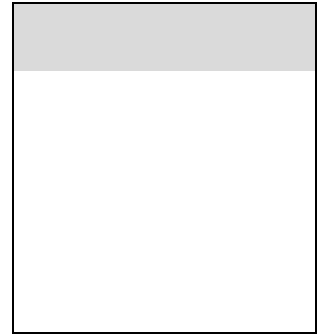




Module

6



Assessing and Reporting Student Progress

Academy 2 v.1: Rubrics for Assessing Student Learning



Great Urban Schools: Learning Together Builds Strong Communities



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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. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

NIUSI Goals

One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals;
- be a collaborative endeavor in which teachers, administrators, families and students are involved in the design, planning, and implementation;
- rely upon content and processes that are research-based and proven in practice; and
- be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Leadership Academy Model

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with

schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

Professional Development Modules

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

Tips for Facilitating Leadership Academies

Before delving into the academy, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED.

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

TIPS FOR MOVING THINGS ALONG.

Included in the academy is a time schedule – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they'll have to work on each activity and use the provided time cards to warn participants of the time remaining during each activity.

During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

TIPS FOR MANAGING ACTIVITIES.

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. Have

each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.

While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES.

Practice timing yourself so you don't run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.

TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.

TIPS FOR PARTICIPANT QUESTIONS.

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING.

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, you may ask participants to do homework, either for reinforcement of their learning or as preparation for future learning.

Leadership Academies

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

Academy 1: Classroom Assessment Practices

In this academy we will address questions such as: What makes for a sound assessment? What is the first step in designing an assessment? What exactly should we assess?

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

- Create clear learning outcomes for students and explain differences among types of outcomes
- List the four main approaches for assessing student learning and explain tradeoffs with each
- Match assessment approaches with learning outcomes
- Design a sound assessment

Academy 2: Rubrics for Assessing Student Learning

In this academy we target rubrics—sets of criteria used to describe student performance at various levels of performance. Participants are given a number of examples of rubrics to review and critique, and then asked to create their own rubrics.

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

- Create a rubric for assessing student learning outcomes
- Describe the process for designing a rubric
- Apply a rubric in assessing examples of student work
- Describe the purposes and conditions for using rubrics

Academy 3: High Quality Performance Assessment Tasks

In this academy we direct our attention to performance assessments—assessments in which the teacher observes and makes a judgment about a student’s demonstration of a skill or competency

in creating a product, constructing a response, or making a presentation. Participants view examples of performance assessment tasks and then create their own performance assessment tasks in their own content areas.

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

- Articulate important features of a high quality performance assessment task
- Critique a performance assessment task
- Develop their own performance assessment tasks

Assessing and Reporting Student Progress

Academy 2: Rubrics for Assessing Student Learning

Academy 2: Rubrics for Assessing Student Learning

This 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

Activities and Lecturettes

These activities and lecturettes support the Leadership Academy's purpose and outcomes:

ACTIVITY #1: CREATING A RUBRIC

In this whole group experience, participants go through a series of step-by-step activities in which they create a rubric for assessing a particular outcome (i.e., Students will be able to deliver an effective public speech or oral presentation).

LECTURETTE #1: HOOKED ON RUBRICS

The pros and cons of rubrics are discussed, as well as the purposes and conditions for creating rubrics.

ACTIVITY #2: APPLYING A RUBRIC

The participants are given the Delaware Student Testing Program Instructional Guide to Writing and asked to apply the rubric to samples of student work.

LECTURETTE #2: ANALYZING RUBRICS

Several examples of rubrics of different designs, at different grade levels, and in different content areas are presented.

ACTIVITY #3: DESIGNING YOUR OWN RUBRIC

Participants are asked, as individuals or in groups, to identify an outcome and develop a rubric for measuring that outcome.

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

Academy Materials

You should have these materials prior to conducting the Academy:

- Facilitator Handbook
- Academy PowerPoint Supplements (Overview, Lecturette 1, and Lecturette 2), and access to a PowerPoint presentation system
- PowerPoint timecards
- Name tags
- Chart paper and stands (2)
- Markers
- Tape

Participant Handouts

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handbook.

- Activity handouts
- Copies of the lecturettes
- Resources
- Self Assessment and Academy Evaluation

Introductions and Greetings

Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

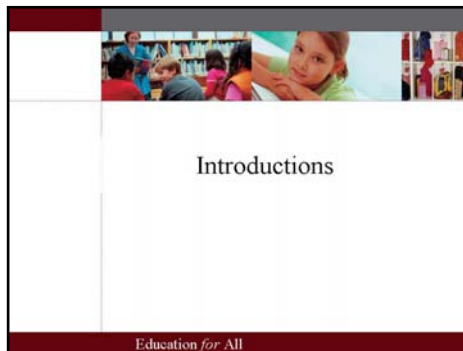
FACILITATOR MATERIALS

Overview PowerPoint

TIME LIMIT

15 minutes

SLIDE 1



Introduction

Introduce the academy facilitators and the school or district that is sponsoring the academy.

Introduce the 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. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports.

As part of our work, we link existing general education reform networks with special education networks and we also synthesize existing research into products

that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development. Our work is grounded in the beliefs that professional development must:

- Address specific needs of state, district, school and community with a focus on helping students achieve learning and performance goals.
- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.
- Rely upon content and processes that are research-based and proven in practice.
- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

SLIDE 2



Leadership Academy Overview

Talk a bit about what a Leadership Academy is and its structure and design. Explain that timecards are used as a guide for participants to know how much time is remaining in each activity.

