Developing Rubrics for Performance-Based Assessment

The Languages Other Than English Center for Educator Development
Agenda

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!
The Real World

Students’ Knowledge

Students’ Skills

Evaluate

Teachers

What they can do with what they know

Performance-Based Assessment

Traditional Tests

What they know

T-2b
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 helping 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 Task

<table>
<thead>
<tr>
<th>Criteria:</th>
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REAL-LIFE DEMANDS

PROGRAM GOALS

COMMUNICATIVE PURPOSES AND MODES

COMMUNICATIVE STRATEGIES

GRAMMATICAL STRUCTURES

INTERMEDIATE

NOVICE

PROGRESS CHECKPOINTS

ADVANCED

LANGUAGE COMPONENTS

T-5b
Why Use A Rubric?

“BR” (Before Rubrics)

- I am the teacher. I know exactly what to look for in students’ work. Plus, I have lots of experience. So I can make the assessment.
- I’ll decide who does the best based on my experience! Actually, I could give them grades without even going through the motions of evaluating their work.
Peanuts
An Effective Rubric:

*Performance-based*

CLEAR and CONCISE

Used in Planning and Assessment

Understood by *Students* and *Teachers*

Encourages Students to be *Successful*

Takes the *GUESSWORK* out of grading
Why Use A Rubric?

“AR” (After Rubrics)

- Wow! Using a rubric keeps everyone informed.
- The grading is so much faster and easier – and fair for all students.
- The students are so prepared they all have a chance to do well.

I’ll go first, I know exactly what to do.

Whew! I’m glad we planned ahead with the rubric. I knew what was expected.

This is going to be a cinch.

Even if my visual aid is not great, I can still make a B.

I have all the points covered.

Wow! Using a rubric keeps everyone informed.

The grading is so much faster and easier – and fair for all students.

The students are so prepared they all have a chance to do well.
We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
## Rubric for Written Work

Rubric for assessment of writing samples (compositions)

<table>
<thead>
<tr>
<th>communication, comprehensibility</th>
<th>accuracy</th>
<th>content</th>
<th>level requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>vocabulary</td>
<td>structure</td>
<td></td>
</tr>
<tr>
<td>4 Very effectively communicated, appropriate</td>
<td>Broad vocabulary; extensive and effective use of studied words</td>
<td>No significant errors, control of grammatical structures studied</td>
<td>Appropriate to task, many supporting details; exceeds all requirements</td>
</tr>
<tr>
<td>3 Effectively communicated, appropriate</td>
<td>Generally accurate with some errors; adequate use of studied words</td>
<td>Generally accurate; few significant errors in areas studied</td>
<td>Sufficient for task, adequate supporting details; meets all requirements</td>
</tr>
<tr>
<td>2 Some ideas clear, some difficulties</td>
<td>Errors in vocabulary interfere with communication</td>
<td>Several significant errors in areas studied</td>
<td>Limited, somewhat incomplete; meets most requirements</td>
</tr>
<tr>
<td>1 Unclear, significant difficulties</td>
<td>Inadequate, repetitive or incorrect vocabulary</td>
<td>Constant patterns of error in areas studied</td>
<td>Lacking, incomplete; meets few requirements</td>
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<tr>
<td>0 No written sample, no effort</td>
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Jeanne Mullaney, Community College of Rhode Island
Charlotte Gifford, Greenfield Community College
There is such a thing as being *too* organized!
# Rubric for Speaking

Rubric for assessment of oral production (modified oral proficiency interview)

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

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_____ = _____ + _____ + _____ + _____ + _____ + _____

Grade
The Planning Path of the Rubric Road

Performance Expectations (Rubrics)
What we expect students to know and be able to do

Progress Checkpoints
- Novice
- Intermediate
- Advanced

Program Goals
- Communication
- Cultures
- Comparisons
- Connections
- Communities

Points to Progress (Rubrics)
Assigning grades in the grade book based on performance

You made it!

Start Here