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.
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

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
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

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?
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.
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.

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.
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?

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?
Creating a Rubric

• Step 3: Create the Proficient Column
  – Proficient=moderate/minimum understanding
  – Bloom’s Taxonomy

– Create at least one descriptor for the Proficient column of your project.
  – Work Time
Creating a Rubric

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

• 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
Creating a Rubric

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

  - Work Time

Review NTKs

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