

Agenda

Module V: Developing Rubrics for Performance-Based Assessment

Review of Performance-based Assessment/ An Introduction to Rubrics

- **What Is a Rubric?**
- **Why Use Rubrics?**

Rubric Design

- **The Basic Format**
- **A Rubric Checklist**

From the Rubric to the Grade Book

- **Grades Reflect Achievement**
- **Practice Makes Perfect!**

Methods of Assessment

- **Selected response** measures content knowledge through questions such as:
 - multiple choice
 - true/false
 - matching
 - short answer
 - fill-in-the-blank
- **Essay** evaluates the mastery of complex structures of knowledge and/or reason through:
 - written work that provides a sample of students' reasoning skills
- **Personal communication** rates oral communication proficiency during instruction using methods such as:
 - asking & answering questions
 - interviews
 - conferences
 - discussions
 - sharing opinions with others
- **Performance assessment** assesses skills, judges the levels of proficiency demonstrated, and evaluates students' abilities to translate knowledge and understanding into actions as they create
 - products
 - processes
 - performances

Authentic Assessment = a term that often is used when the assessment immerses students in scenarios resembling real life situations. Authentic assessments:

- Provide opportunities for students to develop language skills while addressing real tasks
- Call on students' capacities to interact socially, problem-solve, and make connections
- Enhance learning by integrating foreign language with other subject areas and with students' own lives
- Are performance-based and criterion-referenced
- Require higher-order thinking
- May require an extended time frame

NOTE: Foreign language teachers should not rely on a single method of assessment and should try to maintain a balance among the different methods. Paper and pencil tests – true/false, multiple choice, matching, etc. – are still valuable assessment tools that work well for objective assessment of student knowledge. What they generally do not allow is student *application* of knowledge. Teachers who want to effectively assess what students know and are able *to do*, will make performance-based, criterion-referenced assessment the organizing framework of their classroom instruction.

Performance Assessment

Performance-based assessments are:

- Tools to improve performance
- Tools to help *all* learners do their best, (not determine who is best)

Performance-based assessments are designed to:

- Focus on what students can *do*
- Allow for a *variety* of responses
- Mirror the challenges found in *real-world* tasks
- Encourage cooperative learning and self-assessment
- Provide an opportunity to *demonstrate* understanding and *apply* knowledge
- *Integrate* tasks involving multiple skills and knowledge of culture

Instructional rubrics are used with performance assessments to:

- Articulate clear standards and criteria for assessing students' progress
- Provide students on-going involvement in the assessment process

Guidelines for Assessing Performances

Planning worthwhile tasks is critical to the performance assessment process. Burke (1994) provides a comprehensive list of guidelines for performance and exhibitions:

- Correlate the performance with meaningful learner outcomes.
- Introduce the performance by telling students the purpose of the task and the intended outcome.
- Give students choices in their selection of topics.
- Model or show examples or video performances from other classes or real-life presentations.
- Brainstorm a list of criteria and descriptors that specify levels of performance.
- Create a scale that lists the descriptors for each of the criteria on the scale.
- Encourage students to plan, monitor, and evaluate their thinking in the process.
- Have students give the performance.
- Use the criteria to complete a teacher assessment, peer, and/or self-assessment.
- Provide feedback by discussing the performance.
- Determine a grade based on teacher, and/or peer, and/or self-evaluation.
- Have students set new goals for their next performance.
- Save critiques of performances and a student's future goals to include in a portfolio.

Our Understanding of Rubrics - Test what you know

True or False?

