# PDS

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Office of Teaching Effectiveness
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[CREATING RUBRICS, CHECKLISTS AND OTHER SCORING GUIDES]

Questions to ask myself:

- How well does the assessment match what I am teaching?

- Am I trying to see if students can recall information they have learned?

- Do I want to see the depth of the students' understanding?

- Am I looking to see if students have learned information well enough to apply it in new ways?

- Am I measuring to see if students have learned a procedure to the level of automaticity?

- Am I looking to see if students have reached certain benchmarks?

- Does this assessment measure the designated outcomes for the course, program, department, &/or …. ?

- Does the information from the assessment lead to changes that improve instruction?
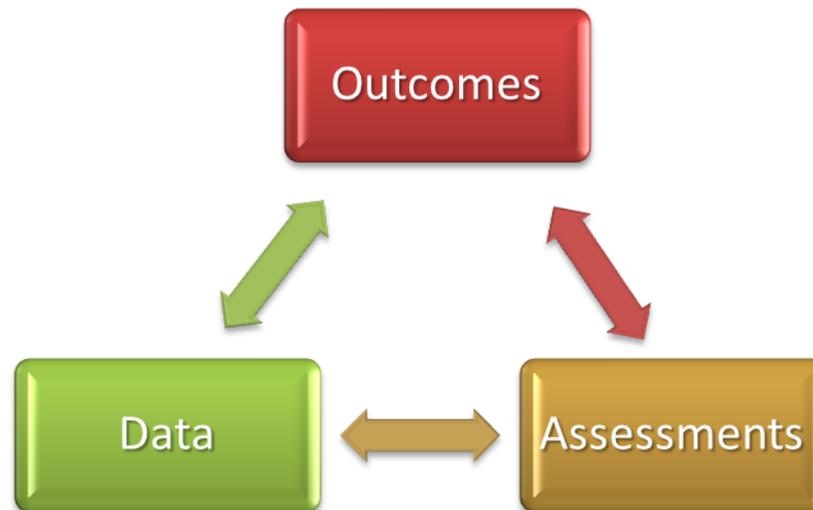
Design the assessment instrument according to *your* expected outcomes.

A. <u>Informal Assessments</u> offer regular information to the teacher and feedback to the students. Formative assessments enable the teacher to formulate a plan for future instruction.

B. <u>Student Reflection</u> and self-evaluation increases analysis and application of the information and skills learned. The student can assess his own thinking.

C. <u>Mastery</u> or summative assessments provide an indicator of the students' attained level of knowledge and skills. These are more formal assessments.

D. <u>Scoring Guides</u> provide direction for the students AND the professor. These may be used for informal or formal assessments.

- *Checklist* – A set of expectations to be evident in the student's performance (Lowest level of feedback to the student)

- *Rating Scale* – A set of expectations with a value added element for the evaluator to designate the level of performance for each of performance (Some feedback to the student; can be inconsistently used by the evaluator)

- *Descriptive Rubric* – A set of brief descriptions for the performance expectations (Highest level of feedback for the student; useful if multiple faculty are assessing the same item or performance; can be very time consuming to create, but less time used when grading)

Caldecott Review Checklist

There are nine items on this checklist.

___/10 Conventions: demonstrated accuracy in grammar, spelling and punctuation.

___/10 Sentence structure: included variety and appropriate for the audience

___/10 Paragraph construction: maintains the logic and organization

___/10 Length: maintained the 500-600 wo

___/10 MLA standards were followed throughout the essay.

___/15 Artists' styles were described accurately.

___/10 Award level identified correctly.

___/15 Peritextual elements described.
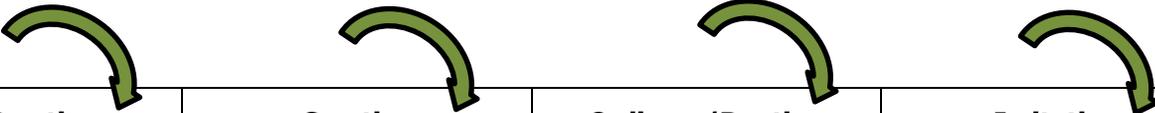
___/10 Word-image interaction described.

TOTAL: _____

NAME: _____

Samples

Rating Scale for Characterization				
The Character…	Strongly Agree (10)	Agree (9)	Disagree (8)	Strongly Disagree (7)
Clearly described the individual's characteristics				
Clearly identified the individual's family relationships				
Was knowledgeable about the character's problem or conflict				
Described the changes that occurred within the character as a result of the conflict				
Appeared in a costume that was accurate and identifiable				
Identified the character's creator				
Accomplished the stated outcomes for the task				

