

# Using Rubrics to Help Students Internalize Quality Standards

Defining quality, setting standards,  
helping students become independent  
learners

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# The Changing Nature of Teaching

- The shift from passive to active learning--the need for engagement
- The shift from content only to a balance of content and skills
- The shift from knowledge acquisition only to a balance between knowledge acquisition and problem-solving
- The shift from written assessments to an array of assessments

# How do these factors change the nature of our work?

- Much of what we require of students involves problem formation
- Because skills are learned over time, the process is necessarily iterative. It is no longer a one-and-done experience.
- Much of the work of project development requires form-function analysis.
- Ultimately, the students will develop quality standards based on experience.

# Samples of Assessment Types

## Academics

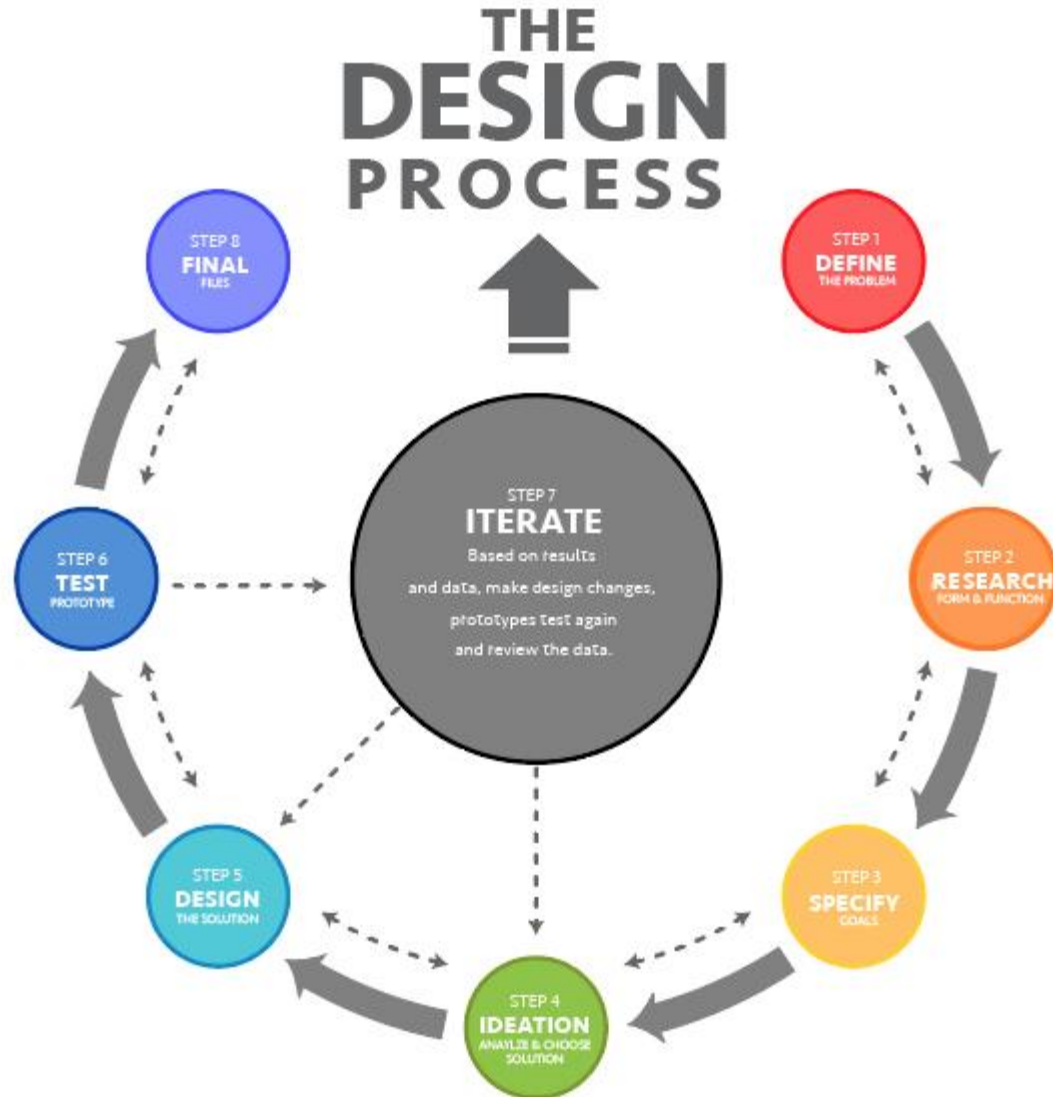
Assignment Types

Assignment Settings

### Types

Type		
1-Assessments	3-Oral - Report	3-Written - Journal/Diary
1-Participation	3-Oral - Speech	3-Written - Quiz
2-Essays	3-Performance - Authentic Task	3-Written - Report
2-Homework	3-Performance - Dramatization	3-Written - Research
2-Projects	3-Performance - Jury	3-Written - Running Record
2-Quizzes	3-Performance - Lab Assignment	3-Written - Student Portfolio
2-Tests	3-Performance - Recital	3-Written - Test
3-Aural - Music Dictation	3-Performance - Sight Singing	4-Class Work
3-Oral - Discussion/Debate	3-Performance - Skill Demonstration	4-Critical Thinking
3-Oral - Presentation	3-Project - Collaborative	4-Science Labs
3-Oral - Presentation with Visuals	3-Project - Personal	4-Speaking (World Languages)
3-Oral - Report	3-Project - Technology	4-Supersite (World Language)
3-Oral - Speech	3-Project - Visual Arts	4-Writing (World Languages)
	3-Written - Essay	
	3-Written - Homework	

# One Version of Project Design





What is quality work and how do we know?

It is more than a matter of  
identifying correct answers.

# Concerns We Need to Address

- Students see effort, not performance, as the best measure for a grade.
- Students prefer to be tested on content they have learned and can regurgitate.
- Especially on projects, students question the fairness of grades
- Some students don't feel that teachers are allies in learning.

# Two Stories

Alex's presentation of the Witch's speech  
in MacBeth

"Double, double, toil and trouble."





Here is what we created informally in class for Alex.

### Evaluating a Student Presentation of a MacBeth Speech

	Fully Developed	Developed	Partially Developed	Undeveloped
Accuracy				
Affect				
Presentation				