- ___1. An instructional rubric is usually a one or two page document that describes varying levels of quality for a specific assignment.
- ___2. An instructional rubric is usually used with a relatively complex assignment, such as a long-term project, an essay, or a research paper.
- ___3. The purposes of an instructional rubric are to give students informative feedback about their work in progress and to give detailed evaluations of their final products or performances.
- ___4. Rubrics can be created in a variety of forms and levels of complexity, but all have two features in common: a list of criteria and gradations of quality.
- ___5. Instructional rubrics are easy to use and to explain.
- ___6. Instructional rubrics focus the teacher to clarify the criteria and expectations in specific terms.
- ___7. Instructional rubrics provide students with more informative feedback about their strengths and areas in need of improvement than traditional forms of assessment do, and allow their learning to become more focused and self-directed.
- ___8. Instructional rubrics are developed when the performance task is developed and may involve both the learners and the teacher.
- ___9. Instructional rubrics support the development of skills and understanding, while providing benchmarks against which to measure and document progress.
- ___10. Instructional rubrics empower learners by involving them in the teaching/learning process.
- ___11. Instructional rubrics blur the distinction between instruction and assessment.
- ___12. Instructional rubrics can reduce the amount of the teacher's paperwork, because students are a part of the process of assessment development.

PERFORMANCE RATING GUIDE

Performance Factors	Far Exceeds Job Requirements	Exceeds Job Requirements	Meets Job Requirements	Needs Some Improvement	Does Not Meet Minimum Requirements
QUALITY	Leaps Tall Buildings With a Single Bound	Must Take Running Start To Leap Over Tall Buildings	Can Leap Over Short Buildings Only	Crashes Into Buildings When Attempting To Jump Over Them	Cannot Recognize Buildings At All
TIMELINESS	Is Faster Than a Speeding Bullet	Is As Fast As A Speeding Bullet	Not Quite As Fast As A Speeding Bullet	Would You Believe a Slow Bullet	Wounds Self With Bullet When Attempting To Shoot
INITIATIVE	Is Stronger Than a Locomotive	Is Stronger Than A Bull Elephant	Is Stronger Than A Bull	Shoots The Bull	Smells Like a Bull
ADAPTABILITY	Walks On Water Consistently	Walks On Water In Emergencies	Washes With Water	Drinks Water	Passes Water In Emergencies
COMMUNICATIONS	Talks With God	Talks With The Angels	Talks To Himself/Herself	Argues With Himself/Herself	Loses These Arguments

An Effective Rubric:

*P*_____ *-based*

C_____ and **C**_____

Used in P_____ and **A**_____

Understood by S_____s and **T**_____s

Encourages Students to be S_____

Takes the G_____ out of grading

Rubrics are Helpful Tools

Rubrics are useful tools to use for inclusion. Rubrics can be helpful tools to use with students who are at risk and students with individual needs.

Students who are at risk are generally identified as those:

- who are not experiencing success in school.
- who are potential drop-outs.
- who are low academic achievers.
- who exhibit low self-esteem.
- who usually do not participate in school activities.
- who may have disciplinary or truancy problems.
- who may exhibit impulsive behavior.
- who may exhibit problematic peer relationships.
- who may have personal problems that interfere with school.

They begin to fall behind the other students in academics and the whole school environment becomes a negative place to them. Research has shown that there are some strategies teachers can use in working with these students such as:

- Help students create a plan of action with realistic goals.
- Work together to develop steps to reach these goals.
- Do not give a passing grade for just trying. It just places students at a harder level of work.
- Let students help with the plan of action. Participating in the decisions and plan will help with the need to have some control over their own lives.
- Give them authentic tasks that are meaningful.
- Be flexible and tailor the activities to the needs of the students.
- Understand that teachers need to give up arbitrary control and work with the students as facilitators to share the responsibility.

Using rubrics can help teachers working with students who are at risk, as well as with students with other individual needs by:

- Allowing students to demonstrate what they have learned rather than just how well they take a test.
- Recognizing progress in incremental steps thereby improving self-esteem.
- Allowing students some choice and flexibility in tasks that must also be manageable and meaningful for them.
- Giving students the opportunity to see that they are successful in certain areas and showing them the areas where they need work.
- Allowing students to excel who are often short-changed by traditional tests.
- Giving students the choice to take responsibility for their work by deciding together on the criteria and the incremental steps to their goals.

A good rubric should provide all students with an opportunity to succeed at some level

Level II Compositions

Level II students were asked to write a paragraph describing what they did during the summer or over the weekend. Students were reminded to use the past tense.