Rubric for Creativity

	Very Creative	**Creative**	**Ordinary/Routine**	**Imitative**
Variety of ideas and contexts	Ideas represent a startling variety of important concepts from different contexts and disciplines	Ideas represent concepts from difference context and disciplines	Ideas represent important concepts from the same or similar contexts or disciplines	Ideas do not represent important concepts
Variety of sources	Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences	Created product draws on a variety of sources, including different texts, media, resource persons or personal experiences.	Created product draws on a limited set of sources and media	Created product draws on only one source or on sources that are not trustworthy or appropriate
Combining ideas	Ideas are combined in original and surprising ways to solve a problem, address and issue, or make something new	Ideas are combined in original ways to solve a problem, address an issue, or make something new	Ideas are combined in ways that are derived from the thinking of others (for example of the authors in sources consulted.)	Ideas are copied or restated from the sources consulted
Communicating something new	Created product is interesting, new or helpful, making an original contribution that includes identifying a previously unknown problem, issue or purpose	Created product is interesting, new of helpful, making an original contribution for its intended purpose (for example, solving a problem or addressing an issue)	Created product serves its intended purpose (for example, solving a problem or addressing an issue)	Created product does not serve its intended purpose (for example. Solving a problem or addressing an issue)

Author Chart

	Superior 10	Very Good 9	Adequate 8	Inadequate 7- 5
Resources Used	The selection of resources appeared to be very wide and varied.	It is evident that at least two resources were used for each author.	At least one resource was used for each author.	It appeared that the information was general knowledge or gathered from a book jacket rather than an external resource.
Author Choices	These individuals are outstanding authors of children's literature with an extensive repertoire of works.	Both authors have made contributions to the world of children's literature.	These authors have written a limited number of children's books.	These authors are limited, or inexperienced in the production of children's literature.
Elements Included	The elements completed provide a comprehensive picture of the authors, offering a portrait of them as individuals.	The elements offer a clear picture of the authors, and contribute to an understanding of them as writers.	The elements included in the chart offer the basic information, but do not add to the understanding of who the authors are as individuals.	The elements present are either less than the eight requested, or the information provided is weak.
Organization of the Chart	The table is used accurately and uses graphics to aid in the presentation of the information.	The table is used and the information is clear and well organized.	The table is error free.	The table lacks organization or has errors in the presentation of information.
Depth and Breadth of the Information	The information presented is amazing. You have jumped in to find out all you can about these people. You already know so much about them, the research for your paper will be fun!	You have gained a good deal of information about these authors. There are significant details present in your items that will enable you to see them as individual writers.	The information presented for these writers is either good for one and not the other or at the basic level for both with no extras to offer a hint to their individualism.	Oops! I barely know anything about them from this information presented. Go back and learn some more!