# What did we achieve in Alex's case?

- We defined what quality work was for the assignment.
- We confirmed that the students had an intuitive sense of what was quality work.
- We established the basis for showing that the grading will be fair.
- We set a standard for the rest of the presenters. The use of language in the rubric provided guideposts.

## Second Story

Sally's corrections to her article.

# Interlinear Comments

## Feature

### Financial Aid Opportunities

Although seniors are now fully involved in the college process, many lack the knowledge of the various financial aid opportunities and those that are interested in getting aid are reluctant to speak about the issue.

Despite the hesitancy or lack of knowledge about financial aid, last year seniors received over \$5,000,000 in scholarship aid indicating that many seniors do receive a form of financial aid.

The need to think about financial aid stems from the idea that college costs seem to be increasing at an exponential amount. As stated in a CNBC online news article, students at public four-year colleges paid an average of \$3,190.00 in the 1987-1988 school year, but for the 2017-2018 school year, the average rose 213%, reaching \$9,970.00. This extensive increase in college tuition prompts college-going students to take out even larger loans to cover this expense.

Stated in an online article on *Federal Student Aid*, the U.S Department of Education allocates more than \$120 billion per year in the forms of grants, work-study funds, and low-interest loans to over 13 million students.

According to Ms. Anna Wright, Benjamin's Director of Student Services, multiple opportunities are available for those who are concerned about the increase in college tuition, including loans.

She said, "Loans are not necessarily a bad thing ... they can build good credit, if you get Stafford loans the interest rates are ... set low ... [there are] often loan forgiveness programs ... "

Therefore, students should not attach negative connotations to this specific form of financial aid.



Kendall Didsb...  
10:39 AM Today

Resolve



Wrong pronoun here.



Kendall Didsb...  
10:39 AM Today

Resolve



Wordy



Kendall Didsb...  
10:40 AM Today

Resolve



Why do we need to know about financial aid?



Kendall Didsb...  
10:41 AM Today

Resolve



wordy and potentially repetitive in the rewriting of the subject of the sentence



Kendall Didsb...  
10:41 AM Today

Resolve



Wordy

# Summative Comments

Content: Sally, You have some good ideas here, but you use overly complex sentences to explain your point. You also need to accurately attribute ideas to the people you interview.

Organization: To ensure that your readers follow your argument, consider better transitions for the beginning of your paragraphs.

Mechanics: Be more concise.



