

# Building Rubrics

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## Rubrics



Rubrics are used when you want it to be clear what the rating criteria is for one or more criteria. The Rubric element can have a group of criteria organized as individual rows with each criteria having the same rating but a unique description. (Fig. 1).

Teacher plans for delivery of the lesson relative to short-term and long-term objectives.					
Criteria	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
<b>Planning of instructional strategies</b> 	Does not plan for instructional strategies that encourage the development of performance skills.	Occasionally plans for instructional strategies that encourage the development of performance skills.	Plans for instructional strategies that encourage the development of performance skills.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements.
<b>Materials and equipment</b> 	Materials and equipment are not ready at the start of the lesson or instructional activity	Materials and equipment are usually not ready at the start of the lesson or instructional activity	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity.

Figure 1 - A Rubric with 2 criteria

You create and edit this element by selecting **Build, Templates** from the Main Menu (Fig. 2) and then **Elements** (Fig. 3).

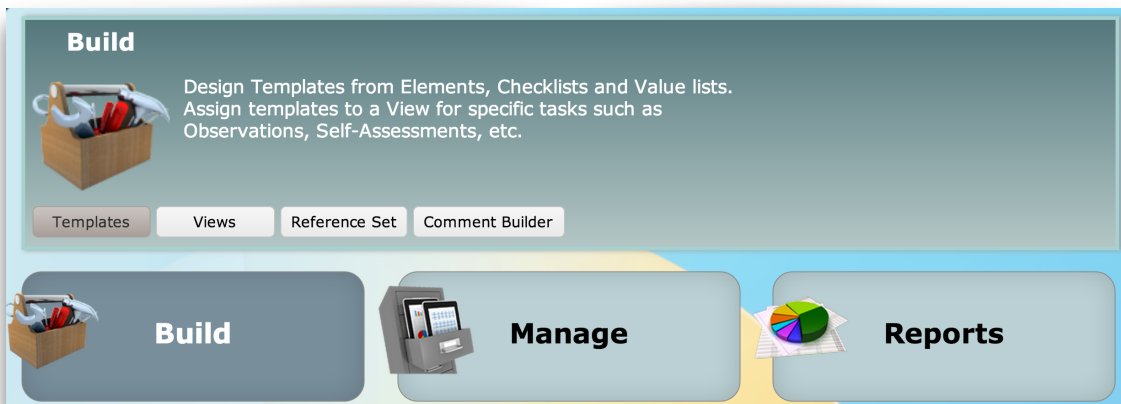


Figure 2 - Selecting from Main Menu to design an Element

Templates		Elements		Checklists		Value Lists		Reference Sets	
	New	- All Element Types -			- Search element by name -				
<input type="checkbox"/>	Delete	# TEM	ID	TYPE	Element Name				
<input type="checkbox"/>		1	2712	Ru.	Planning and Preparation Summary				
<input type="checkbox"/>		7	2713	Ru.	Planning & Organization Summary				
<input type="checkbox"/>		6	2714		Instructions are explicit and not vague				

Figure 3 - Selecting Elements

Next, you select '**Rubrics**' from Element Types (Fig. 4), and then select **New**.

