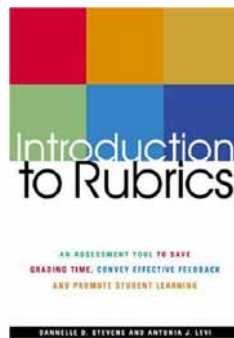
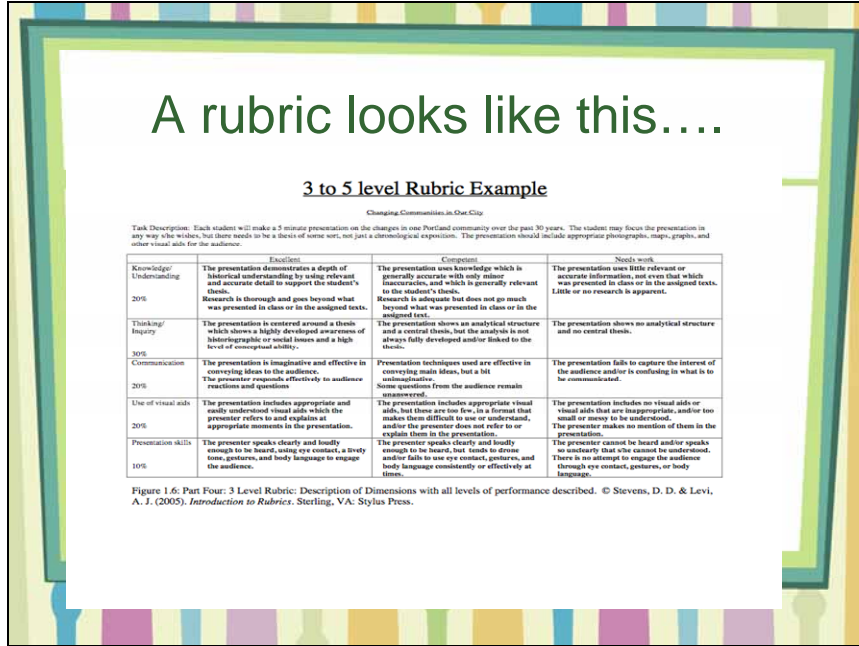
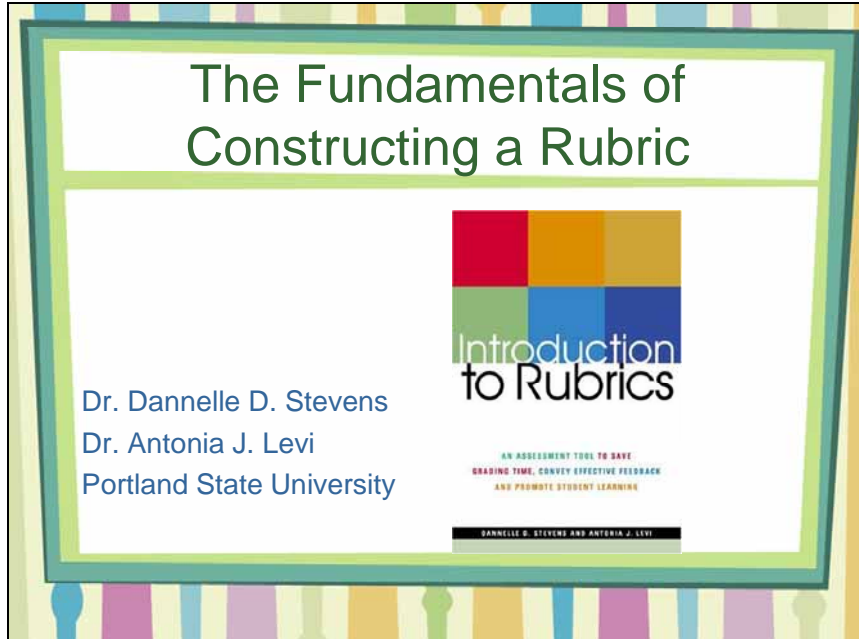


***Rubrics: An assessment tool to save grading time, to engage students...***

## The Fundamentals of Constructing a Rubric

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## What is a rubric?

- \* A rubric is a way to grade student work. It is a description of the assignment or task laid out on a grid.
- \* It has 4 basic parts:
  - TASK DESCRIPTION from syllabus
  - DIMENSIONS
  - SCALE or levels of performance
  - DESCRIPTION OF THE DIMENSIONS

## Task: Describe the best Fourth of July party ever

- \* If you have thrown many 4th of July parties, you have rich and memorable experiences
- \* If you have attended but never thrown a 4th of July party, you are informed audience.
- \* If you know nothing about 4th of July, you are curious, so ask questions.