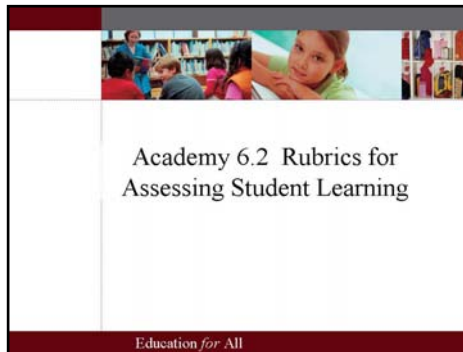
One strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for preservice and in-service activities. Our approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, we work with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

SLIDE 3

**Roles**

Explain the roles the facilitators will play. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice.

SLIDE 4

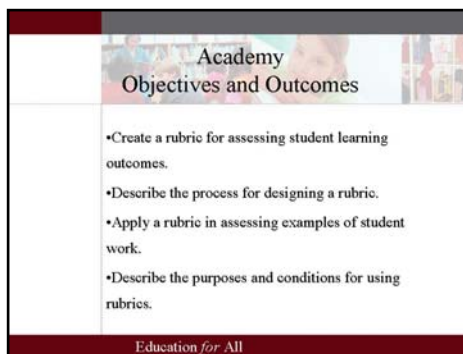
**Academy 6.2: Rubrics for Assessing Student Learning:**

These three modules for this academy focus on “assessment of student learning.” Broadly, by the term “assessment,” we are referring to any systematic basis for making inferences about characteristics of people, usually based on several sources of evidence. While large-scale

testing and high-stakes assessment are important topics in the field of education, these modules will address teacher-based assessment at the classroom level. In each of these modules, participants are taught key features of the topic at hand and then given opportunities to apply their knowledge in a variety of small and large group activities.

In this academy we target rubrics—sets of criteria used to describe student performance at various levels of performance. Participants are given a number of examples of rubrics to review and critique, and are then asked to create their own rubrics.

SLIDE 5

**Objectives and Outcomes:**

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

- Create a rubric for assessing student learning outcomes.
- Describe the process for designing a rubric.
- Apply a rubric in assessing examples of student work.

- Describe the purposes and conditions for using rubrics.

SLIDE 6

Academy Agenda:	
15 min	Introductions, Greetings, & Warm-Up
45 min	Activity 1: Create a Rubric
10 min	Lecturette 1: Hooked on Rubrics
20 min	Activity 2: Applying a Rubric
10 min	Break
20 min	Lecturette 2: Analyzing a Rubric
30 min	Activity 3: Designing Your Own Rubric
20 min	Leave-taking and Feedback

Education for All

Academy Agenda:

15 minutes: Introductions, Greetings, and Warm-up

45 minutes: Activity 1: Create a Rubric

10 minutes: Lecturette 1: Hooked on Rubrics

20 minutes: Activity 2: Applying a Rubric

10 minutes: Break

20 minutes: Lecturette 2: Analyzing a Rubric

30 minutes: Activity 3: Designing Your Own Rubric

20 minutes: Leave-taking and Feedback.

Module 6, Academy 2

Introduction

In the previous Academy, we learned about outcomes and assessments. Student learning outcomes, you will remember, refer to “what we want students to know and be able to do,” while assessment refers to a process of gathering information to make informed judgments about student performance. Assessments, of course, should be closely linked to the outcomes that are being measured. However, that is not always the case. Sometimes engaging learning experiences with worthwhile outcomes are measured through inadequate or misguided assessments. One way to improve the alignment between outcomes and assessments is through rubrics. Rubrics can tighten and make more explicit the connection between student learning outcomes and the assessments used for measuring those outcomes.

What exactly is a rubric? Let’s start with a definition, and then follow with an example.

Rubrics are generic scoring tools used to evaluate a performance in a given outcome area. Rubrics consist of a fixed measurement scale (e.g., 4 point) and a list of criteria that describe the characteristics of products or performances for each score point. Rubrics make the connection between outcomes and assessments more detailed and explicit. In addition, rubrics give students a clearer idea of what the achievement target is that they are expected to hit, and they also serve to guide evaluators in rating performances and giving feedback to students.

What does a rubric look like in practice?

For example, in rating “writing” performance, we might look at the criteria of “organization, voice, conventions, ideas, word choice, and sentence fluency” (also known as six-trait writing). For each of these criteria, we would describe various levels of performance. For example Spandel & Stiggins (1994) describe what the criterion of “organization” in writing looks like at different performance levels.

	HIGH	MEDIUM	LOW
Organization	“The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.”	“The organizational structure is strong enough to move the reader through the text without much confusion.”	“The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.”

These broad descriptions of different levels of performance can then be taken to even more fine-grained descriptions, as we will see in the upcoming examples.

Activity 1: Creating a Rubric

In this whole group experience, participants go through a series of step-by-step activities in which they create a rubric for assessing a particular outcome (i.e., Students will be able to deliver an effective public speech or oral presentation).

OUTCOMES MET IN ACTIVITY

- Create a rubric for assessing student learning outcomes.