Students were allowed as much time as they needed and were told that this would not be a graded activity. They were allowed to use their books and materials, but worked independently in writing their compositions.

On the following pages are student compositions in French, German, and Spanish to be used for the Red Pen Grading Activity.

French Paragraphs

by students of Dorothy Cox
Austin High School, Fort Bend ISD

#1

Je suis allée au plage.
J'ai rencontré avec mes amie.
Nous avons vu "Scooby Doo".
Nous sommes allés au
Central Commercial. Nous sommes
retourné chez, nous sommes tout
raplapla. J'ai aimé c'est été.

#2

Hier soir, j'ai suis allée le cinema.
J'ai vu Signs. C'est peureux ! Ensuite,
j'ai acheté popcorn et le cornichon.
Le popcorn est salé. Le cornichon
est vert.

#3

C'était été, j'ai visité mon frère en San Diego.
Mon famille sont allé a la plage. J'ai fait de la
natation. C'était amusé ! Mon famille sont
mangé au restaurant et j'ai mangé les
sushi. Je suis allé au cinema et ~~vo~~ j'ai vu Lilo
and Stitch avec mon frère. J'ai fait les
magasins au centre commercial. J'ai
acheté un chemise et une pantalon.

German Paragraphs

by students of Gihan Semine
Austin High School, Fort Bend ISD

#1

Über das Sommer, habe ich viel, viel Spaß gemacht. Jeden Tag habe ich für acht oder neun Stunden geschlafen. Das war schon. Mit meiner Freunde bin ich zu Theater Camp gegangen. Ich habe viel gelernt. Dann bin ich auf dem Flugzeug zu Canada gefahren.

#2

Über den Sommer habe Ich nach meine Vaters Büro gearbeitet. Ich habe auch viel tanz Klasse gehabt. Ich habe viel geschwommen. Es war Spaß. Ich habe "Das Haus nach Mango Strasse" geliest. Es habe mich nicht gefallen.

#3

Über letzten Sommer habe ich viel Spaß gehabt. Mein Freund ist aus der Universität von Texas gekommen, und ich habe viele Zeit mit dem ihn verwenden. Ein Tag hat es geregnet, und wir sind in es gewandert, und haben getanzt. Es war sehr romantik. Ich liebe ihn sehr viel, aber ich habe nichts gesagt. Wenn Schule ~~beginnen~~ hat begonnen, er ist nach der Universität wiederum gegangen. Ich misse ihn sehr viel.

Spanish Paragraphs

by students of Moisés Navarro and Jennifer Chong
Austin High School, Fort Bend ISD

#1 Este verano yo viajé a Venezuela con mi hermana, porque fuimos a visitar a nuestra familia. Yo me divertí mucho con mis primos y mis amigos, y al final de las vacaciones después de dos meses hicimos una fiesta de despedida antes de yo regresar aquí.

#2 Mis amigos visitaron a me durante del verano. Nosotros fuimos a la playa y el Schitterbann. Nosotros fuimos a mi casa de lago. Nosotros tuvieron muchos diversion.

#3 Durante este verano yo no hice mucho. Fui a Disney world por la tercera vez con mis amigos. Visite el reino magico y estadios universales. Fui también Mc. Donald's mas grande del mundo. Permaneci en el orlando por cinco días, y que visitó Miami por tres días. Hice la mayor parte de mi es las compras en miami. Yo me divierten ambos lugares. La proxima vez yo visito Disneyworld. Será cuando tengo a niños.