## The Four Stages of Rubric Construction

- \* Reflecting
- \* Listing
- \* Grouping & Labeling
- \* Application



## Stage 1: Reflecting- Ask yourself & others

- \* What are the characteristics of the best 4th of July party you ever threw or attended?
- \* How would you describe it?
- \* You already know this stuff – except for the curious ones, who should ask questions

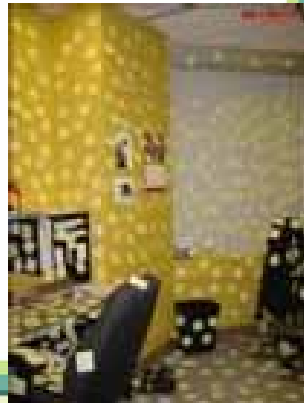
## Stage 2: Listing

- \* Write it **all** down; don't worry about sounding silly
- \* One idea only per stickie
- \* The fewer words, the better
- \* The more stickies, the better
- \* Post stickies on flip charts



## Stage 3: Grouping and Labeling

- ☒ 3 people from table go to flip chart
- ☒ Move stickies around to GROUP or cluster similar ideas together.
- ☒ Sit down
  
- ☒ Another group goes to flip chart. Using 5" X 8" stickies and thick pens, put one or two word LABELS on the clusters.
- ☒ Avoid evaluative words.



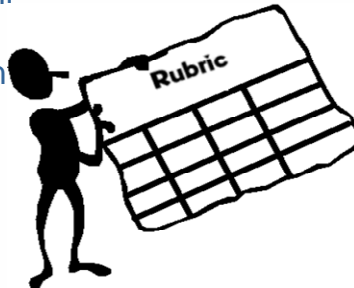
## Stage 4: Application

- \* LABELS become the DIMENSIONS of the rubric
- \* You have the beginning of descriptions of the dimensions.
- \* Put it all on a grid... or a grill



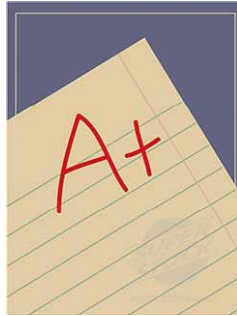
## You now have the foundation for a 3- to 5-level rubric

- \* To refine it, use the small stickies to start with the best possible description of each task dimension
- \* Then do the worst
- \* Then fill in the middle
- \* 3-5 levels are sufficient



## You can also use a scoring guide rubric

- \* Only contains the description of the best possible fulfillment of the task
- \* Leaves a lot of room for individual notes
- \* Best for upper division, complex or creative work



What did you learn about rubrics from this activity?



## Some ideas about rubrics

- \* You already knew what a fantastic and memorable 4th of July party would look and taste like!
- \* You have:
  - \* criteria in your head.
  - \* dimensions of performance.
  - \* teach others.
  - \* community consensus.

## Creating your own rubric!

- \* Now, let's get on
- \* with creating a rubric f
- \* or an assignment that you often use.



## Four steps to rubric creation

- \* REFLECTION
- \* LISTING
- \* GROUPING AND LABELING
- \* APPLYING

### 1. REFLECTION

- \* Think of when you used this assignment before.
- \* What worked?
- \* What didn't?
- \* What about your objectives?
- \* How does this match with your objectives?

## 2. Listing

- \* Using stickie notes, one idea per stickie note; write down the characteristics of an exemplary paper or performance
- \* Don't edit.
- \* Even put down silly things like numbering pages or grammar.

## 3. Grouping and Labeling

- \* Reread your sticky notes.
- \* Cluster them in piles with similar ideas.
- \* Use another sticky, put a label under the pile that describes that pile.
- \* Continue until all piles are labeled.

## 4. Application

- \* Now take one of the blank grids in your packet and put the labels into the dimension column.
- \* Put the sticky descriptions in the exemplary column.
- \* You now have the foundation for a rubric that matches your objectives and expectations.

## Any questions?

- \* Thank you for this opportunity to share with you...

# Sample Rubrics Packet

## From Dannelle D. Stevens, Ph.D., May 20

### 3 to 5 level Rubric Example

Changing Communities in Our City

Task Description: Each student will make a 5 minute presentation on the changes in one Portland community over the past 30 years. The student may focus the presentation in any way s/he wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

	Excellent	Competent	Needs work
Knowledge/ Understanding  20%	<b>The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student's thesis. Research is thorough and goes beyond what was presented in class or in the assigned texts.</b>	<b>The presentation uses knowledge which is generally accurate with only minor inaccuracies, and which is generally relevant to the student's thesis. Research is adequate but does not go much beyond what was presented in class or in the assigned text.</b>	<b>The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts. Little or no research is apparent.</b>
Thinking/ Inquiry  30%	<b>The presentation is centered around a thesis which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.</b>	<b>The presentation shows an analytical structure and a central thesis, but the analysis is not always fully developed and/or linked to the thesis.</b>	<b>The presentation shows no analytical structure and no central thesis.</b>
Communication  20%	<b>The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions</b>	<b>Presentation techniques used are effective in conveying main ideas, but a bit unimaginative. Some questions from the audience remain unanswered.</b>	<b>The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.</b>
Use of visual aids  20%	<b>The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation.</b>	<b>The presentation includes appropriate visual aids, but these are too few, in a format that makes them difficult to use or understand, and/or the presenter does not refer to or explain them in the presentation.</b>	<b>The presentation includes no visual aids or visual aids that are inappropriate, and/or too small or messy to be understood. The presenter makes no mention of them in the presentation.</b>
Presentation skills  10%	<b>The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.</b>	<b>The presenter speaks clearly and loudly enough to be heard, but tends to drone and/or fails to use eye contact, gestures, and body language consistently or effectively at times.</b>	<b>The presenter cannot be heard and/or speaks so unclearly that s/he cannot be understood. There is no attempt to engage the audience through eye contact, gestures, or body language.</b>