ACTIVITY SECTIONS

- Part 1: Identifying Rubric Categories
- Part 2: Identifying Rubric Criteria
- Part 3: Creating a Comprehensive Rubric
- Part 4: Completing a Rubric

COMPLETE ACTIVITY TAKES 45 MINUTES

Activity 1, Part 1: Identifying Rubric Categories

FACILITATOR MATERIALS

Chart paper; *Creating Rubrics* PowerPoint

PARTICIPANT MATERIALS

Paper

ACTIVITY PURPOSE

To identify categories for a rubric based on student learning outcomes.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Breaking into groups can be a time consuming event. Be prepared for how you will handle this so your time limit isn't wasted on this part of the activity. Will the name tags have codes on them to facilitate this process? Will they be grouped by proximity?

*Appoint a scribe to take notes on the chart paper. Have each group member read one item from his or her group's list. If practical, continue until all participants have reported; however, offer the choice of "passing" to participants. Write down all items that are offered. Don't worry about sorting them or avoiding overlap at this point. End by asking if there are any features of an effective speech that aren't yet on the chart paper. If participants want to group all of the items under a few broad headings, ask them to wait since in the next step of the process you will be asking the whole group to do so.

** Appoint a new scribe to take notes. Have enough groups [three or four, typically] report their headings. Continue until there is considerable overlap across the headings.

ACTIVITY

- A. Present to the participants a student learning outcome that might cut across a number of content and grade levels. **"Students will be able to deliver a public presentation (to an audience of choice) using a variety of modes."** (*Display Creating Rubrics Powerpoint Slide # 1 when presenting question.*)

Divide the participants into groups of three. Raise this question: **“What are the key features of an effective public presentation?”** Ask participants to generate a list of all of the criteria that characterize an effective speech. Challenge them to be as specific as possible, and write down their ideas on a piece of paper because they may be asked to report to the whole group. *(Allow three minutes or so for participants to generate a list.)*

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

- B. Allow each group member to report one feature or aspect that is important in giving an effective speech. Make a master list on chart paper. *(See facilitator’s note.*)*
- C. Again in small groups, request that participants look over the master list and come up with a few broad headings that might capture most or all of the items on this list. The group’s task is to identify several headings and then record the items from the list under each of these headings. Suggest that they write down the list and headings in case they are asked to report them to the whole group. *(Allow five minutes for small groups to identify headings and list features from the master list under these headings.)*
- D. Have a few groups report their headings. *(See facilitator’s note.**)*

Rubric Categories	
Outcome: Ideas are Clearly Presented	
Category 1 Content	
Category 2 Organization	
Category 3 Delivery	

E. Pose questions to the group: Do you see similarities across these headings? Can we come up with a master list? What might that set of headings be? Do these headings accommodate students with special needs? *(Facilitator: If there appears to be strong agreement, write down that set of headings. If not, have the group vote on their top choices.)*

Display Rubric Categories slide #2 to complete this part of the activity.

Activity 1, Part 2: Identifying Rubric Criteria

FACILITATOR MATERIALS

Creating Rubrics PowerPoint

PARTICIPANT MATERIALS

Paper

ACTIVITY PURPOSE

To identify criteria for a rubric based on categories developed in Part 1.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Use chart paper to complete the activity. You may wish to have the outline ready ahead of time to speed up the process.

OUTCOME: Students will be able to deliver a public presentation (to an audience chosen by student) using a variety of modes (i.e. public speaking, creation of a website, video, dramatic play, magazine article, etc.).

Category 1: _____

Criterion A: _____

Criterion B: _____

Criterion C: _____

Category 2: _____

Criterion A: _____

Criterion B: _____

Criterion C: _____

Category 3: _____

Criterion A: _____

Criterion B: _____

Criterion C: _____

*Assign the remaining two or three categories to groups. Each category will have several groups working on it simultaneously. The presenter should circulate among the groups and identify a group for each category that has finished early and has a

reasonable set of criteria. These groups should write the category at the top of a piece of chart paper with the three criteria below.

ACTIVITY

- A. Explain to the participants: Now that the category headings are developed, the next step in the process of developing a rubric is come up with several criteria for each of these headings that operationalize the category. What are some of the features of the first category? For example, if one of the categories were “Evidence of Theme,” criteria describing that category could be “Ideas synthesized” and “Ideas relate,” for example.

Note: As you generate these criteria, try to come up with descriptive criteria and not evaluative ones. For example, “Evidence of theme” is descriptive, while “poor theme” is evaluative. Evaluative statements are developed later in the process.

Lead the whole group through a discussion of the criteria that capture aspects of the first category heading. Have the whole group nominate several criteria for consideration. Write these criteria on the chart paper and then have the group vote on three that best capture the category.

- B. Talk to the group about inclusive classrooms and the variety of students one might find there, including diverse students with learning, visual, mobility, and hearing disabilities. Students fall along continuums of diversity and rubrics are a good flexible grouping strategy to evaluate students’ varying abilities.

Propose creating additional rubrics for the same outcome, but altering the categories for students with varying abilities, allow all students within the classroom to participate in the same activity. The alternative rubrics have the same outcome and categories, but have other criterion to measure proficiency. Tell participants to consider offering various choices for a category such as “delivery” like written speeches, sign language, poster session presentation, round-table discussions, a computer-mediated presentation, or other forms of communication.