Rubric for Written Work

Rubric for Assessment of Writing Samples (compositions)

	<i>Communication, Comprehensibility</i>	<i>Accuracy</i>		<i>Content</i>	<i>Level Requirement</i>
		<i>Vocabulary</i>	<i>Structure</i>		
4	Very effectively communicated, appropriate	Broad vocabulary; extensive and effective use of studied words	No significant errors, control of grammatical structures studied	Appropriate to task, many supporting details; exceeds all requirements	Exceeds all level expectations; creates with language
3	Effectively communicated, appropriate	Generally accurate with some errors; adequate use of studied words	Generally accurate; few significant errors in areas studied	Sufficient for task, adequate supporting details; meets all requirements	Meets all level expectations completely
2	Some ideas clear, some difficulties	Errors in vocabulary interfere with communication	Several significant errors in areas studied	Limited, somewhat incomplete; meets most requirements	Meets most level expectations
1	Unclear, significant difficulties	Inadequate, repetitive or incorrect vocabulary	Constant patterns of error in areas studied	Lacking, incomplete; meets few requirements	Minimally meets some level expectations; overly simple
0	No written sample, no effort				

Comments:

Guidelines for Constructing Effective Rubrics

1. **Talk with c _ _ _ _ _** about characteristics of quality vs. mediocre student work. Then define for yourself what is a “quality” performance or product.
2. **Gather s _ _ _ _ _ of rubrics** that you can adapt, including those focused on the different communication modes, skills, and proficiency levels.
3. **Think about the c _ _ _ _ _** that are important for a given performance or product by examining samples of student work at the novice, intermediate, and advanced proficiency levels and considering the characteristics of each level.
4. **L _ _ _ _ the number of criteria** so that the rubric is no longer than one page and includes what is most important. Then develop quality descriptions for each criterion and its levels, keeping in mind the proficiency level of the student work.
5. **Focus descriptions of quality on the p _ _ _ _ _** (e.g., what is *present* in the performance, what students *show that they know and are able to do*) rather than on the negative (e.g., what is *missing*, what students *inaccurately do*).
6. **Use p _ _ _ _ _ language** that clearly communicates the quality required for success at each level for each criterion, rather than clever or “cutesy” phrasing.
7. **Use c _ _ _ _ language** rather than vague language (many-some-few). Then share your rubric with students and colleagues to get their feedback on its wording.
8. **R e _ _ _ _ and r e _ _ _ _** your rubric. Developing rubrics involves an iterative process of writing, revising, and rewriting. Each time you use a rubric, you will find *something* you want to change. That’s as it should be!

Tips to Keep in Mind When Developing Rubrics

Quality – not quantity

Rubrics should be focused on the quality of the performance. Avoid emphasizing quantity (5 points for five sentences, 4 points for four sentences, 3 points for three sentences)

Quality – not a checklist

One more time—rubrics should be focused on the quality of the performance. Avoid criteria that are simply a checklist of the assignment or task requirements (must have five examples of subjunctive, ask seven questions, use only complete sentences).

Focus on Student Performance – not on standard grade scale

Since what may matter most to students and their parents is grades, it is best to avoid using a five-degree rubric which can be construed as the A-B-C-D-F of grade book grades.

Clear and Concise Professional Language – not fun or catchy adjectives and jargon

Use professional language that is clear and concise. Avoid qualifying words that are too subjective and subject to widely varying interpretation (adjectives such as *cool*, *awesome*, *worthless*, *wonderful*, etc. or level descriptors such as *1st base*, *2nd base*, *3rd base*, *homerun*, *you're out*, etc.)

Clearly Differentiated Levels of Quality – not just *more* or *less*

There are no absolutes in terms of how many degrees best communicate the different levels of success for each criterion. The goal is a valid differentiation of levels that is broader than just right or wrong, yet not so broad that differences seem minute. So avoid using level descriptors that are merely *more* or *less* of the quality. Instead of saying *more accurate* / *less accurate*, describe how the accuracy varies, as in the following example:

Some use of current vocabulary, key words missing
Minimal use of targeted vocabulary, words used incorrectly...

All things being equal ... quality is equality - not unequal jumps

Avoid level descriptions that are not balanced, that is, where the difference between levels 1 and 2 seems much greater than the difference between levels 2 and 3 such as in the following example:

- 1 = uses very little target language, mostly English
- 2 = uses mostly target language, occasional English
- 3 = almost always interacts in the target language, little or no English.