## A RUBRIC FOR ASSESSING A STUDENT'S ACADEMIC MATURITY

	Fully Developed	Well Developed	Partially Developed	Poorly Developed	Undeveloped
<b>Fearless</b>	The student seems impervious to adversity. The student will repeatedly make efforts to master the task, believing that success is probable and that the student has the basic skills to be successful. The student thrives on taking risks in order to grow.	The student sees academic challenges as opportunities to learn and has some confidence that he/she has the skills to succeed. The student believes that success is possible but not always probable. The student rarely gives up except under the most demanding of circumstances.	The student makes some effort to try new things and will repeat the effort a couple of times. The student has some sense that repeated efforts can make a difference but will give up if unsuccessful the first few times. Periodically the student needs adult encouragement.	The student makes half-hearted efforts at the task but with a sense of caution for fear that the effort may fail and make the student look ridiculous. The student needs adult encouragement and support in order to take risks.	The student sees academic challenges as a threat, believing that the work will reveal weaknesses in the student. The student avoids adult intervention because the student finds the encounters painful. The student wants simply to be left alone. The student is risk-averse.
<b>Independent</b>	The student needs no help from the teacher, and will "wave off" help when offered. The student understands the need to do the work unassisted if the student is to master the work.	The student needs infrequent support from the teacher to address issues that the student self-identifies. When the help has been given, the student is appreciative of the help but wants the teacher to "back off" unless the students want additional help.	The student needs occasional support from the teacher to address specific issues that the teacher will identify for the student.	Teacher support at regular intervals is necessary to help the student overcome the reluctance to act.	Except when the student receives direct and continued support from the teacher, the student will not try. The student takes on a passive aggressive posture believing that the teacher will leave the student alone if the student is intransigent.
<b>Collaborative</b>	The student not only makes a positive contribution to the group process, but is comfortable taking charge of groups, conducting a task analysis, assigning tasks appropriately, planning backwards from due dates, and generally overseeing the group so that a high quality product is produced on time.	The student does quality work on time. The student has made contributions to the group process, recognizing that everyone needs to help and that the project will be a good one when everyone works together. The student may take some leadership role, offering to redo inferior work submitted by others.	The student does the work assigned generally on time and in a satisfactory manner. The quality of the work could be better, but the student does not assist others in carrying out the project. Rather the student sees himself/herself simply as a worker and not as a member of a team.	The student is rarely effective when doing group work. The student makes some contribution to the process but very often missed deadlines or produces work that others must redo. The student rarely contributes to the planning process and does what is needed in a begrudging manner.	The student resists being involved in the group process. Except when directly supervised, the student does little to contribute to the group process, choosing instead to work independently or to remain unfocused. The work the student does has little relationship to the group process.

	Fully Developed	Well Developed	Partially Developed	Poorly Developed	Undeveloped
<b>Self Directed</b>	<p>The student sees the academic work as a series of stepping stones to larger academic goals that the student has created for her/himself. The student has supplemented the class work with additional projects that will help the student reach the level of expertise that the student has set. The student has a fully developed understanding of what constitutes high quality work and knows how to evaluate his/her work objectively and to take remedial steps to address the problems. The student is committed to a continuous process of self-improvement. When facing long term projects, the student works backwards from the deadline to "chunk" the work into manageable pieces, doing a little bit each day.</p>	<p>The student creates personal academic goals but occasionally needs adult direction. The student will do all that is asked and do it well, but may need teacher help to see the work as a tool to become a more effective learner. The student has a general sense of what high quality work is but does not always feel fully in control of the process to produce better work. The student, at times, looks to an expert authority to give the guidance and direction that will lead to the best results. When facing long term projects, the student may need the teacher-developed guidelines to shape the project. The student may occasionally ask for adult help in dealing with the more challenging elements of the endeavor.</p>	<p>The student understands the importance of being successful but has trouble articulating why that success is important to the student. The student will generally do the work that is required but little more. At times the student slacks off and leaves work undone. The student will follow directions fairly well, but does not plan well independently. Except when given adult support, the student finds longer term projects are a challenge and would prefer nightly assignments that can be completed in one sitting. The student understands the importance of doing a little at a time but needs adult help in planning how and when to complete the longer term project.</p>	<p>The student is not fully committed to the academic work and fails to see the class work as a vehicle to personal improvement. The student will do work when pushed by parents or teachers but rarely will initiate the work by him/herself. The student may have some vague academic goals but does not demonstrate the will or discipline to make them a reality. Even with adult help, the student feels overwhelmed by longer term projects and tends to wait until the very last minute to get started.</p>	<p>The student needs direction and prodding from the teacher on a continual basis. The student sees the academic work as a series of separate hurdles that must be overcome. The student does not see the academic work as a vehicle for achieving personal goals. Personal academic goals are largely missing from the student's life.</p>


Revision 6: October 21, 2016



# What did we achieve in Sally's case?

- Successful writing is more than making minor corrections.
- The teacher will not do the work for the student.
- The student needs to think like a writer to be successful.
- The student needs to work toward becoming independent and self-directed.
- Learning to write well is a continuous process involving multiple iterations.
- Good habits of mind can be learned.