Rubric Criterion	
Outcome: Ideas are clearly presented.	
Category 1	
Criterion A	
Criterion B	
Criterion C	
Category 2	
Criterion A	
Criterion B	
Criterion C	
Category 3	
Criterion A	
Criterion B	
Criterion C	

- C. Since the whole group identified criteria it thinks captures the first category, “divide and conquer” the remaining categories. Assign one of the remaining categories to each small group. Request the groups to keep the number of criteria to three for each category. (See facilitator’s note. *) (Allow five minutes for groups to come up with three criteria for the category that have been assigned.)

D. *Display Rubric Categories slide #3 to complete this part of the activity.*

Activity 1, Part 3: Creating a Comprehensive Rubric

FACILITATOR MATERIALS

Creating Rubrics PowerPoint

PARTICIPANT MATERIALS

Paper

ACTIVITY PURPOSE

To create a comprehensive rubric

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Write down the first category heading and first criterion at the top of a piece of chart paper, then write down the group's descriptions of performances at the basic, proficient, and advanced on the chart paper as well. The chart should resemble the example above with Evidence of Theme and Ideas synthesized.

ACTIVITY

The participants have now elaborated on each category with three (or so) criteria. The next step in this process would be to discuss these categories and criteria until an agreement is reached about them. But this academy will abbreviate the process and go with what is on the chart paper.

(Facilitator: You should put up the chart paper for each of the three or four categories side by side on the wall. The first sheet will have the category and three criteria identified by the whole group, while the other two [or three] sheets with the remaining categories and criteria will be examples selected by the facilitator.)

Discuss quality levels with the participants: We now have a pretty good description of the outcome and what we mean by it. But how do we tell the difference between a good performance and a bad one? How do we rate the quality of the performance?

Criterion	Basic	Proficient	Advanced
Category I			
Criterion A			
Criterion B			
Criterion C			

To tell the difference between a strong and weak presentation, for example, there must

be descriptions of quality at different levels. There could be a check, check minus, or check plus. There could be three levels: Basic, Proficient, & Advanced. Or, there could be two or four levels depending upon the purpose of the rubric. This academy works with three for now and these headings.

What the group has formalized now is a matrix (show Creating Rubric PowerPoint slide #4)

- A. The next step is to write statements in each of these cells that describe key features of the level of performance. For this purpose, a sentence or two should suffice.

For example, one outcome is that “Ideas are clearly presented.” For that outcome, there could be a category heading of “Evidence of Theme,” and a criterion of “Ideas Synthesized.” What does “Ideas Synthesized” look like at the advanced level? The proficient level? The basic level?

At the basic level for ideas synthesized, for example, there may be something like “ideas do not support theme.” At the proficient level for ideas synthesized, there may be something like: “Ideas are evident in theme.” At the advanced level, there might be something like “Key ideas are evident in theme.”

CATEGORY: Evidence of Theme

	BASIC	PROFICIENT	ADVANCED
Criterion 1: Ideas Synthesized	Ideas do not support theme.	Ideas are evident in theme.	Key ideas are evident in theme.

- B. Remaining in groups of three, have participants take five minutes to try to come up with a sentence or two to describe a basic, proficient and advanced performance for Category 1, Criterion A. (Allow groups five minutes for the task of writing the three levels of performance for category 1, criterion a [as identified by the whole group].)
- C. Have a group describe the performance at the basic level. Then ask another group to describe the performance at the proficient level. Now at the advanced level. Again, if we were taking this rubric to press, we would discuss these responses until we reached agreement as a group.

Remind participants that by providing multiple rubrics for a project or assessment, they allow students with various abilities within a classroom to complete the same objective, but the rubrics may contain different criterion and may use alternative performance schemes.

Activity 1, Part 4: Completing a Rubric

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Paper

ACTIVITY PURPOSE

The purpose of this activity is for participants to complete their rubrics.

ACTIVITY TIME LIMIT

15 minutes

FACILITATOR NOTE

None

ACTIVITY

- A. The next step is now to write statements in each of these cells that describe key features of the level of performance for the remaining criteria. Again, for our purposes, a sentence or two should suffice for each level. Please write your statements for the three levels on a piece of chart paper in large enough print that all will be able to see.

Pass out chart paper and markers to each group. Allow groups ten minutes for the task of writing the three levels of performance for their particular criterion on chart paper. Assign a different criterion for each group (to the degree that the number of groups allows). Have each group post their chart paper on the wall grouped according to the order of categories and criteria.

- B. Each group should read their three levels of descriptions for their criterion. Let's begin with Category 1/Criterion 2, and then we will continue until all of the criteria have been addressed.

Voila! We have a rubric!

Lecturette 1: Hooked on Rubrics

The pros and cons of rubrics are discussed, as well as the purposes and conditions for creating rubrics.

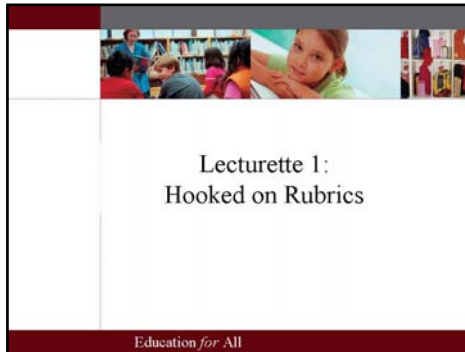
FACILITATOR MATERIALS

Lecturette 1 PowerPoint

LECTURETTE TIME LIMIT

10 minutes

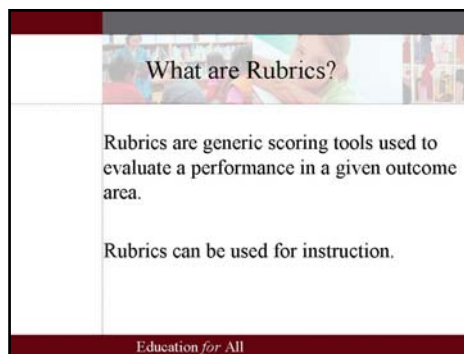
SLIDE 1



Lecturette 1:

The pros and cons of rubrics are discussed, as well as the purposes and conditions for creating rubrics.