Instruction for Speaking Task

(Speaking Samples from Level II Students)

In the first week of October of the school year, students in Level II classes were randomly selected by their teachers to record samples of their oral proficiency in the target language.

These are the instructions that were given to the students:

- * Describe a famous person (politician, explorer, writer, actor, cartoon, etc.). Pick someone that you think other people would recognize. Be sure to pick someone that your teacher or members of their generation will recognize!
- * Include as much of the following information as you can: age, clothing, characteristics, personality traits, activities
- * The description of the famous person must be a minimum of five (5) sentences.
- * Students can spend **5 minutes** planning their description and may use their textbooks, but should only use words and terms that they already know.
- * Students may read their descriptions into the recorder.

These are anonymous examples of students in Level II classes that will be used for practice in using rubrics to grade oral work.

Rubric for Speaking

Rubric for Assessment of Oral Production (modified oral proficiency interview)

	<i>Communication</i>	<i>Text</i>	<i>Accuracy</i>		<i>Self-correction</i>
			<i>Vocabulary</i>	<i>Structure</i>	
4	Message successfully and accurately communicated	Message carried in series of complete sentences when appropriate	Broad vocabulary; extensive and effective use of studied words	No significant errors, control of grammatical structures studied	Self correction increases comprehensibility
3	Message almost entirely communicated	Message carried mostly by complete sentences when appropriate	Generally accurate with some errors; adequate use of studied words	Generally accurate; few significant errors in areas studied.	Most self correction is successful
2	Message generally comprehensible	Message carried primarily by short phrases or single words	Errors in vocabulary interfere with communication	Several significant errors in areas studied.	Some self correction is successful
1	Message communicated with great difficulty	Message carried only by single words	Inadequate, repetitive or incorrect vocabulary	Constant patterns of error in areas studied	Self correction rare and unsuccessful
0	No show, no speech, no effort				

Comments:

Shadow Talk Story Telling

Materials needed:

1. Copy the patterns on card stock and cut them out. Put a variety of 10 cut-outs in an envelope to distribute to each small group.
2. Overhead projector and screen

Activity Instructions:

1. Distribute envelopes to small groups (3-5 participants)
2. Tell them they are going to create a cohesive story on a specific subject/theme/topic to present orally to the whole group. In telling the story, they must use all 10 cut-outs and speak in complete sentences. As they tell the story, they will illustrate it by placing the cut-outs on the overhead projector to create shadow silhouettes on the screen/wall.

Shadow talk story telling is a great activity to use with students, too! Here are some suggestions for using it in the classroom:

1. The cut-out patterns are to be made by the students. They can draw their own, cut out magazine pictures, or clip art. Remind them that it is only the outline that is needed.
2. As you and the students decide what the criteria will be for the “shadow talk” stories, create a rubric using those criteria for scoring the presentations. With the rubric, you and the students will be informed as to what is expected from the presentations.
3. If the lesson focus is vocabulary, students must use new vocabulary words.
If the lesson focus is verb review, students must use a certain verb tense or verb tenses.
If the lesson focus is culture, students must make it culturally appropriate.
If the lesson focus is structure (adj. agreement, placement; pronouns; interrogatives; etc.), students must use the structures in the lesson.

Remember, however, rubrics are not checklists and descriptors will focus on *quality*.

