

# Assessing and Reporting Student Progress

## Academy 2 v.1: Rubrics for Assessing Student Learning

### Participant Handouts



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## *Academy 2: Rubrics for Assessing Student Learning*

**T**his academy explores the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students. A variety of co-teaching strategies are explored and evaluated in light of their impact on student and professional learning.

### *Academy Outcomes*

As a result of the activities and information shared at this Leadership Academy, participants will:

- Identify a set of Co-teaching strategies and their research base
- Distinguish between exemplars and non-exemplars of practice
- Measure Co-teaching skills and identify areas for improvement
- Examine how these models can be expanded to provide blended special and general education opportunities for students
- Analyze strategies for developing Co-teaching skills and practices among their general and special education staff

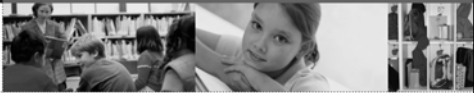
### *Agenda*

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

TIME	EVENT
15 min	Introductions and Greetings
45min	Activity 1: Creating a Rubric
10 min	Lecturette 1: Hooked on Rubrics
20 min	Activity 2: Applying a Rubric
10 min	Break
20 min	Lecturette 2: Analyzing Rubrics
30 min	Activity 3: Designing Your Own Rubric
20 min	Leave-taking and Feedback



# *Notes*



Students will be able to deliver a public presentation (to an audience of choice) using a variety of modes.

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### Rubric Categories

<b>Outcome: Ideas are Clearly Presented</b>
Category 1 Content
Category 2 Organization
Category 3 Delivery

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### Rubric Criterion

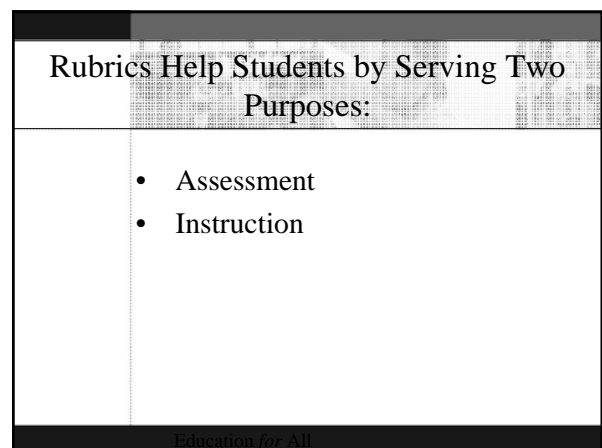
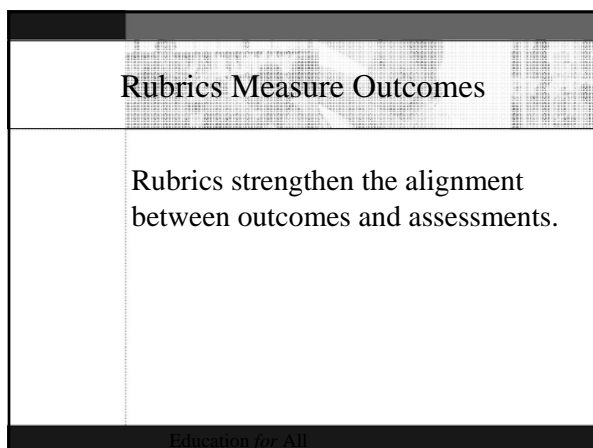
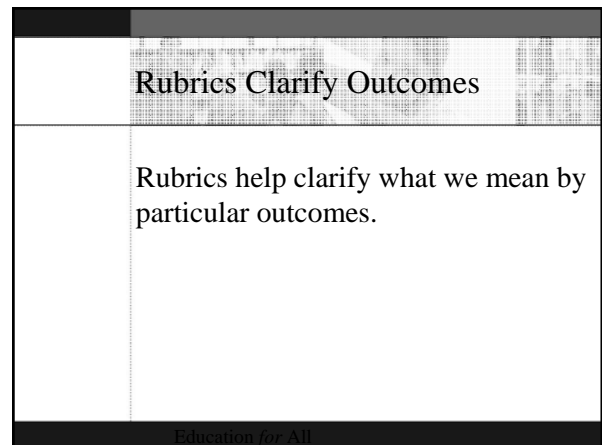
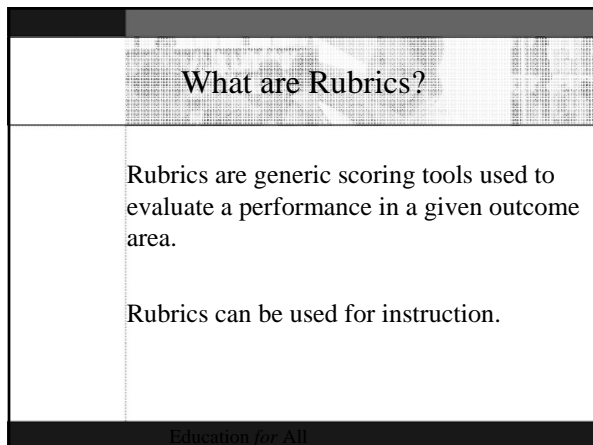
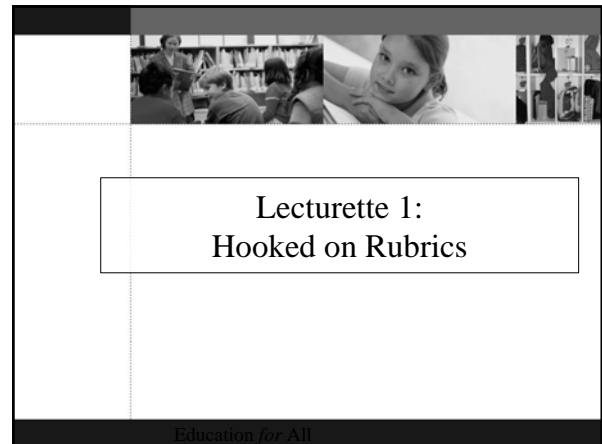
<b>Outcome: Ideas are clearly presented.</b>
<b>Category 1</b>
Criterion A
Criterion B
Criterion C
<b>Category 2</b>
Criterion A
Criterion B
Criterion C
<b>Category 3</b>
Criterion A
Criterion B
Criterion C