SLIDE 2



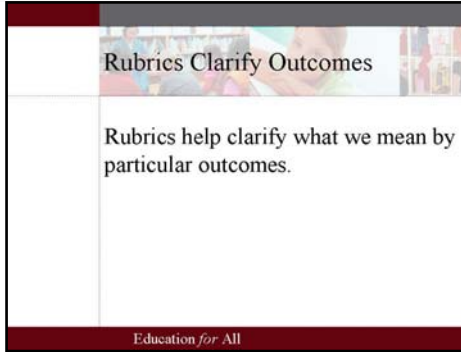
What are rubrics?

Rubrics are generic scoring tools used to evaluate a performance in a given outcome area. Rubrics consist of a fixed measurement scale (e.g., 4 point) and a list of criteria that describe the characteristics of products or performances for each score point. Rubrics are generic scoring tools used to evaluate a

performance in a given outcome area. Rubrics consist of a fixed measurement scale (e.g., 4 point) and a list of criteria that describe the characteristics of products or performances for each score point.

A rubric can be used for instruction, not necessarily only final assessment. They can be useful tools for creating flexible groups, providing differentiated learning for students within the classroom.

SLIDE 3



Rubrics Clarify Outcomes

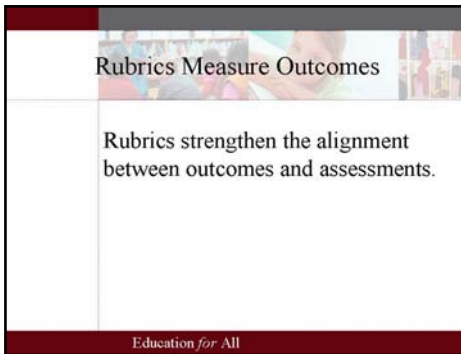
Rubrics help clarify what we mean by particular outcomes.

Education for All

Rubrics clarify outcomes:

Rubrics have much to offer to the teaching and learning process. Rubrics help clarify what we mean by particular outcomes. Broad outcomes such as “Students will be able to explain the key features of maps,” become much more explicit and detailed when elaborated in a four point rubric, for example.

SLIDE 4



Rubrics Measure Outcomes

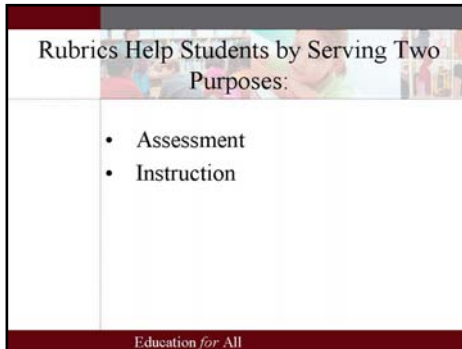
Rubrics strengthen the alignment between outcomes and assessments.

Education for All

Rubrics measure outcomes:

Rubrics also help to strengthen the alignment between outcomes and assessments so that the assessments are faithfully measuring the outcome in question.

SLIDE 5



Rubrics Help Students by Serving Two Purposes:

- Assessment
- Instruction

Education for All

Rubrics help students by serving 2 purposes:

- Rubrics provide students with a detailed evaluation of their final product. When students receive a score based upon a rubric, they are able to understand why they received the score by examining the criteria listed for each category. This enables them to develop a better

understanding of their strengths and areas in need of improvement, as well as making them more thoughtful judges of their own work. When rubrics are provided to students before they begin a project or assignment, students are given a clear target to aim for.

- Rubrics blur the distinction between assessment and instruction. At their best, rubrics serve the purposes of learning as well as of evaluation and accountability. Rubrics can serve students by giving them feedback about works in progress as well as providing detailed evaluations of final projects. (source: *The Project Zero Classroom: Views on Understanding*, edited by Lois Hetland and Shirley Veenema).

SLIDE 6

Rubrics Support Student Development of:	
	<ul style="list-style-type: none"> • Skills, understanding and thinking • Metacognition about their own work

Education for All

Well developed rubrics provided to students at the onset of a project or assignment can be powerful catalysts to student learning.

- When students are engaged in a process of ongoing feedback about the progress of their work, the use of rubrics can encourage students to think critically about the quality of their own work. Students can analyze

their own work for strengths and weaknesses and make appropriate additions and revisions. For example, if a rubric provides criteria for making a persuasive argument, students can revise their thinking and their argument to take into account multiple viewpoints on the given issue or idea.

- Without deteriorating into a checklist, rubrics can provide clear criteria that support the skills, understanding and thinking you want students to develop through the assignment. For example, if critical thinking must be demonstrated in an essay, a rubric can serve as a guide of how (and how not) to do this (insert note p. 92). The rubric is not only serving to assess a student, but to instruct them on the qualities of critical thinking.

SLIDE 7

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.