What are rubrics and how can they help us do our work?

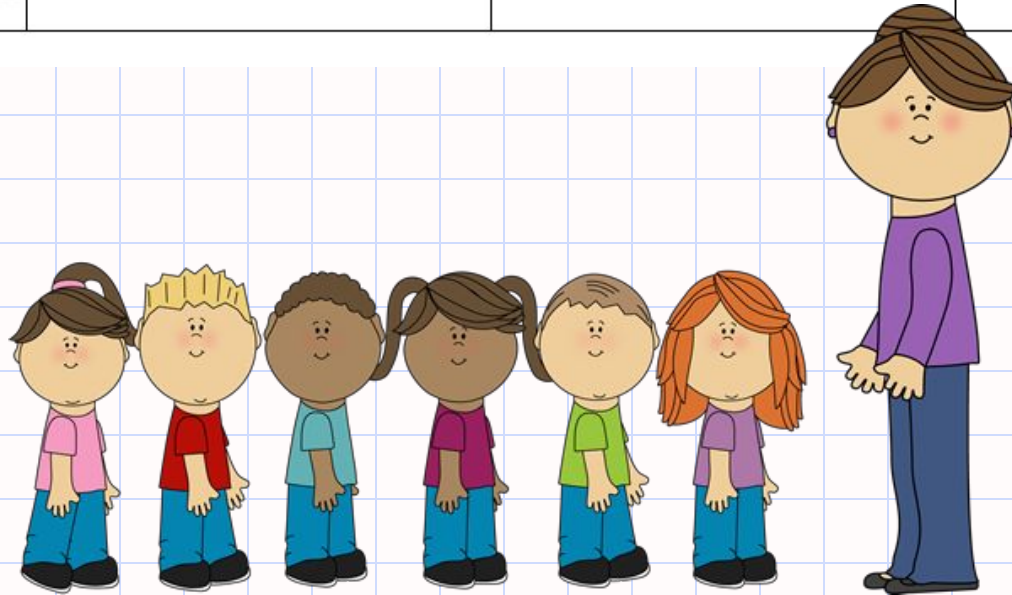
# Rubrics versus Grading Sheets

- Grading sheets are not rubrics.
  - Grading sheets list the point value for each components of an assessment
- Rubrics are descriptions of quality work across a continuum.
- Rubrics usually evaluate the quality of different components


# Even the youngest students can understand and create rubrics

## Sample Lower School Rubric Expectations at Line Up

	Excellent	Satisfactory	Poor
Creates a neat line			
Remains quiet			
Pays attention to the teacher			



## Effort Rubric

Grade	Description
5	The student makes little or no effort to learn. At least occasionally the child acts in a passive-aggressive mode. On tests, the student does little or no preparation. The teachers are clearly more invested in the student's learning than the student is..
4	The student demonstrates effort periodically, but lapses often. Homework is often not done or done poorly. Projects and papers are often late. The student makes promises but does not consistently deliver. The teacher has to monitor the student's work carefully.
3	The student is generally on task and engaged but occasionally falls short. Almost all work is done on time, and the student is quick to address shortcomings. Rarely does the student miss a homework assignment. The teacher has to occasionally monitor the student's work
2	The student completes all of the work on time and completely. The teacher has confidence that the student will do what he or she promises.
1	 The student works over and above what the teacher expects. The student may show special initiative in the class by doing an extra assignment, seeking deeper clarity about a topic than has been addressed in class, or by demonstrating leadership in the class to support the learning of others. This student is a model for the rest of the students, and the teacher uses the student's work as an exemplar for the other students in the class.