#1

#6

#2

Your Assignment

#5

#3

#4

Determine what will be the elements/criteria to be seen and measured in the process of completing this assignment. Enter at least four, but no more than six.
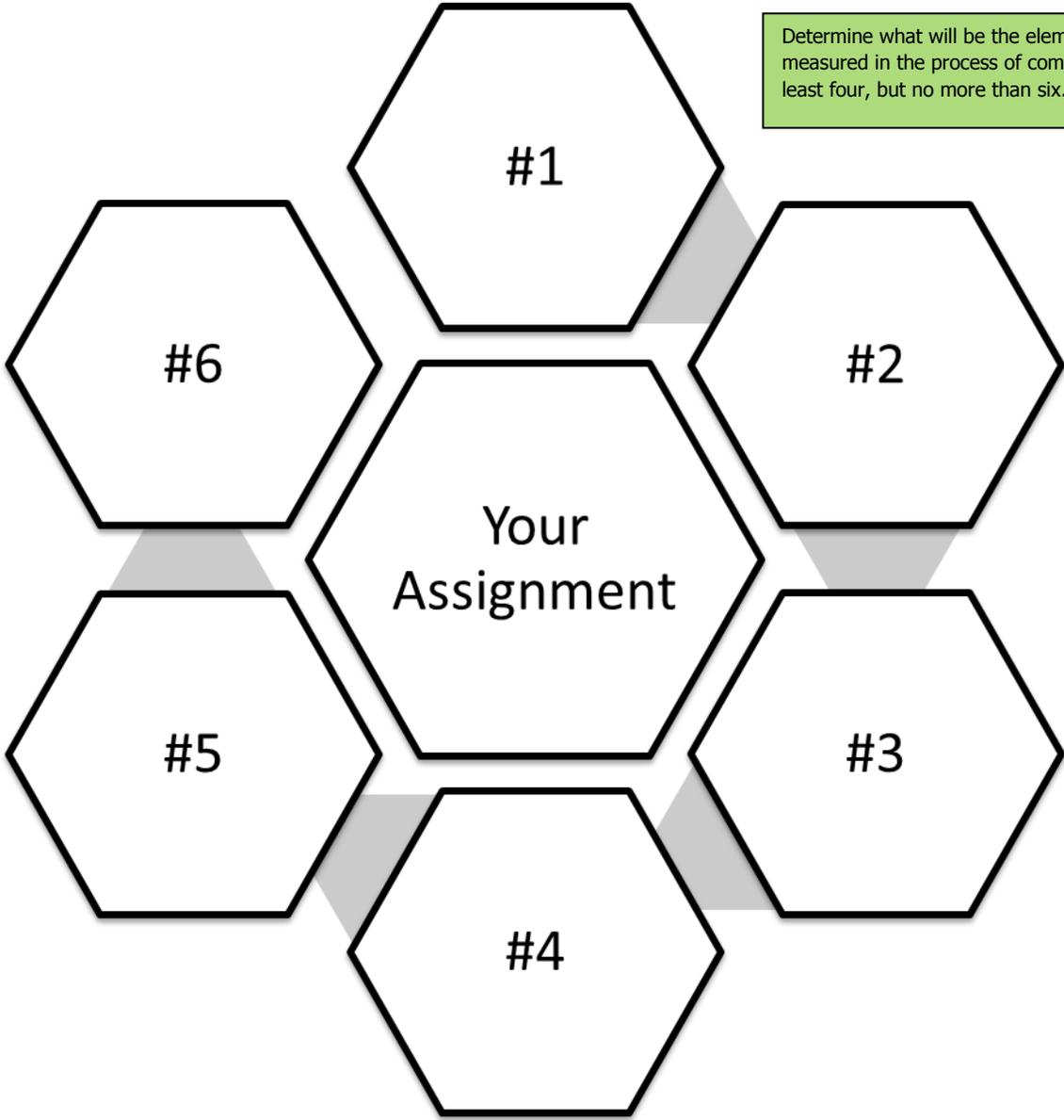
Your Descriptive Rubric for _____

	Exemplary _____	Well Done _____	Adequate _____	Inadequate _____
#1				
#2				
#3				
#4				
#5				
#6				

Resources

Brookhart, Susan and Anthony J. Nitko. *Assessing and Grading in Classrooms.* Upper Saddle River: Pearson, 2008.

Brookhart, Susan. *How to Create and Use Rubrics for Formative Assessment and Grading.* Alexandria: ASCD, 2013.

Brokhart, Susan. *How to Give Effective Feedback to Your Students.* Alexandria: ASCD, 2008.

Fisher, Douglas and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques in Your Classroom*. Alexandria: ASCD, 2007

Mezeske, Richard J. and Barbara Mezeske. *Beyond Tests and Quizzes: Creative Assessment in the College Classroom*. San Francisco: Josey Bass, 2007.

Mueller, Jon. *Authentic Assessment Toolbox*. http://jfmueller.faculty.noctrl.edu/toolbox/rubrics.htm

Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*. Bolton: Anker, 2004.

University of Connecticut Website: *How to Create Rubrics*, http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf