

<http://www.ped.state.nm.us/seo/library/qtrly.0404.coteaching.lcook.pdf>

<http://teacher-collaboration.uth.gr/%CE%91%CF%81%CF%87%CE%B9%CE%BA%CE%AE.aspx>

<http://www.kleidiakaiantikleidia.net/alexandra.html>

## **RUBRICS**

<http://www.makeworksheets.com/> for rubrics

**Definition:** A rubric is a scoring tool that teachers use to assess student learning after a lesson. Using a set of criteria and standards (directly tied to the stated learning objectives), educators can assess each student's performance on a wide variety of work, ranging from written essays to class projects.

When a rubric is agreed-upon and communicated prior to the student's work being completed, the grading process is very clear and transparent to all involved. Often, it is helpful to have more than one evaluator grade each piece of work. Then the rubric scores can either be averaged or added together for a final score.

### **Suggested Reading**

- [Education Glossary](#)
- [8-Step Lesson Plan](#)
- [Standardized Test Pressure](#)

### **Related Articles**

- [Rubric - Definition of a Rubric](#)
- [Create A Rubric - How to Create a Rubric for Student Assessment](#)
- [Grading with Rubrics - New Teacher](#)
- [Use Rubric - Practice Using a Rubric on Real Student Work](#)
- [A Table Rubric for A Report on Animals](#)

<http://712educators.about.com/cs/rubrics/a/rubrics.htm>

## **Create Rubrics**

[Rubrics](#) are a quick and powerful way to grade everything from projects to papers. This how to provides step-by-step instructions to help you create effective rubrics.

**Difficulty:** Average

**Time Required:** 20 minutes

### **Here's How:**

1. Make a list of what you want the students to accomplish through your assignment.
2. Organize your list from most important to least important.
3. Decide on an overall point value for the assignment.

4. Assign each item on your ranked list a percentage value out of 100 percent.
5. Multiply your total point value from step 3 by each item's assigned percentage to arrive at the point value for that item.
6. On a fresh sheet of paper, write the name for each item on your list in order from most to least important. Make sure to leave room in between each category.
7. Assign specific grading criteria for each main category from step six.
8. Distribute or display the rubric to the students when you are explaining the assignment.

#### **Tips:**

1. Definitely know what your categories will be before you make your assignment.

## **Creating and Using Rubrics**

### **Make Your Life Easier With Rubrics**

By [Melissa Kelly](#), About.com Guide

are basically a simplified way to grade a complicated assignment. For example, when you are grading an essay, how do you decide whether it gets an A or a B? What about if you are assigning number grades to the essay? What's the difference between a 94 and a 96? The times that I have graded without a rubric, I have typically relied on the subjective method of reading and ranking. I read each essay and rank them in order from best to worst. Usually when I'm knee deep in essays, I begin to wonder why I did this to myself. The easy answer, of course, is that it seems much easier to avoid the extra work required to create a rubric. However, the time saved up front is more than lost while grading.

Here are three reasons why I find rubrics truly effective. First, rubrics save time because I can simply look at your rubric and mark off points. Second, rubrics keep me honest, even when I've had a horrible day and my cat won't leave me alone. I feel much more objective as I sit before my mountain of papers. More important than these two reasons, however, is that when I have created a rubric beforehand and shown it to my students I get better quality work. They know what I want. They can also see right away where they lost points.

#### **How to Write a Rubric**

Writing a rubric is a fairly easy process even though it takes a little time. However, as I've already explained, the time is worth it. I've created step-by-step instructions for writing [rubrics](#) for any assignment you give.

Step1 :Familiarize Yourself with Rubrics

If you are new to using rubrics, take a moment and familiarize yourself with the [fundamental definition of rubrics](#) and how they work.

Rubrics work well for assessing a variety of student work, however there are some instances where rubrics would not be necessary or appropriate. For example, a rubric would likely not be necessary for a multiple-choice math test with an objective score;

however, a rubric would be perfectly suited to assess a multi-step problem solving test which is more subjectively graded.

Another strength of rubrics is that they communicate learning goals very clearly to both students and parents. Rubrics are evidence-based and widely accepted as an important aspect of good teaching.

Step2: State the Learning Objectives

[Learning Objectives](#) are the first, and most important part, of a well-written lesson plan. It serves as a road map for what you want your students to learn by the end of your instruction.

When creating a rubric, the learning objectives will serve as your criteria for grading the student work. The objectives should be written out clearly and explicitly for use in the rubric

Step3: Determine How Many Dimensions You Will Need

Often, it will make sense to have multiple rubrics to assess a single project. For example, on a writing assessment, you could have one rubric to measure neatness, one for word choice, one for the introduction, one for grammar and punctuation, and so on.

Of course, it will take more time to develop and administer a multi-dimensional rubric, but the payoff can be huge. As a teacher, you will have a wide range of in-depth information on what your students have learned and can do. Relatedly, you can share the rubric information with your students and they will know how they can improve next time in order to move up the rubric scale. Lastly, parents will appreciate the detailed feedback on their child's performance on a given project.

