

**Woodburn School District**  
**Key to Quality Three: Sound Design**  
**“Building Effective Rubrics that Positively Impact Student Learning”**

**Objectives:**

- ❑ Build on working knowledge of Quality Assessment: Key 3 Sound Design
- ❑ Increase understanding of rubrics and how they impact student learning
- ❑ Discuss “Must Have” elements of scoring agreements

**Agenda:**

Welcome

Norms/Outcomes/Agenda

Review Key 3 Competencies

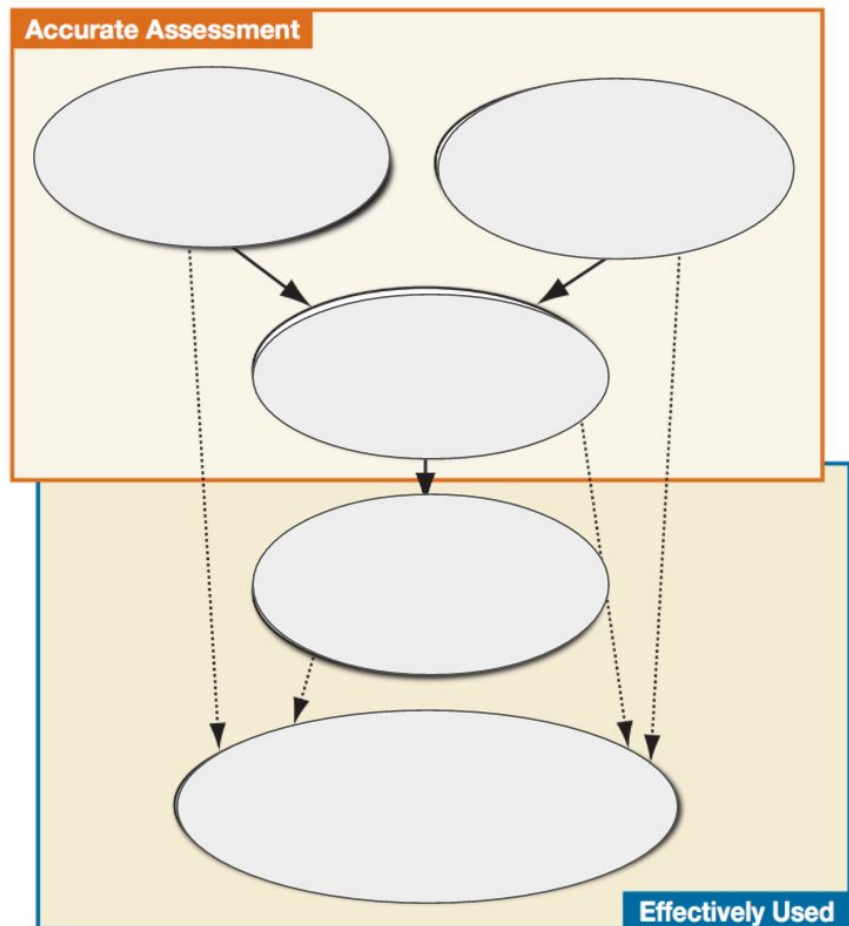
Types of Rubrics

Criteria for Rubrics

Scoring Agreements

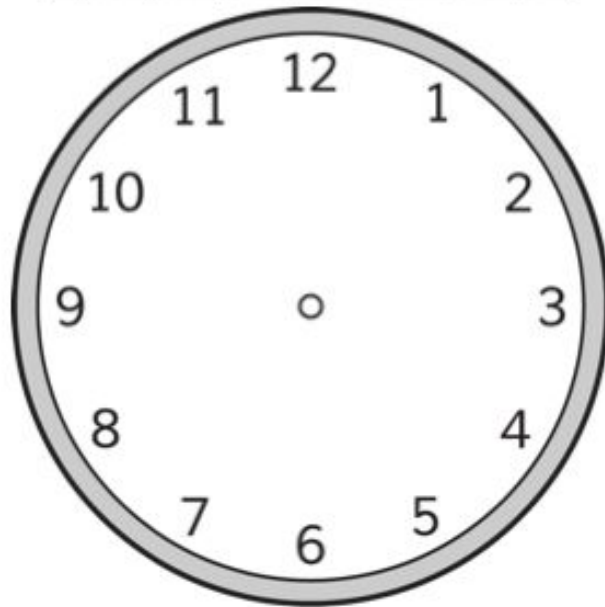
Feedback to our peers

Feedback/Closing



# \_\_\_\_\_ 's Clock Partners

Make an appointment with 4 different people on the clock. Be sure that both you and your partner record the appointments on your clocks in the same place. You can only make the appointment if there is an open slot at that hour on both of your clocks.

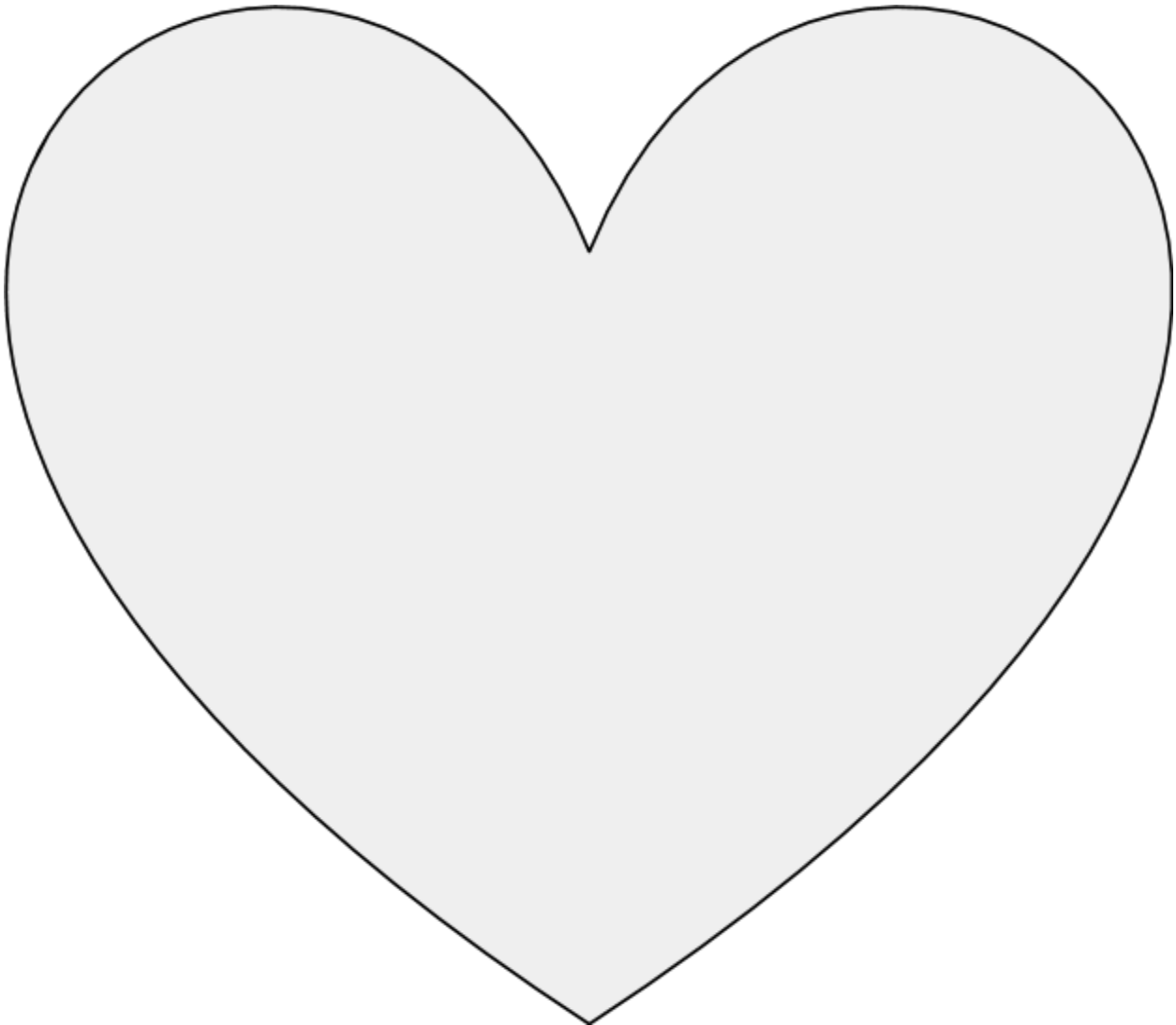


@RachelOstrander2015

## Review of Key Three: Sound Design Competencies

**Learning targets are translated into assessments that yield accurate results.**

- Design assessments to serve intended formative and summative purposes.
- Select assessment methods to **match** intended learning targets.
- Understand and apply principles of sampling learning appropriately.
- Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality.
- Know and avoid sources of bias that distort results.



## What “counts” in rubric development?

Brainstorm list:

Effective rubrics must include \_\_\_\_\_ and  
\_\_\_\_\_.