# RUBRIC FOR EVALUATING YOUR NEWSPAPER ARTICLES

	Outstanding (A to B)	Satisfactory (B- to C-)	Poor (Below C-)
Organization	The lead is crisp and well-defined. It addresses all of the important elements. Each subsequent paragraph adds relevant information. In an informational piece, the most important information comes first, and the later paragraphs have less important information. The paper ends with a final paragraph that brings closure to the piece in a way that ties up loose ends and gives a sense of completeness.	The lead contains most of the key elements, and each paragraph provides the bulk of what we need to know. The paper shows evidence of a strategy for presenting the information or argument, but it begs for more. The final paragraph shows an attempt at closure, but it is a bit rough. At the end of the article we have learned some things, but we wish we had more information.	The lead is poorly written, lacking focus or key information. The subsequent paragraphs are a rough assemblage of ideas that present some of the facts, but some paragraphs have little to do with the subject of the article. At the end of the article, the reader is uncertain of what was the point and the overall effect is uninteresting.
Content	The story addresses a specific audience, meeting a well-defined need. The evidence used supports well the position taken or describes the key events clearly. The writing is very interesting. What has been conveyed has been made vivid; we understand the experience of the people in the story from their perspective. We know them.	The story addresses the audience generally. The author has a purpose and has some approximate sense of who would want to read this. The evidence supports some aspects of the position taken but not all. In a news story most of the key events are described but not all. The details of the story are uneven; we have gained some insight, but it is partial and some elements are missing.	The article is self-serving; it has been written without much regard for the audience. The details or evidence needed are missing. Or the story is uninspiring. We are bored when we read it.
Style	The sentences are clear, crisp, and varied. The choice of words is refreshing. Some of the words ring in the reader's head. The writer has inspired us with the choice of language.	The sentences generally read well, but occasionally rough spots appear. We have to reread one or two sentences to understand what the writer intended. The language may be flat and commonplace. The language works but it is not memorable.	The sentences contain at least several sentences that are hard to read. We struggle to understand what the writer has said. The word choice is not always correct and the writing is boring. Overall, we have the sense that the words fail the writer.



# How can we create good rubrics?

We have several options here

# Steps for building effective rubrics

1. Identify each grading element or criterion.
2. Describe typical problems, weaknesses, or errors that characterize student work that does not meet the expectations for the assignment. (below standard)
3. Describe the characteristics of student work that does meet expectations for quality in this criterion. (meets standard)
4. Describe the characteristics of student work that stand out as being exceptional and a benchmark for other student work. (exceeds standard)

# Options for contexts for developing rubrics

1. When you create the project or assessment, address the prompts on the previous page. Write your rubric based on the answers.
2. When you are in class with your students, ask them to imagine what a great project and a poor project would look like, and develop it in class.
3. You can ask the students to do a comparative critique after the projects are finished.
4. When you have the first set of products, lay them out in order of quality and build a rubric from what you see before you grade them.





# Why should we use rubrics?




# Rubrics invite reflection.

When facing a rubric, students have a chance to measure their work against a standard. Asking the students to use the rubric to evaluate their work is a powerful tool.

# US GRADING RUBRIC FOR EXPOSITORY ESSAYS

	Organization	Content	Mechanics & Style
Excellent Work (A)	The essay has a clear thesis, well-developed topic sentences, numerous supporting statements, clear transitions, and an effective introduction and conclusion. The essay is coherent and concise. The reader can detect a clear logic to the organization of the paper. In each body paragraph the expository task is fully developed.	The essay responds fully to the question being asked or the problem being posed. The essay shows that the student has thought extensively about the assignment and has drawn some insightful and/or original ideas. The choice of supporting details shows that the student understands the problem fully.	The writing in the essay is memorable. Not only are the sentences clear and direct, they also show an elegance of style. The choice of words and phrases makes the writing a joy to read. We look forward to reading how the writer has addressed the problem.
Good Work (B)	The essay has a clear thesis, well-developed topic sentences, some transitions, and an effective introduction. The conclusion is present but may not bring full closure to the paper. The organization of the essay shows some logical development, and in most of the body paragraphs the expository task is fully developed.	The essay responds competently to the question being asked or the problem being posed. The essay shows that the writer has a broad general understanding of the issues raised by the problem/question. The use of supporting detail shows that the writer understands how the details contribute to the overall picture. Some portions of the response are better than others.	The essay has very few mechanical errors, and instead shows some imaginative use of language to convey a point. The reader takes some delight in the turn of phrases that the author has used.
Satisfactory Work (C)	The introduction of the essay contains a thesis, but the introduction may not "funnel" neatly. The paragraphs have topic sentences that label the purpose of the paragraph and subsequent sentences generally support the expository task of the paragraphs. The conclusion is rough but restates the thesis.	The writer has created an essay that addresses the question adequately. Some portions of the problem are not addressed and not every paragraph is equally effective in advancing the thesis. The argument being presented may be incomplete or flawed in some small ways.	The essay has no major errors and only a few minor ones. The paper reads smoothly and is readily understandable.
Poor Work (D)	The organization of the paper is crude. It has a thesis, but the introduction is very short. Some body paragraphs do not have topic sentences that serve to advance the thesis. The conclusion provides little or no closure and may not restate the thesis.	The writer has failed to understand some of the key issues of the problem while understanding others. The use of detail to explain key ideas may be scant, suggesting that the writer does not have full control of the content.	The writer has made one major sentence error or a succession of smaller errors. The gist of the argument is evident to the reader, but the writer has been careless in its presentation.
Unacceptable Work (F)	The paper lacks a clear thesis, and the body paragraphs do not work together to serve a single purpose. The reader may understand implicitly what the author intended, but the writer has not made the purpose explicit.	The essay does not address the problem or question that has been posed. Much of the paper digresses from the key issues and the student does not understand what is being asked The body paragraphs lack details that would explain the nuances of the issues.	The essay has major sentence errors such as repeated fragments or run-ons. Several of the sentences make little sense. The writer shows that he/she did little or no proof reading.



