

## **WCIT IT Curriculum Development Toolkit**

### **Step 5: Rubric Reading and Resources**

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality." (Grant Wiggins) (taken from website: <http://pblmm.k12.ca.us/PBLGuide/PlanAssess/RubricNotes2-97.html>)

#### **Performance assessment—**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/task\\_scoring\\_rubric/task\\_scoring\\_rubric.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/task_scoring_rubric/task_scoring_rubric.html)

#### **Why a rubric?**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/Rubric\\_Importance/rubric\\_importance.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/Rubric_Importance/rubric_importance.html)

#### **Elements of a scoring rubric—**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/Scoring\\_Rubrics/scoring\\_rubrics.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/Scoring_Rubrics/scoring_rubrics.html)

#### **Analytic vs wholistic rubrics—**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/Analytical\\_Holistic/analytical\\_holistic.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/Analytical_Holistic/analytical_holistic.html)

#### **General vs specific rubrics—**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/General\\_Specific/general\\_specific.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/General_Specific/general_specific.html)

#### **Audience for your rubrics-**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/Share\\_Rubrics/share\\_rubrics.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/Share_Rubrics/share_rubrics.html)

#### **Where to find rubrics—**

<http://school.discovery.com/schrockguide/assess.html>

#### **Evaluating rubrics—what a good rubric does**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Intro\\_Scoring/Eval\\_Rubrics/eval\\_rubrics.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Intro_Scoring/Eval_Rubrics/eval_rubrics.html)

#### **Creating a rubric from scratch--**

[http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Create\\_Rubric/create\\_rubric.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Create_Rubric/create_rubric.html)

#### **Web tools to help create rubrics—**

[http://www.landmark-project.com/classweb/tools/rubric\\_builder.php3](http://www.landmark-project.com/classweb/tools/rubric_builder.php3)  
<http://rubistar.4teachers.org/>

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#### Compare Rubrics

Remember that a good rubric not only describes behavior but also the *spectrum of competency* in those behavioral areas. Take a look at the following rubrics to see how different levels of performance are described in each behavioral category.

#### Example A

<http://www.uen.org/cgi-bin/websql/utahlink/UTAPtopics.hts?domain=1>

These “rubrics” are not in the typical matrix format. However, notice how each category of technical skill is accompanied by 4 stages of awareness described as (1) Early, (2) Emergent, (3) Fluent, and (4) Proficient awareness.

This is nice set of categories and performance levels, one might ask whether or not the levels of awareness are valid measures of the activities. For instance, look at the Subcategory: **Setup and Basic Troubleshooting**? What do you think of the behavior described at the Level 4 (Proficient)? Does that seem accurate for a “Basic Concepts/Skills” technology type course?

#### Example B

<http://pblmm.k12.ca.us/PBLGuide/MMrubric.htm>

This is an example of a nice rubric that achieves the goal of communicating to students what success looks like. However, according to the advice of Michael Simkins at <http://pblmm.k12.ca.us/PBLGuide/PlanAssess/RubricNotes2-97.html>, this rubric may suffer from describing too many levels of performance. Simkins suggests that 4 levels are enough. Do you think the 5 levels described in this rubric are helpful or would 4 actually give students a clearer set of criteria to work with?