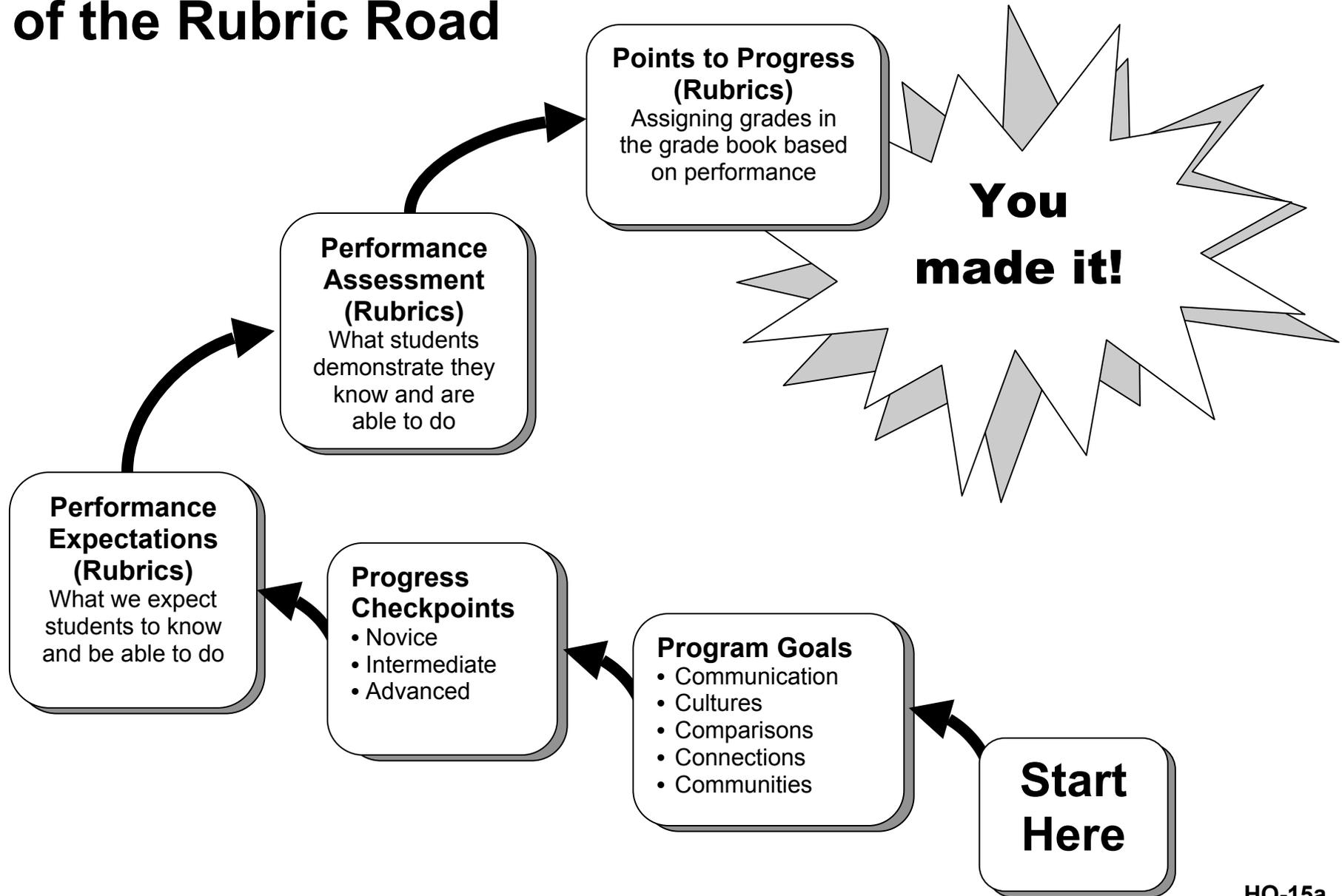
Performance Task _____

Criteria:	_____	_____	_____	_____	_____
Q U A L I T Y					

When assigning points, *remember...*

- Do not think of the levels in terms of A, B, C, etc.
- The total number of points, 100 points, must be distributed among the criteria and equally distributed along the points of the quality continuum scale of the rubric.
- There is no right or wrong designation of points for the various categories of criteria. They do not need to be equal in value. Rather, the purpose and goals of the task should be used to determine the weighted value given to each of the criteria.
- The 1, 2, 3, 4 that appear on a rubric are not the number of points for the grade book, but rather the continuum scale of quality. 1 = the least amount of points for that category; 4 = the most.
- The points along the quality continuum scale for individual criteria should be equal in range. For example: 5 - 10 - 15 - 20 points, rather than 5 - 12 - 17 - 20 points.
- Every point on the quality continuum scale has a point value. If the student does not complete the task and should receive a 0 for one category or another, the category should be left blank when completing the rubric.