Step4; Consider Whether a Checklist Would Make More Sense For You

Rather than a rating system with numerical scores, you may choose to assess the student work using an alternative form of rubrics which is a checklist. If you use a checklist, you will be listing the learning behaviors that you hope to see and then you will simply check next to the ones that are there in a given student's work. If there is no check mark next to an item, that means it is missing from the student's final product.

STEP5: Decide on the Pass / Fail Line

When you are delineating the possible rubric scores, you will need to decide on a pass/fail line. Scores below this line have not met the stated learning objectives, while those above have met the standards for this assignment.

Often, on a six-point rubric, four points is "passing." Thus, you can calibrate the rubric so that meeting the basic learning objective earns the student a four. Exceeding that fundamental level, to varying degrees, earns a five or a six.

STEP6: Practice Using the Rubric on Real Student Work

Before you hold your students accountable with a final grade, test out your new rubric on a few pieces of actual student work. For objectivity, you might even consider asking another teacher for work from her students.

You can also run your new rubric by your colleagues and/or administrators for feedback and suggestions. It is crucial to be meticulous in writing a rubric because it

will be communicated to your students and their parents, and should never be held in secret.

#### STEP7: Communicate Your Rubric to the Class

Depending on what grade level you teach, you should explain the rubric to your students in a way that they will be able to understand and strive for competency. Most people do better with assignments when they know what will be expected of them at the end. You students, and their parents, will also more fully buy into the teaching and assessment process if they feel "in the loop" on how it will go.

#### STEP 8: Administer the Assessment

After you have delivered the lesson plan to your students, it's time to give the assignment and wait for their work to be submitted for grading.

If this lesson and assignment were part of a team effort (i.e. across your grade level team), you can gather together with your colleagues and grade the papers together. Often it is helpful to have another set of eyes and ears to assist you in getting comfortable with a new rubric.

Additionally, you can arrange for each paper to be graded by two different teachers. Then the scores can be averaged or added together. This serves to corroborate the score and reinforce its meaning.

## The Buildup of Standardized Testing Pressure

### If You Teach in the 21st Century, You Certainly Feel the Pressure

From [Beth Lewis](#), former About.com Guide

If you're in education in the 21st Century, I'm willing to bet you feel the pressure of standardized test scores, no matter where you teach in the United States. The pressure seems to come from all sides:

- The District
- Parents
- Administrators
- The Community
- Your Colleagues
- Yourself

Sometimes it feels like you can't take a moment away from the hard-core academic subjects in order to teach so-called "non-essentials," like music, art, or physical education. These subjects are frowned-upon by the people who meticulously monitor test scores. Time away from math, reading, and writing is seen as time wasted. If it doesn't directly lead to improved test scores, you aren't encouraged, or sometimes even allowed, to teach it.

I'd like to think that I'm only speaking for myself or the teachers in my state on this issue. But, I feel confident that that's not the case. In California, school rankings and scores are published in the newspapers and discussed by the community. School's reputations are made or broken by the bottom line, numbers printed in black and

white on newsprint. It's enough to make any teacher's blood pressure rise at the thought of it.

These are some of the things I've heard teachers say over the years about standardized test scores and the pressures surrounding student performance:

- "I did just fine in school and life, even though my teachers didn't emphasize achievement on tests."
- "It's only one test - why does it matter so much?"
- "I don't even have time to teach Science or Social Studies any more!"
- "I start teaching Test Preparation the first week of school."
- "It's not fair that we're 'graded' on how our students do on this test, when all we can do is present the information to them. We can't help how they will actually do on Test Day!"
- "My principal's on my back this year because my students didn't so well last year."

This is just the tip of the iceberg when it comes to teacher's opinions on this controversial issue. Money, prestige, reputation, and professional pride are all at stake. Administrators seem to be getting additional pressure to perform from the district bosses which the principals, in turn, pass down to their staff. No one likes it and most people think it's all irrational, yet the pressure is snowballing and increasing exponentially.

The purpose of this article is not to complain or whine. I simply wanted to open up the topic for discussion. I've never mentioned Standardized Tests in the four and a half years that I've worked on this site. It seems to be the pink elephant sitting in everyone's classroom. We're all a slave to test scores, but we're not supposed to talk about it frankly.

Please share your tips and ideas for what we, as classroom teachers, can actually do to make the best of a pressure-filled, politically-charged situation that's gone out of control. I'd love to hear your thoughts on testing and how you deal with it. [Join the discussion](#) on our Message Board

### Examples of Rubrics

Here are some wonderful rubrics that you can adapt and use today!

- [Biography Framework](#)
- [Body Paragraph of an Essay](#)
- [Compare Contrast Essay](#)
- [Critical Thinking](#)
- [Debate Rubric](#)
- [Florida Writes - Expository & Persuasive Essays](#)
- [Expository Essay](#)
- [Persuasive Essay](#)
- [Stand Alone Paragraph](#)
- [Supporting Details](#)
- [Writing Prompts](#)