**Word:**

**Phrase:**

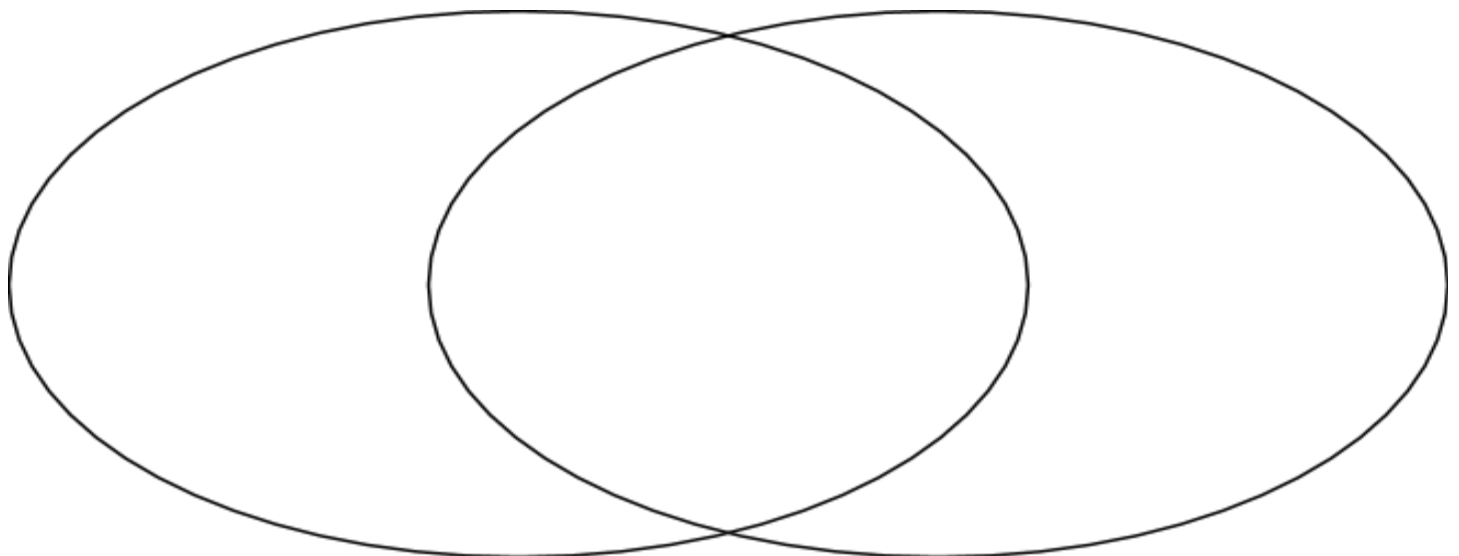
**Sentence:**

Excellent Researcher	Good Researcher	Poor Researcher
<ul style="list-style-type: none"> <li>included 10-12 sources</li> <li>no apparent historical inaccuracies</li> <li>can easily tell which sources information was drawn from</li> <li>all relevant information is included</li> </ul>	<ul style="list-style-type: none"> <li>included 5-9 sources</li> <li>few historical inaccuracies</li> <li>can tell with difficulty where information came from</li> <li>bibliography contains most relevant information</li> </ul>	<ul style="list-style-type: none"> <li>included 1-4 sources</li> <li>lots of historical inaccuracies</li> <li>cannot tell from which source information came</li> <li>bibliography contains very little information</li> </ul>

	Title	Labels	Accuracy	Neatness
3	The graph contains a title that clearly tells what the data show.	All parts of the graph (units of measurement, rows, etc.) are correctly labeled.	All data are accurately represented on the graph.	The graph is very neat and easy to read.
2	The graph contains a title that suggests what the data show.	Some parts of the graph are inaccurately labeled.	Data representation contains minor errors.	The graph is generally neat and readable.
1	The title does not reflect what the data show OR the title is missing.	The graph is incorrectly labeled OR labels are missing.	The data are inaccurately represented, contain major errors, OR are missing.	The graph is sloppy and difficult to read.

Comments: \_\_\_\_\_

Goals/Actions: \_\_\_\_\_



**Types of Rubrics: (quick sketch)**

	Sketch	Key Points
Holistic		
Analytic		
General		
Task-specific		

**Holistic and Analytic rubrics are different because** \_\_\_\_\_  
\_\_\_\_\_

**Something I don't want to forget when I am creating rubrics is:**

<b>Standard</b>	<b>Proficient</b>	<b>Developing</b>	<b>Limited</b>
RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same of similar characters (e.g. in books from a series)			

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Success Criteria for Rubrics:**

- Criteria
- Descriptions
- Gradations (scale: 4-6 levels)
- Continuity
  - difference in quality from 5 to 4 should be same as 3 to 2.
- Reliability
  - used by several and arrive at similar scores
- Validity
  - scores what is central to the performance/assignment

## **Thinking ahead: using a “vetted” or “sound” rubric**

What is the purpose for this rubric? What will it assess?

- A. Does it include the criteria I need related to the standard(s) I am teaching?
- B. Are the descriptors given clear indicators of performance?
- C. Do the descriptors build upon one another?
- D. How can students engage with this rubric? Is it student friendly?

“NO” to B, C, or D? Uh oh!

→ Time to adjust and/or update to meet needs.

→ Excellent resources to “start” with, need to be mindful about match!

## **Scoring Agreement tips:**

1. Are clear and specific
2. Increase efficiency
3. Allow for quick sorting
4. Group items related to the same LT
5. Are not overly simplistic (%), nor an item analysis (every item recorded separately)
6. Determine cut scores (if possible)

Must have on scoring agreements.

## **Elements to Consider:**

- What are important protocols for administering the assessment?
- What is the protocol if a student is struggling with the reading and/or writing?
- How will your assessment items be scored?
- Which items need a rubric for scoring?
- What will the cut scores be if needed?

**Agreements and recommendations need to be typed in a teacher guidance/scoring doc to be ready to share with the assessment!**



# Other Notes:

# **Feedback PAGE**

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**I want to remember:**

**One thing that is not clear is:**

**Other feedback:**