Education for All

Rubrics help evaluators:

A rubric guides 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.

SLIDE 8

Rubrics Inform Instruction	
	Teachers can utilize the information gained from the evaluations of student performances with rubrics to differentiate instruction.

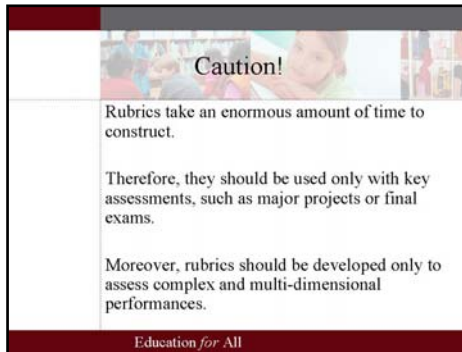
Education for All

Teachers can take information gained from evaluations of students to provide insights into areas of student strengths and weaknesses. In turn, teachers can use this information to differentiate instruction to more accurately address student needs. For example, a teacher might flexibly group students that scored poorly in concept understanding to provide more concrete examples of the concept.

Alternatively, teachers might observe that a student demonstrated competence in an area previously considered a weakness, and can change their instructional

practices to move more quickly through the curriculum with that student. Teachers can also flexibly use rubrics with various groups – for example, modifying the rubric criteria of an original story structure to include familiar story structures for beginning English language learners writing an original folktale. Although all students are working toward the same goal, some groups or individuals might be working with different criteria, without being singled out.

SLIDE 9



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.

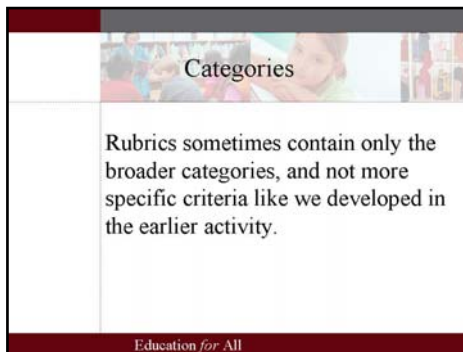
Education for All

Caution:

While there is much to commend about rubrics, they should be embraced with some caution. Rubrics, at least good ones, take an enormous amount of time to construct (as evidenced by our last activity). 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. For example, using a rubric to assess whether “students can correctly underline the subject and verb in a sentence” would be overkill.

SLIDE 10



Categories

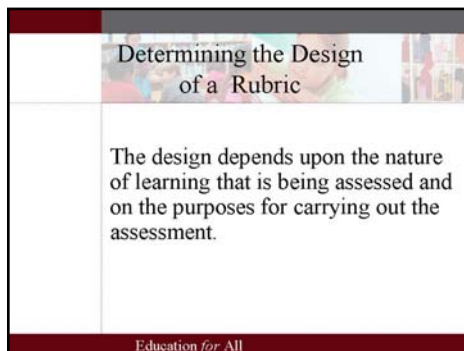
Rubrics sometimes contain only the broader categories, and not more specific criteria like we developed in the earlier activity.

Education for All

Broad vs. specific rubric categories:

It is worth mentioning that rubrics sometimes contain only broader categories, and not more specific criteria like we developed in the previous activity. In the next activity, we will see a variety of different formats for rubrics.

SLIDE 11



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.

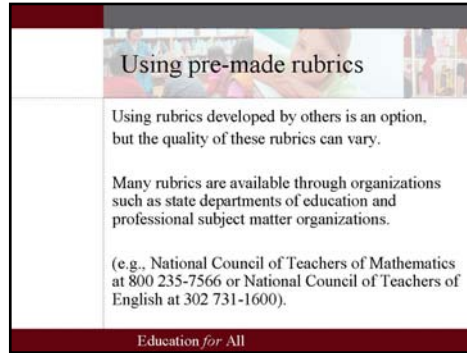
Education for All

Determining the Design of a Rubric:

The design of the rubric can depend upon the nature of the learning that is being assessed and on the purposes for carrying out the assessment. If the learning being assessed is very complex, then a fully elaborated rubric might be more appropriate. Or, if the purpose of the assessment is to make a holistic judgment about a performance rather than to give detailed feedback to the student, a more

abbreviated rubric with only category-level descriptions can sometimes suffice.

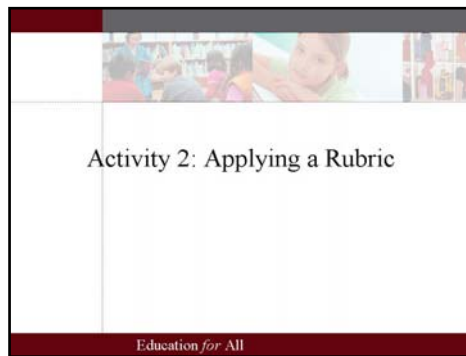
SLIDE 12



Using Pre-made Rubrics:

Using rubrics developed by others is an option, but the quality of these rubrics can vary. Negotiate the use of rubrics, even when using a “pre-made” rubric. Make sure you can validate its use. Be careful about pulling rubrics off the internet – they may not be valid for your use. Many excellent rubrics are available through a variety of 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).

SLIDE 13



Activity 2: Applying a Rubric:


Use the *Delaware Student Testing Program – Instruction Guide to Writing* (create location here for document) handout to analyze the paragraph on the following slide (or use the Seventh Grade Conventions Paragraph ppt instead) (Activity 2)

Facilitator Instructions:

Explain Activity 2 here. Use the timecard PowerPoint to help move the activity along.

Activity 2: Have participants rate a seventh grade student’s writing sample. Read the paragraph and ask them to rate the writing sample as a (lowest) one, two, three, four, five (highest) scale on the criterion of “conventions.” After they have rated the paragraph, invite them to explain the reasons for their ratings in their small groups.

SLIDE 14



- The origin of the teddy bear came about when it was reported that the president teddy Roosevelt decided to turn a bear cub lose 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.

Education for All


Seventh Grade Conventions Paragraph for Activity 2:

Facilitator Instructions:

Leave this slide up for the participants to view during the next activity.

SLIDE 15

Questions



Questions:

This is a question and answer period.
Limit it to 3 – 5 minutes.

Activity 2: Applying a Rubric

The participants are given the Delaware Student Testing Program Instructional Guide to Writing and asked to apply the rubric to samples of student work.

OUTCOMES MET IN ACTIVITY

- Apply a rubric in assessing examples of student work.

ACTIVITY SECTIONS

- Part 1: Analyzing a Student Work Sample
- Part 2: Debriefing

COMPLETE ACTIVITY TAKES 20 MINUTES

Activity 2, Part 1: Analyzing a Student Work Sample

FACILITATOR MATERIALS

Seventh Grade Writing Sample

PARTICIPANT MATERIALS

DSTP – Instructional Guide for Writing

ACTIVITY PURPOSE

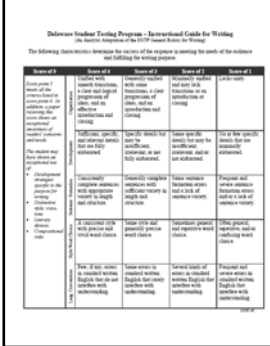
Participants use the *DSTP Instructional Guide for Writing* to analyze a student work sample.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Seventh Grade Writing Sample: 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 shot 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.



The following table is a rubric for scoring the response to writing the work of the student and writing the writing process. It is organized into five columns: Organization, Development, Sentence Formation, Style/Word Choice, and Language Conventions. Each column contains a list of criteria and corresponding scores (1-4) for each criterion.

ACTIVITY

One of many rubrics for assessing writing quality is the Delaware Student Testing Program’s *Instructional Guide for Writing*. The five scoring categories it provides to determine the success of student writing responses are: Organization, Development, Sentence Formation, Style/Word Choice, and Language Conventions.

For this activity, participants must use the DSTP category *Language Conventions* to assess the provided student writing sample. Display the *Seventh Grade Writing Sample* and direct participants to their *DSTP Instructional Guide for Writing* handout to complete this activity.

Break participants into small groups. Individually, have the participants read and score the writing sample on the criterion of “language conventions” only. After they have rated the paragraph, invite them to discuss and explain their scores.

Activity 2, Part 2: Debriefing

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

Debrief

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

None

ACTIVITY

Discuss the results with the whole group: What were the scores? What were the key pieces of evidence? What role did the rubric play in guiding the scores?

Lead the group in a discussion of their ratings. First ask how many scored the writing sample a 1, 2, 3, 4, or 5. If there are disagreements on the scores, have participants give their reasons. If time permits, bring the group to agreement on the scores.

Lecturette 2: Analyzing Rubrics

Several examples of rubrics of different designs, at different grade levels, and in different content areas are presented.

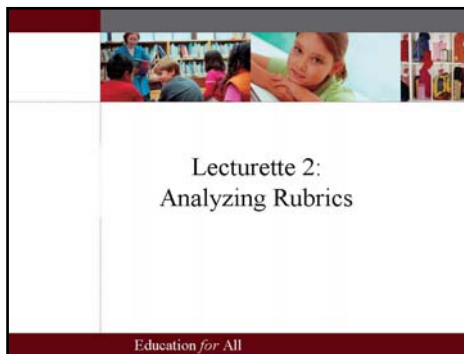
FACILITATOR MATERIALS

Lecturette 2 PowerPoint

LECTURETTE TIME LIMIT

20 minutes

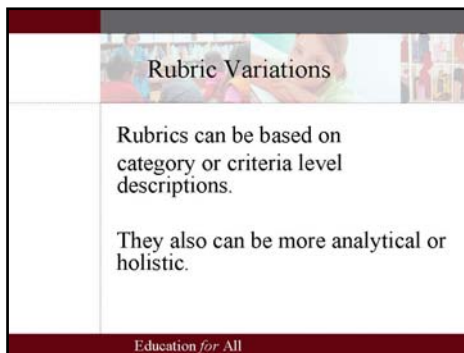
SLIDE 1



Lecturette 2:

The three variations of rubrics are presented, and participants analyze each kind.

SLIDE 2



Rubric Variations:

Rubrics can take a variety of forms, and do not necessarily need to correspond exactly to the format illustrated in the first activity. As mentioned earlier, rubrics can be based on either category or criteria level descriptions. They also can be more analytical (with lots of detail) or holistic (with more global

statements).

The level of specificity needed in the rubric will depend upon the complexity of the learning being assessed and the purpose of the assessment.

Facilitator Instructions:

Provide examples of the various rubrics and explain when you may use each kind. Use your own real-life examples if possible.

