

USING RUBRICS AS A TOOL TO ASSESS STUDENT ACHIEVEMENT IN THE CORE KNOWLEDGE® CLASSROOM

Special Area: Administration (K-5)

Written by: Reuben O. Doss, Jr., Gretna Elementary School, Gretna, Virginia

I. ABSTRACT

Rubrics are grading sheets that describe the criteria of success. They define what is quality and describe to students in a more consistent, fair, and clear manner what is expected. For educational purposes, a grading rubric is a standardized framework for grading student performance. Workshop participants will receive step-by-step procedures for implementing the quality process in their buildings.

II. OVERVIEW

- A. Administrative Issues to Be Addressed
 - 1. The Culture of Quality in American Schools
 - 2. Rubrics: The Key to Success
 - 3. Quality in the Classroom
 - 4. Quality Across the School or District
 - 5. Sample Rubrics

III. RESOURCES

- A. Wessels, J. D. & Birkholz, C. *Rubrics and Other Tools for Teaching Quality*. Montana: Ten Sigma, 1996.

IV. PRESENTATION OUTLINE

- A. The Culture of Quality in American Schools
 - 1. Culture and Quality
 - 2. High, Yet Reasonable Expectations of Quality
 - 3. How Schools Need to Change
 - 4. New Student Attitudes
 - 5. Quality and Learning Styles
 - 6. Quality is Worth the Effort
- B. Rubrics: The Key to Success
 - 1. Description of Rubrics
 - 2. The Structure of Rubrics
- C. Quality in the Classroom
 - 1. Determine a Small Number of Assignments Students Will Complete to Quality
 - 2. Provide Clear Expectations of Quality
 - 3. Teach the Importance of Quality
 - 4. Teach Students to Assess Their Own Work
 - 5. Grade Students by the Quality They Produce
 - 6. Managing Quality Assignments
 - 7. Levels of Independence
- D. Quality Across the School or District
 - 1. Promote the Use of Rubrics by the Staff
 - 2. Promote the Quality Process Throughout the Building
 - 3. Develop a Set of Student Rubric Packets

- E. Using Sample Rubrics
 - 1. Writing
 - 2. Language Arts
 - 3. Mathematics
 - 4. Social Studies
 - 5. Science
- F. Teacher Evaluation Rubrics
 - 1. Teaching a Lesson Rubric
 - 2. Evaluating a Teacher's Year Rubric

V. HANDOUTS/WORKSHEETS
Appendices A-U

Appendix A

Major Reasons for the Low Status Given Quality in our Schools

- Students are entering school more self-centered and less prepared to learn.
- Schools are expected to cover the watered-down texts produced today.
- Many students feel that being finished with an assignment is more important than finishing it well.
- Learning has been traded for success. It is more important in our schools and in our culture for students to feel good than to do things well.

Appendix B

High, Yet Reasonable Expectations of Quality

- High quality means very well done, done with pride, of merit, highly pleasurable, special, doing more than is expected, and going beyond the minimum criteria set for quality.
- Reasonable quality means meeting an agreed-upon set of standards or criteria for its intended purposes, and is effective, efficient, and pleasurable.

Appendix C

How Schools Need to Change

- Taking charge of student behavior
- A more clearly focused and exactly defined curriculum

Appendix D

Quality and Learning Styles

**LEARNING STYLES
COMPETENT IN ALL-EXCEL IN FAVORITE**

<u>Concrete-Sequential</u>	<u>Abstract-Sequential</u>
• Mastery	• Consensus
• Step by step intellectual	• Step by step emotional
• Small chunks learned well	• Group agreement before moving on
• Likes memorization, order, accuracy	• Likes fairness, proof, reasons

<u>Concrete-Random</u>	<u>Abstract Random</u>
• Clear examples	• Big picture
• Spurts intellectual	• Spurts emotional
• Comes to conclusion about many things	• Thinks too fast to express with words
• Likes solving problems, teaching others	• Likes creating, expressing emotions

Appendix E

Quality Is Worth the Effort

DEVELOP A QUALITY PROSPECTIVE

Develop a Vision of Quality

- Know what quality looks like
- Know what it takes to achieve quality
- Can apply quality to new situations

Have Many Experiences with Quality

- Develop competence
- Develop confidence

Become Persistent in Pursuit of Quality

- Develop intensity
- Develop perseverance

Develop Skills of Revision

- Analyze with clear quality criteria
- Cope with and learn from criticism
- Be resilient

Develop Right-Brained Skills

- Creativity
- Risk-taking
- Appeal and interest

Develop Left-Brained Skills

- Organization and mechanics
- Produce neat and orderly work
- Meet deadlines

Appendix F

Quality Is Worth the Effort

BENEFITS OF TEACHING STUDENTS TO PRODUCE QUALITY WORK

Setting high quality expectations and teaching students the process of producing quality work has many benefits.