The Planning Path of the Rubric Road





Let's sing the Rubric Refrain

To Put It Simply:

1. State your goal
2. Collect samples
3. Limit criteria
4. Write descriptors
5. Accent the positive
6. Use professional language
7. Avoid generalities
8. Ask for help
9. Revise
10. Rewrite

Reasons for Using Rubrics:

1. Focus instruction -- intentionally
2. Guide feedback -- descriptively
3. Characterize desired results - objectively
4. Operationalize performance standards - purposefully
5. Develop self-assessment competence - constantly
6. Involve students -- thoughtfully

Useful Tools from the LOTE Center for Educator Development



Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom. Thirty exciting and original examples of thematic, standards-based, student-centered units of study. (\$10.00 plus postage and handling)

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Tel: (800) 476-6861 x 201

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Español para el hispanohablante. This publication addresses issues of access and excellence for this critical student population as it offers teachers suggestions for modifying the state standards for foreign language learners to meet their particular instructional needs. (\$3.00 nonprofit institutions; \$4.00 others)

A Texas Framework for Languages Other Than English. The Texas framework serves as an intermediate step between state standards for foreign language learners and local curriculum efforts. It contains the guiding principles upon which the standards were based, a discussion of the development of language proficiency, and explanations and examples of the 5 Cs or Program Goals of the *TEKS for LOTE*, in addition to numerous other resources.

To order *Español para el hispanohablante* or the Framework, contact the Publications Distribution Office, Texas Education Agency, P. O. Box 13817, Austin, TX 78711-3817.

Great TEKSpectations is also available online at
<http://www.sedl.org/loteced/scenarios/welcome.html>

PDF versions of other documents are available from the LOTE CED web site at
<http://www.sedl.org/loteced>

For more information, contact Elaine Phillips at the LOTE Center for Educator Development, Southwest Educational Development Laboratory, 211 E. 7th St., Austin, TX 78701. Tel: (800) 476-6861 x 290 or E-mail: ephillip@sedl.org

Evaluation Form MODULE V

Developing Rubrics for Performance-Based Assessment

1. Using a scale from 1 to 5, where 1 means "not at all helpful" and 5 means "very helpful," please indicate the degree to which the following sections of the workshop were useful for you. If your workshop did not include one or more of the following topics, please indicate that the item is non-applicable by circling N/A.

a. Discussing/comparing traditional and performance-based assessments

not at all helpful	1	2	3	4	5	very helpful	N/A
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Comments: _____

b. Understanding what rubrics are (components) and why and when they are useful

not at all helpful	1	2	3	4	5	very helpful	N/A
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Comments: _____

c. Examining the differences in grades assigned traditionally and those assigned using rubrics

not at all helpful	1	2	3	4	5	very helpful	N/A
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Comments: _____

d. Discussing guidelines for constructing effective rubrics

not at all helpful	1	2	3	4	5	very helpful	N/A
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Comments: _____

e. Developing the Shadow Talk story and rubric

not at all helpful	1	2	3	4	5	very helpful	N/A
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Comments: _____

f. Converting rubric scores to grades for the grade book

not at all helpful	1	2	3	4	5	very helpful	N/A
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Comments: _____

Please continue on the back. . .

II. Using a scale from 1 to 5, where 1 means “strongly disagree” and 5 means “strongly agree,” please indicate the degree to which you concur with the following statements.

a. Overall, what I learned during the workshop will be useful to me in my classroom/district.

not at all helpful 1 2 3 4 5 **very helpful**

Comments: _____

b. There was a sufficient amount of participant involvement in the workshop.

not at all helpful 1 2 3 4 5 **very helpful**

Comments: _____

c. The presenter was effective in communicating the information.

not at all helpful 1 2 3 4 5 **very helpful**

Comments: _____

III. Please feel free to share your thoughts on the following.

a. New ideas I’ve gotten as a result of the workshop:

b. Questions that have been raised in my mind as a result of the workshop:

c. Actions I’m going to take as a result of the workshop:

d. Additional comments on the workshop: