Module 7 – Rubrics Activities 4a & 4b

These activities will help you answer the essential question:

➤ **How are rubrics developed?**

Activity 4a
This activity should be completed in groups of 4-6.

Follow the steps listed below to create your own analytic rubric. For your convenience, you may use the template provided.

Creating an Analytic Rubric:

Before you begin:

1. Determine the student assignment or product you wish to evaluate.

2. Determine the key components that you interested in by answering the questions:
   a. What are the standards?
   b. What would be evidence that the standards have been achieved?
   c. What do I expect from my students?
   d. What does good performance look like?
   e. What do I want to accomplish as a teacher?
   f. What kind of feedback do I want to give to improve student work?
   g. How can I tell if my instruction is effective?

Step 1: Gather Samples of Student Performance

1. Next, gather at least 30 random samples of student performance or work that illustrate the assignment or product.

Step 2: Sort Student Work Into Groups

1. With a group of your colleagues, sort student work into 4 stacks according to whether or not the work:
   1. Does Not Meet Standard
   2. Approaches Standard
   3. Meets Standard
   4. Exceeds Standard

2. Write a list of the reasons for placing pieces in each of the four stacks. For example: Why does the student work Exceed Standard? Why doesn't it Meet the Standard? Be certain to include specific details.

3. Keep sorting work until you are not adding anything new to your list of attributes.

Step 3: Identify Traits or Dimensions of Performance

1. Cluster the reasons into traits or important dimensions of performance. The 6 + 1 Writing Traits provide examples of traits:
   • Ideas/Content
   • Organization
   • Voice

- Word Choice
- Sentence Fluency
- Conventions
- Presentation

Step 4: Write a Value-Neutral Definition for Each Trait

1. After identifying the traits, it's time to write definitions of each. Keep in mind your definitions should describe what each trait is about – not what good performance looks like. We'll get to good performance when we write descriptors for the performance levels.

Step 5: Identify Samples of Student Work That Illustrate Each Score Point on Each Trait

1. After the traits have been defined, find samples of student performance that show clearly each evaluative criterion (1, 2, 3, and 4). These samples are going to become "exemplars."
    a. They are also called "anchors, models, and range finders." But we will just call them exemplars.
    b. Exemplars guide the user of the rubric.
    c. They help the raters using the rubric to see what 3 or "Meets Standard" looks like and how the 3 criterion is different from the 2 criterion.

Step 6: Write the Descriptors for Each Performance Level

1. Now it's time to write the descriptors for the evaluative criteria or performance levels. These need to be brief but still capture the essence of what makes a student's work a 1 or a 4 on the rubric scale.
    a. Determine what the different levels of performance look like within each category.
    b. Think of the lowest, middle-range, and highest level of performance.
    c. Try to avoid relying on comparative language when distinguishing among performance levels. For example, don't define the highest level of performance as thorough and accurate and the middle level of performance as less thorough and less accurate. Find qualities and descriptors that are unique to each performance standard.

Step 7: Establish Validity

1. After the descriptors are written, each member of your group should rate the student samples and share their results. Then review the descriptor and the exemplar until you reach agreement on both.

Step 8: Establish Reliability

1. Now it is time to address the consistency of the Rubric. Each member of your group should re-rate the 30 samples using the new rubric and exemplars.
    a. Compare scores on each trait.
    b. Assign samples that have score discrepancies on traits great than 1 evaluative criterion to a third rater, whose score becomes final.

Step 9: Continuously Refine

1. Test the rubric on actual student work and adjust as necessary.

Kansas Assessment Literacy Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

Performance Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4	Score
Trait or Criteria	Description of the characteristics for not meeting the standard of performance.	Description of the characteristics for approaching the standard of performance.	Description of the characteristics for meeting the standard.	Description of the characteristics for exceeding the standard.	
Trait or Criteria	Description of the characteristics for not meeting the standard of performance.	Description of the characteristics for approaching the standard of performance.	Description of the characteristics for meeting the standard.	Description of the characteristics for exceeding the standard.	
Trait or Criteria	Description of the characteristics for not meeting the standard of performance.	Description of the characteristics for approaching the standard of performance.	Description of the characteristics for meeting the standard.	Description of the characteristics for exceeding the standard.	
Trait or Criteria	Description of the characteristics for not meeting the standard of performance.	Description of the characteristics for approaching the standard of performance.	Description of the characteristics for meeting the standard.	Description of the characteristics for exceeding the standard.	
Trait or Criteria	Description of the characteristics for not meeting the standard of performance.	Description of the characteristics for approaching the standard of performance.	Description of the characteristics for meeting the standard.	Description of the characteristics for exceeding the standard.	

Activity 4b

There are many Internet resources for creating rubrics. Take some time to review each of the three following sites:

http://www.thinkfinity.org

http://rubistar.4teachers.org

http://www.teach-nology.com/tutorials/teaching/rubrics/develop

http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html