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### Rubric Levels

<b>Outcome:</b>			
<b>Levels</b>	Basic	Proficient	Advanced
<b>Category 1</b>			
Criterion A			
Criterion B			
Criterion C			

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Rubrics Support Student Development of:
<ul style="list-style-type: none"><li>• Skills, understanding and thinking</li><li>• Metacognition about their own work</li></ul>
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Rubrics Help Evaluators
Rubrics guide evaluators in rating student performances because all of the raters will be applying the same criteria in the same way to each performance they review.
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Rubrics Inform Instruction
Teachers can utilize the information gained from the evaluations of student performances with rubrics to differentiate instruction.
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Caution!
Rubrics take an enormous amount of time to construct.
Therefore, they should be used only with key assessments, such as major projects or final exams.
Moreover, rubrics should be developed only to assess complex and multi-dimensional performances.
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Categories
Rubrics sometimes contain only the broader categories, and not more specific criteria like we developed in the earlier activity.
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Determining the Design of a Rubric
The design depends upon the nature of learning that is being assessed and on the purposes for carrying out the assessment.
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**Using pre-made rubrics**

Using rubrics developed by others is an option, but the quality of these rubrics can vary.

Many rubrics are available through organizations such as state departments of education and professional subject matter organizations.

(e.g., National Council of Teachers of Mathematics at 800 235-7566 or National Council of Teachers of English at 302 731-1600).

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**Activity 2: Applying a Rubric**

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- The origin of the teddy bear came about when it was reported that the president teddy Roosevelt decided to turn a bear cub loose rather than shoot it on a hunting expedition and a clever businessman named his stuffed bears “teddy bears” in honor of the presidents gesture and the rest is history.

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## *Rubric Construction*

1. Select or Create an Outcome. The first task is to identify an outcome from an area in which you teach.
2. Identify Categories for the Outcome. Once you select an outcome, identify the key features, or categories, that best represent that outcome. Typically three to seven categories seem to work best. Three categories are enough to give some texture to the outcome, while seven is not too many for people to remember.
3. Identify Criteria for each of the Categories. After identifying the outcomes and categories, decide how many levels of performance you want.
4. Write Descriptive Statements for each of the Criteria at each Level. For each of the categories come up with three or four criteria that capture it.