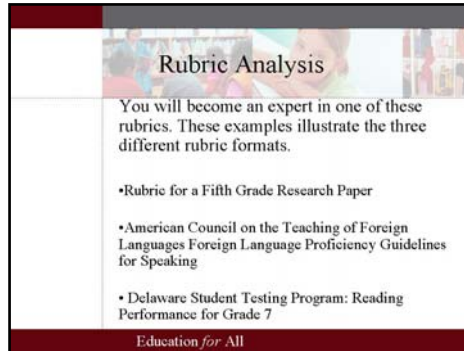
Rubrics based on category or criteria may be used when scoring products that have many elements to be judged. A student may score below average in one

category or criterion and average in another.

More analytical rubrics may be used when scoring products that must meet specific standards. You may find these when scoring standardized tests, for example.

Holistic rubrics may be used when scoring products that have no standardized performance goals. You may find these when scoring portfolios.

SLIDE 3



Rubric Analysis:

Inform participants that they will each become an expert in one of the three rubrics featured in this lecturette. These examples illustrate the three different rubric formats.

Facilitator Instructions:

Divide the whole group into groups of three.

Assign one of the three rubrics to each group, and then each group of three participants should spend five minutes discussing the rubric. After the small groups have become “experts” on their rubric, reassign the participants into new groups of three, but with an expert on each rubric in the group so that all three of the rubrics are covered. Each expert will explain his or her rubric format to the other group members.

Participant Materials:

Rubric for Fifth Grade Research Paper

Rubric for Foreign Language Proficiency

Rubric for Reading Performance for Grade 7

SLIDE 4



Questions:

This is a question and answer period.

Limit it to 3 – 5 minutes.

Activity 3: Designing Your Own Rubric

Participants are asked, as individuals or in groups, to identify an outcome and develop a rubric for measuring that outcome.

OUTCOMES MET IN ACTIVITY

- Create a rubric for assessing student learning outcomes
- Describe the process for designing a rubric

ACTIVITY SECTIONS

- Part 1: Designing a Rubric for Your Classroom
- Part 2: Sharing Rubrics

COMPLETE ACTIVITY TAKES 30 MINUTES

Activity 3, Part 1: Designing a Rubric for Your Classroom

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Chart paper; *Rubric Construction*

ACTIVITY PURPOSE

Participants will design rubrics they might be able to use in their classrooms.

ACTIVITY TIME LIMIT

20 minutes


FACILITATOR NOTE

None

ACTIVITY

Participants may work individually or in a small group in this activity using the *Rubric Construction* handout as a model. Participants should create their rubrics on chart paper.

- A. Select or Create an Outcome. The first task is to identify an outcome from an area in which the participants teach.
- B. Identify Categories for the Outcome. Once they have selected an outcome, they must 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.
- C. Identify Criteria for each of the Categories. After they've identified the outcomes and categories, they then decide how many levels of performance they want.



The handout is titled "Rubric Construction" and includes instructions for creating a rubric. It features a table with columns for "Outcome", "Criteria", "Level 1", "Level 2", "Level 3", and "Level 4". The table is currently empty, with only the headers filled in.

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. As time permits, participants may begin to write the descriptive statements at each of the three levels.

Activity 3, Part 2: Sharing Rubrics

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

Participants share their rubrics with the whole group.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Try to pick groups who are at different stages of the process. For example, you might pick one group that has an outcome but only some ideas at this point for categories. Ask the whole group to raise questions for the group to think about as they develop their work in the future.

ACTIVITY

After the individuals and groups have worked for 20 minutes, have a few of them present their rubrics to the whole group. Ask them their process for designing the rubric.

Leave Taking

Leave Taking, Part 1

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Self Assessment

ACTIVITY PURPOSE

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

None

ACTIVITY

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

1. How do rubrics help teachers and students?
2. Design a rubric and identify the key features.



Leave Taking, Part 2

FACILITATOR MATERIALS

Chart paper

PARTICIPANT MATERIALS

None

ACTIVITY PURPOSE

This activity is meant to compare participants' evaluations.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Collect the assessments and return them to the National Institute for Urban School Improvement along with the *Academy Evaluations*.

ACTIVITY

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

Leave Taking, Part 3: Academy Evaluation

FACILITATOR MATERIALS

None

PARTICIPANT MATERIALS

Academy Evaluation

ACTIVITY PURPOSE

This activity provides developers feedback from module participants.

ACTIVITY TIME LIMIT

10 minutes

FACILITATOR NOTE

Collect the evaluations and return them to the National Institute for Urban School Improvement along with the *Self Assessments*.

ACTIVITY

Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed



The image shows a sample of the 'Academy Evaluation' form. It includes a title 'Academy Evaluation' and a subtitle 'Academy 2.2: Rubric for Assessing Student Learning'. The form is divided into several sections: 'Rate' (with checkboxes for 'Strongly Dislike', 'Dislike', 'Like', and 'Strongly Like'), 'I am affiliated with which...' (with checkboxes for 'Elementary School' and 'Secondary School'), 'If you are not affiliated with either, please specify...' (with a blank space for text), and 'As a result of my participation in this academy, I am going to...' (with a blank space for text). There is also a small table with columns for 'Strongly Dislike', 'Dislike', 'Like', and 'Strongly Like' and rows for 'Academy 2.2: Rubric for Assessing Student Learning' and 'Academy 2.2: Rubric for Assessing Student Learning'.

References Cited

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

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

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 administers 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 of 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.