlight color so agreements and disagreements become visible.
  - Use rubric levels to create learning goals and monitor progress.
  - Align performance levels to student tracking forms to measure growth *between* assessments.
- Use rubrics to clearly articulate improvements or next steps in learning (even when students achieve the highest level of the rubric) rather than noting deficiencies or accidently indicating "completion" in all future learning.

Student-friendly rubrics

One of the biggest advantages in using rubrics is allowing students to help develop them. In addition, student self-assessment and peer assessment are highly regarded "best practices" in encouraging students to take ownership of their learning and evaluation.

If there is dialogue with students when creating the rubric, and using it during evaluation, they are more likely to understand what tasks are being evaluated and how you will evaluate their work. It helps when dialogue clarifies the types of errors involved when work is not at the exemplary level so that students can begin to understand *how* to improve.

Some considerations

- Every student must be able to see his or her work somewhere in the rubric.
- The various levels must use similar language.
- Rubrics work best when targeting process-oriented work so that students can use the same rubric over and over for different assessments and watch themselves grow between assessments (e.g., using six traits writing rubrics to improve writing scores from the narrative paper to the descriptive paper to the persuasive paper to the research paper, etc.).

ELA Standards
Productive Group Work

Kindergarten

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.
- CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 4

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
  - CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Grade 8

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grades 11–12

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Developing Proficiency Scales

It's most helpful to have student work in front of you when identifying proficiency levels, but sometimes that option is not workable. In that case, teachers must anticipate the levels of proficiency, often based on past experience with how far learners have been able to progress, and then use student work after the fact to calibrate their levels to be accurate. When this route is selected, however, learners *cannot be held accountable* for a bad scale.

The five steps for developing a proficiency scale follow:

1. Identify the targets/cluster of targets (knowledge or skill) to be measured.
2. Place the target(s) in the level 3 (mastery) position and provide descriptive criteria and supporting details to define what quality will look like.
3. Move the target to level 1(student needs help) and provide the definition with clarifying descriptors of what might be happening if the student has minimal levels of understanding or skill. Consider using the level 3 from the previous year's scale to define level 1 for current year.
4. Place the target in level 2 position and provide supporting details to clarify what quality will look like at this level. If using things that learners will need to know – like vocabulary words – look at previous year's standard(s). Only include *new* vocabulary from current standard.
5. Finish with level 4 (above and beyond) and provide supporting details to define what quality will look like. Make descriptors distinct enough to be different from level 3. It is helpful, before writing level 4 to either 1) have designed the enrichment activity first and then describe mastery relative to the performance expectations or 2) have current samples of student work that meet level 4 criteria and the work as a team to isolate the defining features.

The following table shows a universal proficiency scale for all grade levels and content areas (Marzano & Kendall, 2008). Visit http://itembank.marzanoresearch.com/search_details.aspx for additional samples of proficiency scales.

Universal proficiency scale. *Source: Adapted from Marzano & Kendall, 2008.*

4	In addition to the performance score of 3.0, the student demonstrates in-depth inferences and applications that extend beyond what was taught.
3.5	In addition to the performance score of 3.0, the student demonstrates partial success at inferences and applications that go beyond what was taught.
3	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
2.5	There are no major errors or omissions regarding the simpler details and processes, and partial knowledge of the more complex ideas and processes is evident.
2	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.5	The student demonstrates partial knowledge of the simpler details and process, but there are major errors or omissions regarding the more complex ideas and processes.
1	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
.5	With help, the student demonstrates a partial understanding of some of the simpler details and processes, but not of the more complex ideas and processes.
0	Even with help, the student does not demonstrate understanding or skill.

Scale for all constructed response answers (patterned on Marzano's Proficiency Scales)

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that exceed the concepts or reasoning processes that were provided during instruction.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
3.0	In the student response, ALL of the following is in place: • Demonstrate accuracy in response. • Demonstrate thoroughness in response. • Demonstrate reasoning in response. • Write clearly and coherently in response. There are no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
2.0	In the student response, at least TWO of the following is in place: • Demonstrate accuracy in response. • Demonstrate thoroughness in response. • Write clearly and coherently in response. There are may be an error or omission.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

Collaboration Scale

4	Navigate multiple exchanges with in-depth inferences tied to both verbals and non-verbals.
3	**The student engages effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly (SL.8.1):** ‣ Come having prepared for discussions, (e.g. reading or researching the material; explicitly referring to evidence and probing and reflecting on ideas under discussion) (SL.8.1a) ‣ Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL.8.1c) ‣ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented (SL.8.1d)
2	**The student recognizes or recalls specific vocabulary, such as:** ‣ *Connect, decision, diverse, evidence, explicit, information, issue, justify, observation, pose, probe, qualify, question, refer, relevant, research, respond, role, text, warranted* **The student performs basic processes, such as:** ‣ Follow rules for collegial discussions and decision making, (SL.8.1b) ‣ Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner ‣ Prepare for participation in a discussion
1	**With help, partial success at score 2.0 content and score 3.0 content**

Trial Proficiency Scale

Target

Score 4.0	In addition to Score 3.0:	
	3.5	In addition to score 3.0 performance:
3.0	In the student response: There are no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and:
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	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

"Rubrics enable an evaluation of student performance in situations that more closely replicate the challenges of real life than isolated tests."