- It increases the number of students who produce quality work.
- Producing quality work becomes a habit for more students.
- It gives students important skills and makes them better at those skills.
- It moves students to fuller realization of their potential, both by giving them more abilities and by increasing their motivation to achieve.
- Being able to produce quality and knowing they can produce quality builds self-confidence.

Appendix G

Description of Rubric-Conventional

MATH ASSIGNMENTS
3rd-12th Grade

Student's Name _____ Date _____

Assignment _____

	QUALITY	NOT ACCEPTABLE
FORMAT	1. Name on paper 2. Assignment identified 3. Work shown	1. Does not follow format
NEAT AND ORDERLY	1. Easily read 2. Easy to follow 3. Problems written in logical manner	1. Lacks neatness and orderliness 2. Problems lack logical thinking
COMPLETENESS	1. All problems are complete	1. Problems missing or unfinished
ORGANIZATION	1. Original problem stated 2. All steps to solution are shown 3. Answer to problem is clearly stated	1. Work missing 2. Answers hard to find
ACCURACY	1. Answers are correct 2. Answers which were not correct have been revised	1. Some answers are incorrect 2. Incorrect answers have not been revised

Appendix H

Description of Rubrics- Checklists

PHYSICAL EDUCATION
Swimming and Water Safety

Student's Name _____

	Yes	No
A. Demonstrates Physical Fitness _____ Coordination _____ Endurance		
B. Demonstrates Physical Health _____ Proper nutritional habits _____ Good attitude		
C. Understands Basics of Activity _____ Benefits _____ Conditioning requirements _____ Safety practices _____ Responsibilities of participation _____ Rules of activities		
D. Demonstrates Sportsmanship		
E. Uses a Variety of Strategies to Succeed		
F. Possesses Skill in Swimming and Water Safety _____ Demonstrates safety <ul style="list-style-type: none"> • shows respect for water safety rules • shows pool safety • knows water safety laws • possesses lifesaving skills _____ Demonstrates comfort in swimming <ul style="list-style-type: none"> • front crawl • elementary backstroke • sidestroke • breaststroke _____ Demonstrates comfort diving from board and side		

Appendix I

Quality in the Classroom

QUALITY IN THE CLASSROOM

- Determine a small number of assignments students will complete to quality.
- Provide clear expectations of quality for each assignment.
- Help students understand the importance of producing quality.
- Teach students to assess their work using the rubrics.
- Grade students by the quality they produce.
- Manage quality assignments.
- Help students move toward higher levels of independence.

Appendix J

Provide Clear Expectations of Quality

DEVELOP THE SKILLS OF PRODUCING QUALITY

Teach students to succeed on activities

- Components of the rubric
- How to use the rubric
- Expectations of the activity
- How the activity will be graded

Provide examples of successful products

Help students visualize products which meet the standards of the rubric

Provide students with regular feedback

- Timelines
- Progress
- Students' abilities to meet the deadlines
- Deadlines

Appendix K

Grade Students by the Quality They Produce

EXCELLENT—Work which meets all expectations, plus goes considerably beyond, earns an “A”.

- Meets all rubric criteria at the acceptable level.
- Meets most rubric criteria at a higher level.
- Goes beyond what is expected.
 - creativity
 - extra effort
 - positive attitude
 - extra depth
 - professionalism

REASONABLE QUALITY—Work which meets all expectations, plus goes somewhat beyond, generally earns a grade of “B”.

- Meets all rubric criteria at the acceptable level.
- Meets many rubric criteria at a higher level.
- Shows some signs of going beyond what is expected.
 - creativity
 - extra effort
 - positive attitude
 - extra depth

ACCEPTABLE—Work which meets minimum expectations, and nothing more, earns a “C”. Most teachers accept “C” efforts for a while, but require their students to produce a higher level of quality as they develop the necessary skills.