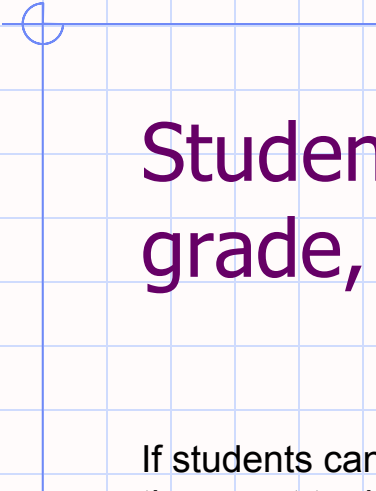
# Rubrics help students internalize quality standards.

Over time, the students will learn the language to describe quality work. We have a ton of research that shows if we teach students the words to describe what we want them to do, they are more likely to do it.



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Good Work (B)	The essay has a clear thesis, well-developed topic sentences, some transitions, and an effective introduction. The conclusion is present but may not bring full closure to the paper. The organization of the essay shows some logical development, and in most of the body paragraphs the expository task is fully developed.	The essay responds competently to the question being asked or the problem being posed. The essay shows that the writer has a broad general understanding of the issues raised by the problem/question. The use of supporting detail shows that the writer understands how the details contribute to the overall picture. Some portions of the response are better than others.	The essay has very few mechanical errors, and instead shows some imaginative use of language to convey a point. The reader takes some delight in the turn of phrases that the author has used.
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# Students can be responsible for their own grade, especially when revision is allowed.

If students can correct their work, they are in a position to choose how much they want to do, how hard they are willing to work to get the grade they want.



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Excellent work is not the limited purview of the few.

Doing well involves more than intellect. Hard work makes a difference and students of varying intellectual ability can do great work if shown what it looks like.






# Rubrics are a roadmap to excellence.

Each description in a rubric is a stepping stone to the next level of work.

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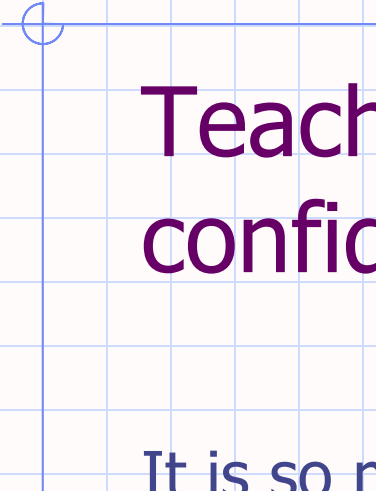
Effort can be clearly distinguished  
from results achieved.

Effort without a clear focus will not achieve  
much, but when a standard is visible, it is  
easy for students to see how effort can help.