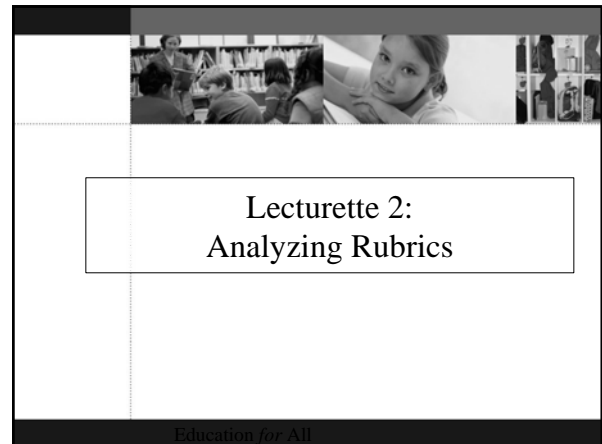
<b>Outcome:</b>			
<b>Levels</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Category 1</b>			
Criterion A			
Criterion B			
Criterion C			
<b>Category 2</b>			
Criterion A			
Criterion B			
Criterion C			
<b>Category 3</b>			
Criterion A			
Criterion B			
Criterion C			

# Delaware Student Testing Program – Instructional Guide for Writing

(An Analytic Adaptation of the DSTP General Rubric for Writing)

The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	
<p><i>Score point 5 meets all the criteria listed in score point 4. In addition, a paper receiving this score shows an exceptional awareness of readers' concerns and needs.</i></p> <p><i>The student may have shown an exceptional use of:</i></p> <ul style="list-style-type: none"> <li>• <i>Development strategies specific to the purpose for writing</i></li> <li>• <i>Distinctive style, voice, tone</i></li> <li>• <i>Literary devices</i></li> <li>• <i>Compositional risks</i></li> </ul>	Organization	Unified with smooth transitions, a clear and logical progression of ideas, and an effective introduction and closing.	Generally unified with some transitions, a clear progression of ideas, and an introduction and closing.	Minimally unified and may lack transitions or an introduction or closing.	Lacks unity.
	Development	Sufficient, specific, and relevant details that are fully elaborated.	Specific details but may be insufficient, irrelevant, or not fully elaborated.	Some specific details but may be insufficient, irrelevant, and/or not elaborated.	No or few specific details that are minimally elaborated.
	Sentence Formation	Consistently complete sentences with appropriate variety in length and structure.	Generally complete sentences with sufficient variety in length and structure.	Some sentence formation errors and a lack of sentence variety.	Frequent and severe sentence formation errors and/or a lack of sentence variety.
	Style/Word Choice	A consistent style with precise and vivid word choice.	Some style and generally precise word choice.	Sometimes general and repetitive word choice.	Often general, repetitive, and/or confusing word choice.
	Lang. Conventions	Few, if any, errors in standard written English that do not interfere with understanding.	Some errors in standard written English that rarely interfere with understanding.	Several kinds of errors in standard written English that interfere with understanding.	Frequent and severe errors in standard written English that interfere with understanding.



### Rubric Variations

Rubrics can be based on category or criteria level descriptions.

They also can be more analytical or holistic.

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### Rubric Analysis

You will become an expert in one of these rubrics. These examples illustrate the three different rubric formats.

- Rubric for a Fifth Grade Research Paper
- American Council on the Teaching of Foreign Languages Foreign Language Proficiency Guidelines for Speaking
- Delaware Student Testing Program: Reading Performance for Grade 7

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## *Academy 6.2: Rubrics for Assessing Student Learning Self Assessment*

This is a non-graded, anonymous self-assessment. You have 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. How do rubrics help teachers and students?

2. Design a rubric and identify the key features.

# Academy Evaluation

## Academy 6.2: Rubrics for Assessing Student Learning

I am a

- General Ed Teacher
- Administrator
- Special Ed Teacher
- Parent
- Paraprofessional
- Other  
\_\_\_\_\_

I am affiliated with a(n):

- Elementary School
- Secondary School

If I were on the next academy planning team, I would ...

Please let us know how useful you found the topics and activities:

**Activity 1: Creating a Rubric**

Poor					Great
1	2	3	4	5	

**Activity 2: Applying a Rubric**

Poor					Great
1	2	3	4	5	

**Activity 3: Designing Your Own Rubric**

Poor					Great
1	2	3	4	5	

**Self Evaluation**

Poor					Great
1	2	3	4	5	

Three things I learned that made me go... AH HA!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**As a result of my participation in this academy, I am going to ...**



## Resources

McMillan, J. (2004). *Classroom Assessment: Principles and practices for effective instruction* (3rd edition). Needham Heights, MA: Allyn & Bacon.

The text emphasizes assessment in the context of the realities of teaching and teacher decision-making, as well as on how assessment is integrated with instruction. Assessment methods are integrated with instruction and presented according to when teachers evaluate students (before, during, and after an instructional unit) and the learning targets that are measured. There is considerable emphasis on the nature of learning targets and how different assessments are most appropriate for different targets. For each assessment technique, suggestions for effective practice are presented with examples and case studies.