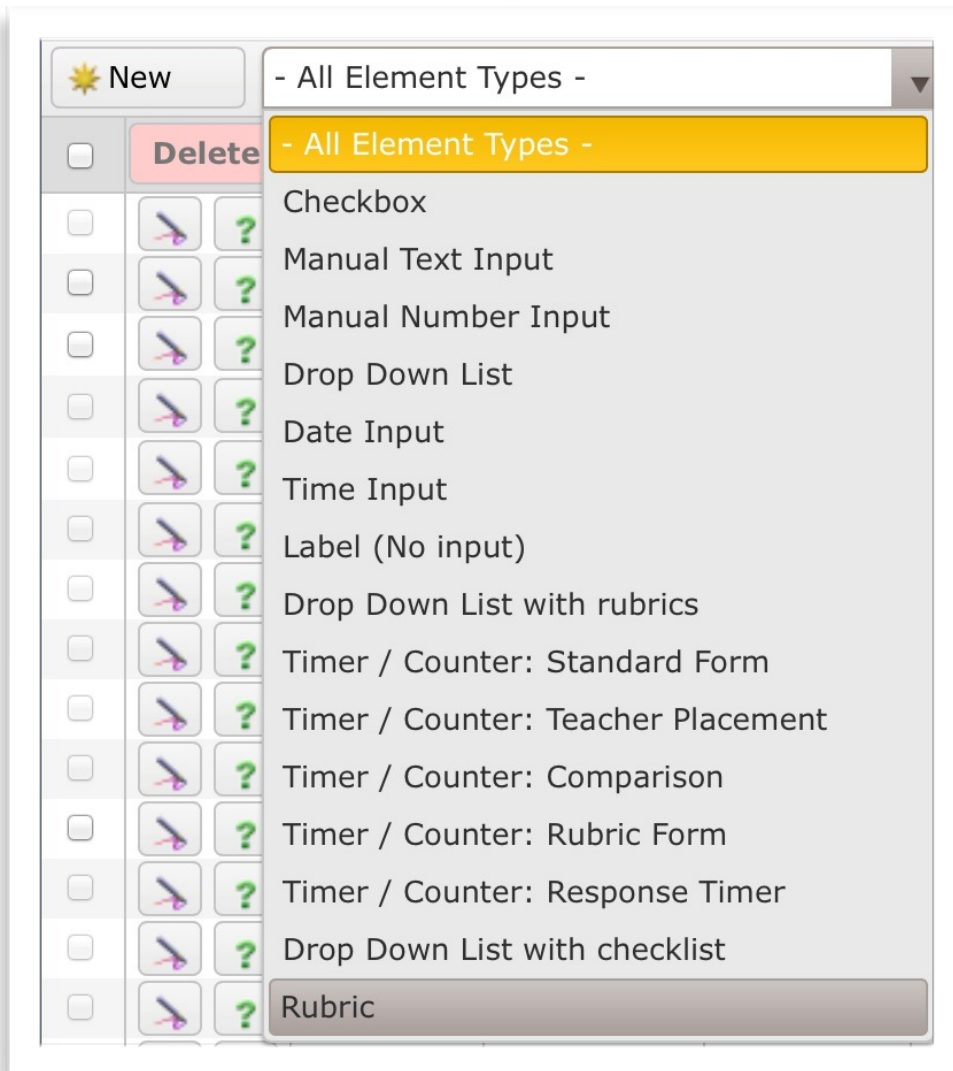


Figure 4 - Selecting Drop Down List with Rubrics

The resulting edit window (Fig 5) has a settings area with numerous possibilities for rubric design.

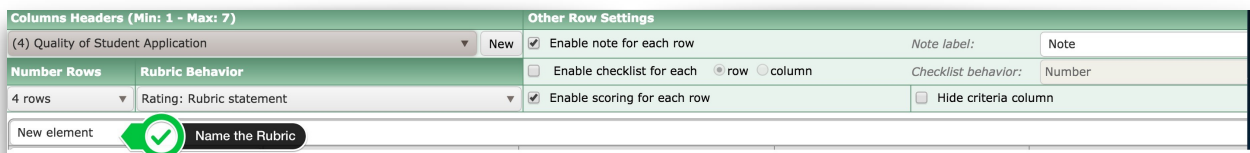


Figure 5 - Rubric edit window

After naming your rubric, you should select the column headers by selecting an existing Value List from the drop list (Quality of Student Application is shown in Fig. 6), or select 'New' to create a new value list. The value list chosen indicates how many columns there are (the example shows (4)).

Next select the number of rows your rubric will have (4 selected in the example). With the columns and rows selected you can now control how the rubric will behave (Fig. 6), and describe each of the criteria.

Columns Headers (Min: 1 - Max: 7)	
(4) Quality of Student Application <span style="float: right;">▼ New</span>	
Number Rows	Rubric Behavior
4 rows ▼	Rating: Rubric statement ▼
New element	Rating: Rubric statement
- Criteria -	Rating: Checkbox
Criteria 1	Rating: Image
	No data entry (Checklist only)
	Text entry
	Number entry
	Number entry with decimal
<b>Scoring:</b> 0 <input type="checkbox"/> Disable	
Criteria 2	- Enter statement (optional) -
<b>Scoring:</b> 0 <input type="checkbox"/> Disable	
Criteria 3	- Enter statement (optional) -

Figure 6 - Rubric Behaviours

**Rating: Rubric statement**

This behaviour displays the description of the rating (Fig. 7) and is the traditional type of rubric.

