

Writing Rubrics

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Norms

To ensure a successful institute, we have established the following norms:

- Respectfully use technology.
- Take restroom breaks as needed.
- Begin and end on time.
- Ask questions and ask for help.
- Assume positive intent.




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Knows/Need to Knows about Rubrics

What do you KNOW about rubrics?

 Text **239110** and your message to **37607**

 Submit responses at **PollEv.com/mobley**




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Knows/Need to Knows about Rubrics

What do you NEED TO KNOW about rubrics?

 Text **239164** and your message to **37607**

 Submit responses at **PollEv.com/mobley**



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What is the purpose of a rubric?

- Establish expectations
- To be transparent to the student
- Guide to the work that will be addressed
- Sets the standards
- Measures performance



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Example Rubrics

- With the people at your table, look at rubrics.

What are major parts of the rubrics?

- How are these similar or different from rubrics you have written before?



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What are the critical attributes of rubrics?



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Critical Attributes

- Based on state standards.
- Uses specific, quantifiable verbs.
- Provides built-in differentiation for varying ability levels.*
- Gives students the “what” but not the “how” of their final product.



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Writing Good Descriptors

- Activity:
 - Classify the descriptors you have as high quality or low quality.
 - For each descriptor, be prepared to defend your reasoning for placement in the “Strong” or “Weak” columns.



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Characteristics of Good Descriptors

- Observable and quantifiable.
- Balanced between specificity and ambiguity
- Use academic vocabulary.
- Objective.
- Set positive expectations.
- Address the product.
- Tie back to the standards.



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Creating a Rubric

- Step 1: Select your TEKS.
 - Number of TEKS/State Standards
 - How do I cover them all?
 - How long do I spend on each standard/skill?



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Creating a Rubric

- Step 2: Analyze the TEKS/State Standards
 - Verbs & Nouns
 - What does it take to acquire the skill(s)?
 - How is the standard tested?



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Creating a Rubric

- Step 3: Create the Proficient Column
 - Proficient=moderate/minimum understanding
 - Bloom's Taxonomy



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Creating a Rubric

- Step 3: Create the Proficient Column
 - Create at least one descriptor for the Proficient column of your project.
 - Work Time



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Creating a Rubric

- Step 4: Create the Advanced Column
 - Deeper vs. More
 - Higher order thinking



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Creating a Rubric

- Step 5: Create the Unsatisfactory column.
 - Not just “not”
e.g., “Student does not retell chapter or summary.”
 - Any anticipations?
e.g., “Retelling of the chapter or summary is incomplete, incorrect, or too similar to the original.”
 - Proficient column = guide



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Creating a Rubric

- Steps 4 & 5: Create the Advanced and Unsatisfactory descriptor to fit the Proficient descriptor previously written.
 - Work Time



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Review NTKs

- Have we answered all of the NTKs from the beginning?



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