There are separate chapters on contemporary assessment techniques and issues, such as performance and portfolio assessments, as well as separate chapters on assessing affective targets and students with disabilities included in the regular classroom. A balance is provided with traditional forms of assessment and the need for teachers to administer, interpret, and use results from standards-based large scale assessments and other standardized tests.

*Oral Proficiency Interview: Tester Training Manual (n.p.) by the American Council on the Teaching of Foreign Languages* (1989). Yonkers, NY: Author.

The OPI is a prestigious, nationally recognized assessment and the teachers who administer it have been trained and certified by the American Council of Teachers of Foreign Languages (ACTFL). This instrument assures reliability in assessing oral proficiency and it measures patterns of strengths and weaknesses, establishing a speaker's level of consistent functional ability as well as the clear upper limitations that ability. The OPI assesses language performance in terms of ability to use the language effectively and appropriately in real life situations. The assessment is used in granting credit for high school graduation or college entrance requirements, a tool for class level placement or obtaining employment. The test will be given by a professional trained and certified to give oral proficiency testing.

*The Project Zero Classroom: New Approaches to Thinking and Understanding.* (1997). Cambridge, MA: The President and Fellows of Harvard College.

This is a resource to use again and again. In addition to chapters based on workshops, strand sections—on Teaching for Understanding, Multiple Intelligences, the Arts, Portfolio Assessment, and A Culture of Thinking—include additional readings to help you further pursue ideas. In this sense, it is a map and guide to a wealth of work from Project Zero. You might even consider reading with colleagues in a study group. Regardless of how you use it,

this publication offers you ways to think anew and reflectively about classroom practice. This book is available as part of a study set.

Rickards, D. & Cheek, E. (1999). *Designing rubrics for K-6 classroom assessment*. Norwood, MA: Christopher-Gordon Publishers, p. 20.

See how to use rubrics, and how they fit into an effective assessment program in this handy new guide. Using the authors' advice you see how to develop and use rubrics in your own classroom for reading, writing, math, social studies, and science.

Spandel, V. & Stiggins, R. (1994). *Creating writers: Linking assessment and writing instruction* (2nd edition). White Plains, NY: Addison-Wesley Longman.

A teacher's guide to the integration of student-involved writing assessment with the teaching and learning process.

Stiggins, R. (2003). *Student-involved classroom assessment* (3rd edition). Upper Saddle River, NJ: Merrill Prentice Hall.

This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day-to-day classrooms. It takes a stronger focus than any other book on integrating assessment and instruction. And it provides very clear guidance on how to construct *all* types of items and tests, but also explains better than any other text what each type of item can and cannot assess.

Stiggins, R. & Conklin, N. (1992). *In teachers' hands: Investigating the practice of classroom assessment*. Albany, NY: State University of New York Press.

In this book, we describe a journey of discovery. Assessments of student achievement command in excess of a billion dollars of educational resources in the US each year and are becoming very prominent forces in the setting of educational policy at international, national, state and local levels. Yet we still have so much to learn about whether or how these assessments really influence students' learning. To fill some of the gaps in our assessment wisdom, several years ago, we set out on a journey to explore the nature, quality and influences of one as yet unexplored part of this vast and growing assessment world: those assessments developed and used by teachers in their classroom on a day-to-day basis. This book details what we found. It can be read as if it were a journal in which we describe our travels: the people we met along the way, the assessment practices they use, their feelings about those assessments, how they use their assessments and their assessment-related needs

Wiggins, G. (1993). *Assessing student performance*. San Francisco, CA: Jossey-Bass.

What is assessment and how does testing differ from it? Why are performance tests, by themselves, not an adequate system of student assessment? How might we better "test our tests" beyond current technical standards? And why won't increased national testing offer the accountability of schools we so sorely need? In *Assessing Student Performance*, Grant P. Wiggins explores these questions and clarifies the limits of testing in an assessment system. He analyzes problematic practices in test design and formats that prevent students from explaining their answers. By showing us that assessment is more than testing and intellectual performance is more than right answers, Wiggins leads us to new systems of assessment that more closely examine students' habits of mind and provide teachers and policy makers with more useful and credible feedback.

## *Glossary*

### **FACILITATOR**

A Collaborative Leadership Team process role. The Facilitator guides the meeting process and remains objective.

### **NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT**

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.