# US GRADING RUBRIC FOR EXPOSITORY ESSAYS

	→ Organization	→ Content	→ Mechanics & Style
Excellent Work (A)	The essay has a clear thesis, well-developed topic sentences, numerous supporting statements, clear transitions, and an effective introduction and conclusion. The essay is coherent and concise. The reader can detect a clear logic to the organization of the paper. In each body paragraph the expository task is fully developed.	The essay responds fully to the question being asked or the problem being posed. The essay shows that the student has <u>thought</u> extensively about the assignment and has drawn some insightful and/or original ideas. The choice of supporting details shows that the student understands the problem fully.	The writing in the essay is memorable. Not only are the sentences clear and direct, they also show an elegance of style. The choice of words and phrases makes the writing a joy to read. We look forward to reading how the writer has addressed the problem.
Good Work (B)	The essay has a clear thesis, well-developed topic sentences, some transitions, and an effective introduction. The conclusion is present but may not bring full closure to the paper. The organization of the essay shows some logical development, and in most of the body paragraphs the expository task is fully developed.	The essay responds competently to the question being asked or the problem being posed. The essay shows that the writer has a broad general understanding of the issues raised by the problem/question. The use of supporting detail shows that the writer understands how the details contribute to the overall picture. Some portions of the response are better than others.	The essay has very few mechanical errors, and instead shows some imaginative use of language to convey a point. The reader takes some delight in the turn of phrases that the author has used.
Satisfactory Work (C)	The introduction of the essay contains a thesis, but the introduction may not "funnel" neatly. The paragraphs have topic sentences that label the purpose of the paragraph and subsequent sentences generally support the expository task of the paragraphs. The conclusion is rough but restates the thesis.	The writer has created an essay that addresses the question adequately. Some portions of the problem are not addressed and not every paragraph is equally effective in advancing the thesis. The argument being presented may be incomplete or flawed in some small ways.	The essay has no major errors and only a few minor ones. The paper reads smoothly and is readily understandable.
Poor Work (D)	The organization of the paper is crude. It has a thesis, but the introduction is very short. Some body paragraphs do not have topic sentences that serve to advance the thesis. The conclusion provides little or no closure and may not restate the thesis.	The writer has failed to understand some of the key issues of the problem while understanding others. The use of detail to explain key ideas may be scant, suggesting that the writer does not have full control of the content.	The writer has made one major sentence error or a succession of smaller errors. The gist of the argument is evident to the reader, but the writer has been careless in its presentation.
Unacceptable Work (F)	The paper lacks a clear thesis, and the body paragraphs do not work together to serve a single purpose. The reader may understand implicitly what the author intended, but the writer has not made the purpose explicit.	The essay does not address the problem or question that has been posed. Much of the paper digresses from the key issues and the student does not understand what is being asked The body paragraphs lack details that would explain the nuances of the issues.	The essay has major sentence errors such as repeated fragments or run-ons. Several of the sentences make little sense. The writer shows that he/she did little or no proof reading.



Teachers speak with greater confidence about their grading.

It is so much easier to defend a grade when you have a rubric in front of you.



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# What is an A is no longer simply a matter of completion.


In a straightforward math test, a 100% is achieved when the student gets all the answers correct and shows the requisite work. When a student has a project, it is a greater challenge to say what is outstanding work.



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Teachers are able to create a vertical alignment that de-scaffolds with student maturity.

As children mature, our expectations of them change.  
Rubrics can document the increased expectations of our students even as we ask them to work more independently.