—Mary Rose, fourth-grade teacher at Lake Sybelia Elementary in Orange County, Florida

What is a rubric?

- Descriptive scoring scheme that guides the analysis of the products or processes of students' efforts
- The use of a detailed descriptive performance standard to create a systematic scoring guideline

Why use rubrics?

- Rubrics help motivate students.
- Rubrics demystify grades by defining teacher expectations to students.
- By their nature, performance tasks encourage more than just memorizing facts.
- Using rubrics helps to identify strengths and weaknesses in certain areas.

Three benefits of rubrics (Schmoker, 1996)

- Clearly defining achievable performance
- Offering better feedback with more precision and clarity about criteria
- Removing mystery of performance targets and teacher expectations

Macro steps in rubric development

1. Establish a knowledge base.
2. Gather samples of student performance.
3. Sort student work by level of quality.
4. Cluster the reasons into traits.
5. Identify sample performances that illustrate each level.
6. Make it better.

Micro steps in rubric development

1. Determine your standards (levels of performance—e.g., 4, 3, 2, 1, or "exemplary, proficient, developing," etc.).
2. Identify your criteria (first column).
3. Start with first criteria and describe the "high end"—what does the standard of "4" look like?
4. Define the "low end"—what does a "1" look like (still frame in positive language—avoid "not").
5. Now fill in the "3" and then the "2."
6. Move to next criterion and use the same process.

How do I decide what areas to assess?

The areas you want to assess (the evaluative criteria) should tie tightly to the learning objectives you want to target. Consider the following:

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  - Practice student revision: Give a sample of anonymous work, name the rubric score for that work, and engage students in identifying how to improve the quality of that work to the next performance level.
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Criteria	4	3	2	1

Student-friendly rubrics

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Trial a Rubric

Standard(s)

	4	3	2	1

Create student-tracking forms to monitor progress with the rubrics over time.

Co-Constructing Criteria

(*Modified from Chapman & Vagle, 2011*)

Step 1: Co-create a rubric or proficiency scale with the entire team.

Step 2: Choose sample sets of student work for each level of proficiency.

Step 3: Practice rating the work as an entire team. Work to arrive at inter-rater reliability and clarification/refinement of the measurement tools and criteria.

Step 4: Enter your individual classrooms and engage learners in exploring "quality" by looking at a wide array of samples (professional samples, student samples, old and new samples, etc.)**.**
Isolate the criteria for quality. Make sure that the criteria your class identifies match the criteria your team identified. Use prompts and questions to help learners find and name the appropriate criteria.

Step 5: Engage learners in rating the work and clarifying the descriptions that would accommodate the identified criteria.
Using the template on the next page, rate individual pieces of student work. Write descriptive phrases that answer the following questions to support your rating:

- What do the students do well in terms of learning?
- What do they need to do next to improve their work?

Step 6: Craft the rubric.
Using the descriptive words employed to describe the different pieces of work, craft the rubric.

A. Decide on the criteria. For simple tasks, there may be only one criterion. For complex task, there will be more.
B. Craft language to describe the *Got It!* category first. Use language from the rating of student work.
C. Describe the *Making Progress!* category next.
    - Keep the language as positive as possible, meaning you are describing what is present (i.e., contains many of the same words) versus what is not (i.e., lacks descriptive details).
    - To keep it positive, think about what you would say to this student to make his or her work better.
D. Complete the *Amazing!* and *Got a Start!* columns.
E. After students have completed one draft of their work, revisit the rubric and make adjustments. Co-creating and using it are two very different things. Good revisions come when the rubric is tweaked after attempting to use it on real work.

Step 7: Rate work.
Consistently practice rating work until the learners align with your expectations for quality. Seek inter-rater reliability in scoring.

Look at two art examples from previous art students. What makes quality when it comes to shading? Line? Color? Pick two criteria and see if you can create a rubric for those criteria.

Crafting the Rubric

(*Adapted from Chapman & Vagle, 2011*)

	Amazing!	**Got It!**	**Making Progress!**	**Got a Start!**
Criteria:				
Criteria:				

21. Explain how you could use your own height and the lengths of shadows to figure out the height of a tall building without measuring it.

5

well you could do this by knowing your height, + measuring your shadow, then you measure the building's shadow + then you do some math. You can use either Simular triangles, or cross multipication. Cross products really help,

21. Explain how you could use your own height and the lengths of shadows to figure out the height of a tall building without measuring it.

6

Do drawing over real and divide if you have three number you would cross multpy.

21. Explain how you could use your own height and the lengths of shadows to figure out the height of a tall building without measuring it.

7

You would just take your height and then go up one more from your head and then you would have your hieght and shadow.

21. Explain how you could use your own height and the lengths of shadows to figure out the height of a tall building without measuring it.

8