

## Rubric Assignment and Rubric for a Rubric (35 points)

The purpose of this assignment is to know when and how to evaluate and report learner progress against standards (INTASC #6). On this assignment, you will create a rubric that aligns with your final performance/product/project assessment from your unit. Choose at least three criteria and at least three levels for each criterion. I will evaluate your rubric using the rubric below.

An **explanation** of the final product or performance assessment is included at the beginning of the rubric. A list of **standards** is included along with the explanation.

**\_\_ yes = 5**

\_\_\_ Explanation or Standards = 2.5

\_\_ no = 0

	Highly Demonstrated 10-8	Adequately Demonstrated 7-5	Poorly Demonstrated 4-0
Coverage of Content	<ol style="list-style-type: none"> <li>The content of the rubric represents the best thinking about what it means to perform well on the final product/performance. All important content is included.</li> <li>Content aligns directly with content standards.</li> </ol>	<ol style="list-style-type: none"> <li>Much of the content represents the best thinking in the field, but a few are questionable. Some important items may have been left out.</li> <li>Some features don't align with content standards.</li> </ol>	<ol style="list-style-type: none"> <li>You can't tell what learning targets the rubric is intended to assess or the content is far removed from best thinking in the field. Many important features are not included.</li> <li>The rubric doesn't seem to align with the content standards it is intended to address.</li> </ol>
Criteria are well Organized	<ol style="list-style-type: none"> <li>The details that are used to describe a criterion go together.</li> <li>The criteria are independent. Each important feature that contributes to quality work appears in only one place in the rubric.</li> </ol>	<ol style="list-style-type: none"> <li>Some details that are used to describe a criterion are in the wrong criterion.</li> <li>There are instances where the same features show up in more than one criterion.</li> </ol>	<ol style="list-style-type: none"> <li>Most descriptors appear mixed up and shouldn't be placed together.</li> <li>Descriptors of quality work are redundant and are not covering different things.</li> </ol>
Clarity of Levels	<ol style="list-style-type: none"> <li>Each level is clearly defined and is distinguishable from the next.</li> <li>If indicator of quality is discussed in one level it is discussed in all levels.</li> <li>Each level relies on descriptive words and phrases rather than nonspecific words such as "creative" or "excellent."</li> </ol>	<ol style="list-style-type: none"> <li>Not all levels are clearly defined or are not distinguishable from each other.</li> <li>Indicators of quality are included but not at all levels.</li> <li>Some nonspecific words are utilized.</li> </ol>	<ol style="list-style-type: none"> <li>No levels are defined; the rubric is little more than a list of categories like a rating scale.</li> <li>Indicators of quality are only included at one level.</li> <li>The rubric includes mostly nonspecific words where the user is unclear what is meant by them.</li> </ol>

Total **35/35**