- Meets most/all rubric criteria at a minimum or acceptable level.
- Meets few rubric criteria at a higher level.
- Shows little sign of going beyond what is expected.

UNACCEPTABLE (TEMPORARY)—Work where one or more of the rubric criteria has not yet met the acceptable level by the formal deadline receives a temporary grade of “I” for incomplete.

- Does not meet enough rubric criteria at the acceptable level by the formal revision deadline (when it is time for the class to move on).

UNACCEPTABLE (PERMANENT)—Work that students did not revise to minimum standards by the final deadline earns an “F”. An “F” indicates that time has run out for students to revise their work.

Appendix L

Managing Quality Assignments

TEACHER-STUDENT SHARED RESPONSIBILITY METHOD

Students develop first draft

- Students given assignment and rubric
- Deadline set
- First draft completed in class

Students revise assignment to quality

- Draft is analyzed for quality
- Students improve work based on analysis
- Revision completed in class

Class moves on

- Quality assignments are graded
- Work which is still not quality is revised outside of class time
- Work not quality by deadline receives “F”

Appendix M

Levels of independence

Internalized Level—At the internalized level, sometimes called the assessment level, students are expected to complete a project with no teacher prompts and no rubric. This level often is used for assessment to determine whether or not students have internalized the criteria of the rubric for a particular type of assignment. Therefore, it is often completed without benefit of the rubric, or at least without the whole rubric.

Independent Level—At the independent level, students should be given a rubric to follow, but also given the freedom and responsibility for managing the complete project without teacher intervention. They should decide on their own when and where to make adaptations. Student’s end-products should meet all the criteria of the rubric.

Dependent Level—At the dependent level, students are able to develop quality products within the deadline, but need considerable assistance from the teacher. Most students fall into this dependent level category. These students often demonstrate expertise in some areas, yet lack skill in others. They should be given some freedom in their areas of strength, but should be held accountable throughout the process in their areas of weakness.

Highly Dependent Level—At this level, students need to learn to complete an assignment exactly as described by the teacher. The teacher should carefully explain expectations, show students how to complete the project, and give students examples to help them visualize the end product. Students should be given little freedom to vary from the expectations.

Appendix N

Quality Across the School

PROMOTE THE USE OF RUBRICS BY THE STAFF

- Circulate copies of rubrics to the staff
- Experiment with rubrics

PROMOTE THE QUALITY PROCESS THROUGHOUT THE BUILDING

- Plan the completed product
- Prepare a rough draft
- Analyze the draft
- Revise the draft
- Analyze a second time for final changes
- Publish or produce the quality product

DEVELOP A SET OF STUDENT RUBRIC PACKETS

- Establish a quality committee
- Determine a small number of important rubrics to include in student packets
- Distribute the student rubric packets to students
- Promote the staff using the rubrics whenever
- Determine the effectiveness of the packets
- Make revisions to the packet

Appendix O

Writing Rubric

KINDERGARTEN WRITING RUBRIC NAME _____	Highly Skilled	Moderately Skilled	Skilled	Poorly Skilled	Unskilled
	5	4	3	2	1
Writes on the page from left to right					
Writes on page from top to bottom					
Writes words using beginning sounds					
Five correctly spelled words					
Copies words correctly from other sources					
Attempts to have beginning and ending sounds					
Chooses a topic					
Prints capital letters					
Prints lower case letters					
Prints name clearly using correct letter formation					
Writing goes above and beyond what was required (creativity, extra effort, etc.)					
Specify _____ _____					

Appendix P

Language Arts Rubric

Circle One	ALPHABETICAL ORDER RUBRIC Student Name _____
4	Student alphabetizes words according to the second letter. Student uses the alphabet chart or says alphabet aloud.
3	Student alphabetizes words according to the first letter. Student uses the alphabet chart or says alphabet aloud
2	Student put most of the words in correct order. Student reverses some pairs of words.
1	Student does not alphabetize a majority of words. Student tries to organize words in some other way.