Figure 1.6: Part Four: 3 Level Rubric: Description of Dimensions with all levels of performance described. © Stevens, D. D. & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Press.

# Scoring Guide Rubric Example

## Changing Communities in Our City

Task Description: Each student will make a 5 minute presentation on the changes in one Portland community over the past 30 years. The student may focus the presentation in any way s/he wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

	Exemplary Performance	Comments	Pts.
Knowledge/ Understanding  20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student's thesis.  Research is thorough and goes beyond what was presented in class or in the assigned texts.		
Thinking/ Inquiry  30%	The presentation is centered around a thesis which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.		
Communication  20%	The presentation is imaginative and effective in conveying ideas to the audience.  The presenter responds effectively to audience reactions and questions		
Use of visual aids  20%	The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation.		
Presentation skills  10%	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.		

Figure 1.5: Part Four: Scoring Guide Rubric: Description of Dimensions at highest level of performance.  
 © Stevens, D. D. & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Press.

CI 561- Creative Expression Name \_\_\_\_\_  
 Graduate School of Education- Portland State University Score: 15 Pts \_\_\_\_\_

**Creative Expressions- Adding/affirming diversity 15 Points**

**Scoring Rubric**

Application of what we know and can learn from our increasingly diverse student population is imperative. Honestly facing our own biases and reactions and grappling with them is very important. The arts, in particular, provide an avenue of comprehension and expression that often reveal our deeper values. Thus, you are expected to do ONE of the following:

- Attend Lecture by Antonia Darter on January 16- take notes
- OR Go to a foreign film (with English subtitles preferred)
- OR Read a book furthering your understanding of diverse students or written by a person from another culture

THEN... create an expression of your response to this experience of otherness that relates somehow to the lecture or debate/discussion themes in the class. This could be a POSTER, A POEM, A PIECE OF MUSIC, A PIECE OF ART, FOOD or A STORY. To make the connection to the class clear to other audiences, either add a written narrative piece to the work or tell us how this directly relates to the class.

For the last class we will share these connections with one another.

**PUT CHECK MARKS BY THOSE CRITERIA FOR THIS ASSIGNMENT**

<b>Dimension</b>	<b>Description</b>	<b>Comment</b>	<b>Points</b>
<b>TOPIC &amp; OUTLINE</b>	Paragraph description of project Details of project, type of project, Link to class topic clear		2
<b>Content</b> Karen Dianna Jana Gwenda Tanya Denise Chisa Karen	Clear focus of Project- what lecture, reading, movie inspired the idea Grabs attention right from the beginning Identifies a significant cultural difference Describes values of that difference to the culture Describes how you viewed previous assumptions of the culture Includes brief summary of the movie, book Describes clear purpose behind this choice Clear connection to adding/affirming diversity		5
<b>Organization</b> Lori Sheila Debbie Tanya Julie	Clear beginning, middle, end Understandable to others, not confusing Clear directions and wrap up! Easy to see connections to adding/affirming diversity Clear link to class topics		2
<b>Creativity</b> Lori Gwenda Sherrie Tanya Chisa Bobbi Jennifer Brad	Puts together a presentation that is "out of your comfort zone" Expresses emotional response Open/honest Attractive Visually pleasing Creates at least half of the images Obvious extra effort (not copied pages) Authenticity and uniqueness of effort Thought/provoking Original Strong expression of "otherness"		3
<b>Reflection</b> Bobbi Brad	Indication of how your perceptions and assumptions have changed Indicates how this might affect your future teaching and adding/affirming diversity in your life		2
<b>Conventions</b> Sheila Chisa, Gwenda	All grammar, spelling, punctuation correct Neatly presented If typed, double-spaced and pages numbered.		1

# **Three-Level Rubric**

TASK DESCRIPTION:

DIMENSIONS	EXEMPLARY	COMPETENT	BEGINNING

# Scoring Guide Rubric

Task Description:

DIMENSIONS	DESCRIPTION OF AN EXEMPLARY PERFORMANCE	COMMENTS

## 3 to 5 Level Rubric (landscape format)

Task Description:

DIMENSIONS	BEGINNING	DEVELOPING	COMPETENT