## SCAFFOLDING GROUP WORK IN THE 3 DIVISIONS (LOWER, MIDDLE, AND HIGH SCHOOL)

Skill	Introductory	Intermediate	Advanced
<b>Task Analysis:</b> <ul style="list-style-type: none"> <li>Determining the product or goal</li> <li>Determining the component tasks</li> <li>Who has the right skills for the tasks</li> </ul>	<p>The teacher provides a written description of the product or goal.</p> <p>The teacher provides a list of tasks that need to be done.</p> <p>The teacher assigns students to each group and to each task.</p>	<p>The teacher provides a written description of the product or goal.</p> <p>The teacher provides a list of tasks that need to be done.</p> <p>The teacher assigns students to each group but the students assign each other to each task.</p>	<p>The teacher provides a written description of the product or goal.</p> <p>The students create a list of tasks that need to be done.</p> <p>The students choose their groups and then assign each other to each task.</p>
<b>Backwards Planning:</b> <ul style="list-style-type: none"> <li>Determining the order in which things need to be done</li> <li>Working backward from the deadline determining what parts need to be done when</li> <li>Anticipating where stumbling blocks might occur and determining what extra time may be needed and building it into the schedule.</li> </ul>	<p>The teacher creates step-by-step directions for getting the work done.</p> <p>The teacher provides a timetable for completing the component parts.</p> <p>The teacher provides instruction about where the students face the stumbling blocks that may occur.</p>	<p>The teacher creates the broad guidelines for the directions, but the students develop step-by-step directions for getting the work done.</p> <p>The students create a timetable for completing the component parts.</p> <p>The teacher provides instruction about where the students face the stumbling blocks that may occur.</p>	<p>The students develop step-by-step directions for getting the work done.</p> <p>The students create a timetable for completing the component parts.</p> <p>The students identify where the stumbling blocks may occur and plan accordingly..</p>
<b>Developing Design Standards:</b> <ul style="list-style-type: none"> <li>Determining what a quality project will look like</li> <li>Determining what are the components that will define the quality work</li> <li>Determining what needs to be done to ensure that quality work is achievable</li> </ul>	<p>The teacher provides a model of a good project.</p> <p>The teacher provides a rubric for various quality indicators for the project.</p> <p>The teacher provides guidance about what makes the model a good one.</p>	<p>The teacher provides a model of a good project.</p> <p>The teacher provides a rubric for various quality indicators for the project.</p> <p>The students brainstorm about what they need to do to ensure that the product will be of high quality.</p>	<p>The teacher provides a model of a good project.</p> <p>The students develop a rubric for various quality indicators for the project.</p> <p>The students brainstorm about what they need to do to ensure that the product will be of high quality.</p>



<b>Monitoring Work Flow:</b> <ul style="list-style-type: none"> <li>• Determining if the work is “on target” to meet deadlines</li> <li>• Identifying what needs to be done to address slow-downs</li> <li>• Implementing changes to get back “on target”</li> </ul>	<p>The teacher monitors progress on a daily basis.</p> <p>The teacher offers suggestions to the students about how they might adjust the work flow.</p> <p>The teacher reminds the students regularly about each of the deadlines.</p>	<p>The teacher monitors progress every couple of days..</p> <p>The teacher offers suggestions, when asked, about how the students might adjust the work flow.</p> <p>The teacher posts deadlines, but the students take responsibility for getting the work done.</p>	<p>The teacher monitors progress on an as-needed basis.</p> <p>The teacher answers direct questions but does not give any unsolicited advice, but answers direct questions about how the students might adjust the work flow.</p> <p>The students take responsibility for getting the work done.</p>
<b>Critiquing and Refining:</b> <ul style="list-style-type: none"> <li>• Determining if the project is meeting design standards</li> <li>• Determining how to correct errors so that project meets the design standards</li> <li>• Determining how to manage the available time to most effectively correct the critical errors.</li> </ul>	<p>The teacher regularly critiques the work using the rubric as a guideline.</p> <p>The teacher suggests ways that students might improve their work.</p> <p>The teacher suggests where the students might put their energies at the end to make corrections that have the largest impact.</p>	<p>The teacher raises questions about the work pointing to the rubric as a guideline.</p> <p>The students determine where they might improve their work.</p> <p>The teacher suggests where the students might put their energies at the end to make corrections that have the largest impact.</p>	<p>The students reference the rubric as a tool for determining the weakness in the quality of the work</p> <p>The students determine where they might improve their work.</p> <p>The students strategize about where they might put their energies at the end to make corrections that have the largest impact.</p>
<b>Debriefing</b> <ul style="list-style-type: none"> <li>• Determining the effectiveness of the process of creating the project</li> <li>• Determining how the project might be done better the next time.</li> </ul>	<p>The teacher outlines the major strengths and weaknesses of the project and asks students to give specifics.</p>	<p>The teacher asks key questions to prompt students to evaluate how the project went and asks for suggestions about how to improve the process.</p>	<p>With some guidance from the teacher the students formulate and answer their own questions about the process. They make recommendations for how the work could be done better next time.</p>



If we are the symphony, rubrics are part of the musical score.



# Where can I get more information about rubrics?

<http://rubistar.4teachers.org> offers templates for creating rubrics.

<http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx> is an excerpt from an ASCD book about rubrics.

[http://www.teach-nology.com/web\\_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/) offers teachers a variety of tools to build good rubrics.





# How can you reach me?

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A hand-drawn blue corner bracket in the top-left corner of the page, consisting of a vertical line and a horizontal line meeting at a small circle.

**Here is a Rubric Template**  
<https://docs.google.com/forms/d/e/1VjcMjmofZg50cztC4ZjEXijkAGzWnyaZcKgpSms5JYo/edit#>