Appendix Q

Mathematics Rubric

MATH ASSIGNMENTS		
	Name _____ Assignment _____ Date _____	
	Quality	Not Acceptable
Format	-Name on paper -Assignment identified -Work shown	-Does not follow format
Neat and Orderly	-Easily read -Easy to follow -Problems written in logical manner	-Lacks neatness and orderliness -Problems lack logical thinking
Completeness	-All problems are complete	-Problems missing or unfinished
Organization	-Original problem stated -All steps to solution are shown -Answer to problem is clearly stated	-Work missing -Answers hard to find
Accuracy	-Answers are correct -Answers which were not correct have been revised	-Some answers are incorrect -Incorrect answers have not been revised

Appendix R

Social Studies Rubric

**KNOW THE EARTH
GLOBE AND MAP SKILLS**

Name _____

Teacher _____

Grade _____

Date _____

	Very Well	Yes	Not Yet
Knows Basic Global Divisions ---can explain and show hemisphere ---can explain and show latitude ---can explain and show longitude	3	2	1
Can Identify Major Land And Water Forms ---knows and can locate continents ---knows and can locate oceans	3	2	1
Can Identify Various Key Factors ---can explain and find examples of deserts ---can explain and find examples of plains ---can explain and find examples of forests ---can explain and find examples of mountains	3	2	1
Can Develop Simple Maps Which Show ---population ---resources ---climate ---vegetation	3	2	1
Can Develop Legends Which Include ---keys ---scales ---direction ---symbols	3	2	1

Appendix S

Science Rubric

SCIENTIFIC INVESTIGATION

Name _____

Teacher _____

Grade _____

Date _____

General Expectations	Yes	No
---work is neat		
---work is readable		
---mechanics are acceptable		
Procedures	Yes	No
---correct title		
---hypothesis stated correctly		
---summary of investigation provided		
---investigation set up properly		
---all steps of investigation followed		
---materials and equipment used properly		
Results	Yes	No
---results are put in appropriate tables		
---results are shown by appropriate graph		
---results are summarized		
---conclusions are drawn from results		
Overall Grade For Investigation A B C D F		
Comments _____ _____		

Appendix T

Teaching a Lesson Rubric

TEACHING A LESSON Teacher _____ Date _____	Excellent	Quality	Acceptable	Not Acceptable
Preparation ---clear focus to lesson (objective) ---develops long-term purpose (outcome) ---outline or preplan of lesson on hand ---needed materials, supplies, equipment on hand	_____	_____	_____	_____
Lesson Design and Development ---students understand purpose of lesson ---students understand long-term goal ---begins by capturing and focusing attention ---develops in effective sequence ---concludes with review, clear focus, next step	_____	_____	_____	_____
Presentation of Information ---clear, complete, does not dominate lesson ---uses multiple modalities and attention factors ---reviews adequately but not excessively ---effective; good oral, written, visual	_____	_____	_____	_____
Classroom Management ---effective discipline as per school plan ---positive environment ---asks and answers questions effectively ---supports, honors student risk-taking, effort ---makes full, effective use of time	_____	_____	_____	_____
Creativity ---varies above standards for purpose and need ---takes controlled and purposeful risks ---uses own style for productive impact	_____	_____	_____	_____
Student-Active Learning ---clearly focused; clear instructions ---varied; individual, small group, class ---immediate feedback provided	_____	_____	_____	_____

Appendix U

Evaluating a Teacher's Year Rubric

EVALUATING A TEACHER'S YEAR	Excellent	Quality	Acceptable	Not Acceptable
Teacher's Name _____ Date _____ Evaluator _____				
Staff Relationships/Cooperation ---did fair share of committee work/tasks ---worked for consensus on school plans ---enforced school rules in common areas ---had productive relationship with staff	_____	_____	_____	_____
Miscellaneous Roles and Expectations ---kept classroom safe and orderly ---maintained a productive classroom ---kept classroom space colorful, appealing	_____	_____	_____	_____
Curriculum and Instruction ---clarified learner expectations and standards to students ---made extensive use of active teaching methods ---made extensive use of performance assessments ---integrated with other subject areas ---required long-term projects ---cooperated with special education ---adapted to learning styles, culture, special needs	_____	_____	_____	_____
Parent Relationships/Communication ---maintained a productive relationship with all parents ---clarified expectations and standards to parents ---shared information with parents about student's progress ---encouraged parents to hold child to standards	_____	_____	_____	_____
Miscellaneous ---met legal, contractual obligations ---advanced professionally	_____	_____	_____	_____