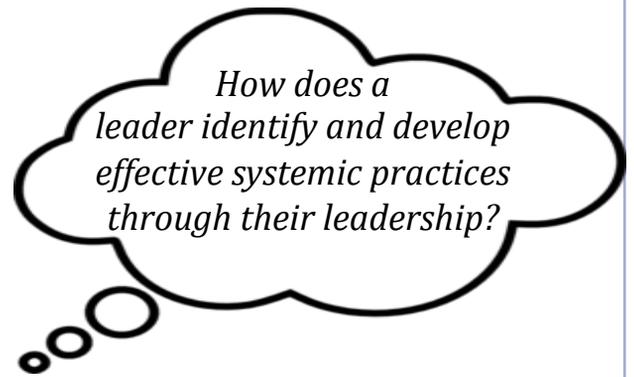


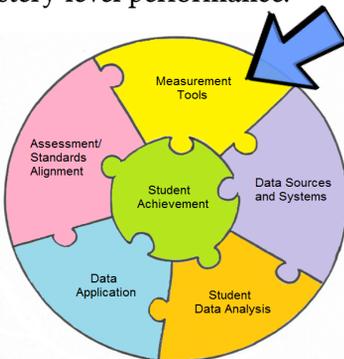
Critical Question #3

How do we know students are learning (Reflect)?



Fundamental Practice 2. *Common scoring guides, scales, checklists, rubrics, or other measurement criteria are used by teachers to consistently and reliably measure student performance and by students to evaluate and improve their work.*

Scoring guides, scales, checklists, rubrics, or other measurement criteria describe student performance on standards-based learning tasks by providing various types of descriptions or rating systems to illustrate or differentiate levels of performance. These descriptions allow teachers to validly and reliably measure student performance. These tools also help students understand what mastery looks and sounds like before instruction and receive feedback about their performance based on that same description. Different types of scoring guides can be used to assess a variety of concepts and skills. They can be designed and used at the classroom, grade, department, school, and even district level. A variety of guides, scales, checklists, or rubrics can also be useful to create more highly engaged and motivated students when they evaluate and measure their own work or that of peers against those measurement criteria. As noted by Royce Sadler (1989), student learning is enhanced when he/she (1) holds a concept of quality roughly similar to that of the teacher, (2) is able to compare his/her current level of performance with the standard or a description of mastery, and (3) is able to take action to close the gap between his/ her current performance and a mastery-level performance.

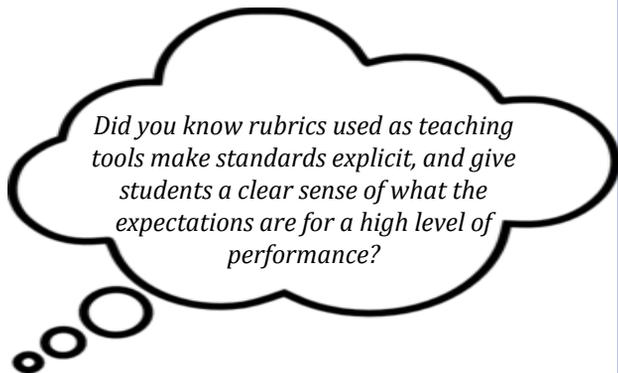
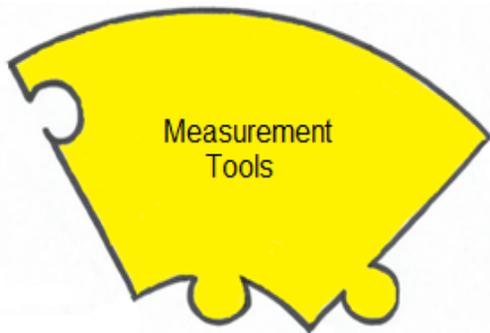


Guiding Questions:

- How are scoring guides or rubrics used to assess student performance on grade-level expectations and evidence outcomes?
- How are results of rubric-rated student performance used to guide instruction?
- How are scoring guides or rubrics used to inform students about their performance?
- How do schools ensure scoring guides are developmentally appropriate, valid and reliable, and can be easily understood by students so they know what they must do to demonstrate mastery?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____

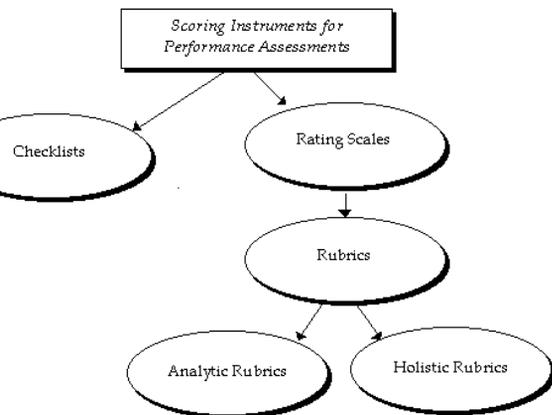


Designing Scoring Rubrics for the Classroom

Unlike checklists, which mark behaviors as either present or absent, rubrics are rating scales that are used with performance assessments. They are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments. Rubrics are typically the specific form of scoring instruments used when evaluating student performances or products resulting from a performance task. A **holistic rubric** requires the teacher to score the overall process or product as a whole, without judging the component parts separately (Nitko, 2001). In contrast, with an **analytic rubric**, the teacher scores separate, individual parts of the product or performance first, then sums the individual scores to obtain a total score (Moskal, 2000; Nitko, 2001). A template for holistic scoring rubrics is presented in Table 1. Table 2 presents a template for analytic scoring rubrics.

Table 1:
Template for Holistic Rubrics

Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.



"For as long as assessment is viewed as something we do 'after' teaching and learning are over, we will fail to greatly improve student performance, regardless of how well or how poorly students are currently taught or motivated."

~ Grant Wiggins, EDD, President & Director of Programs, *Relearning by Design*

Table 2:
Template for analytic rubrics

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

	Benefits	Drawbacks
Holistic	<ul style="list-style-type: none"> Single description for each level of the scale A snapshot of the learner's performance Less time-consuming to score 	<ul style="list-style-type: none"> May be difficult to select single description for learners who fall "between" levels Does not provide specific feedback learners can use to improve performance
Analytic	<ul style="list-style-type: none"> Easier to link to instruction Feedback on strengths & weaknesses Well-suited to formative assessment Adaptable to summative assessment (total points) 	<ul style="list-style-type: none"> Time consuming to create Can be challenging to calibrate scoring

Connect to Resources

For additional resources on performance assessment using checklists, rubrics, scales, and other measurement criteria for student performance, visit the critical question3, fundamental practice #2 section of the toolkit.