Columns Headers (Min: 1 - Max: 7)	
(4) Quality of Student Application ▼	
New	
Number Rows	Rubric Behavior
4 rows ▼	Rating: Rubric statement ▼
New element	
Criteria -	<b>INNEFFECTIVE - Inconsistent or spo...</b>
Engagement	Weaknesses in understanding prevent some pupils from responding successfully to tasks/questions and they quickly become disengaged
<b>Scoring:</b> 0 <input type="checkbox"/> Disable	

Figure 7 - Rubric statement

If the rubric statements are not filled in the rubric will have checkboxes and no descriptions.

**Rating: Checkbox**

This behaviour displays ONLY a checkbox, but if you mouse-over the checkbox the description will appear. Fig. 8 shows the checkbox and the description that will appear when you mouse-over the checkbox.

Columns Headers (Min: 1 - Max: 7)	
(4) Quality of Student Application <span style="float: right;">New</span>	
Number Rows	Rubric Behavior
4 rows	Rating: Checkbox
New element	
- Criteria -	<b>INNEFFECTIVE - Inconsistent or spo...</b>
Engagement	<div style="text-align: center;"> <input checked="" type="checkbox"/> </div> <p>Weaknesses in understanding prevent some pupils from responding successfully to tasks/questions and they quickly become disengaged</p>
<b>Scoring:</b> <input type="text" value="0"/> <input type="checkbox"/> Disable	

Figure 8 - The Checkbox Rating

**Rating: Image**

This behaviour is for using images in the rubric (Fig 9), as well as the option to describe the image. the images that you select must be in your media library (accessed with the Media Manager), and if the image you wish to use is only on your computer, you select 'New', and upload the image (Fig. 10)

Columns Headers (Min: 1 - Max: 7)	
(4) Quality of Student Application <span style="float: right;">New</span>	
Number Rows	Rubric Behavior
4 rows	Rating: Image
New element	
- Criteria -	<b>INNEFFECTIVE - Inconsistent or spo...</b>
Engagement	<div style="text-align: center;"> </div> <p>- Enter description (optional) -</p>
<b>Image:</b> - Select image - <span style="float: right;">New</span>	
<b>Scoring:</b> <input type="text" value="0"/> <input type="checkbox"/> Disable	

Figure 9 - Image rating

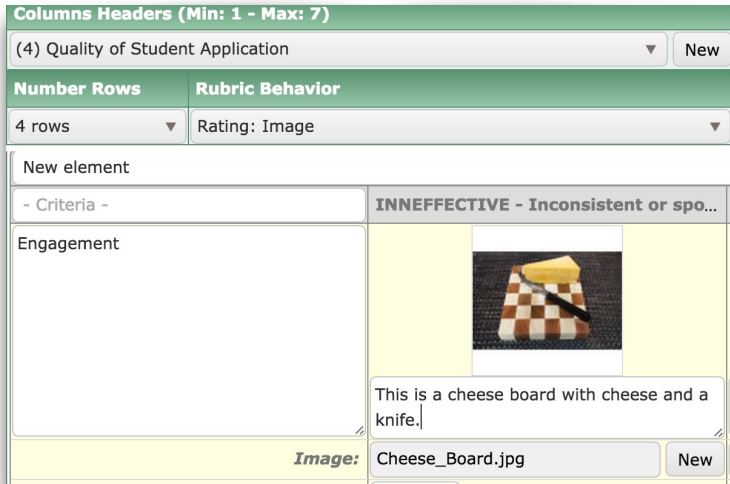


Figure 10 - Image rating showing an image and description

### No data entry (Checklist only)

This behaviour puts a checklist in each rubric box (Fig. 11). Note that when this behaviour is selected, **'Enable checklist for each row OR column'** is automatically selected. The user can check items as appropriate and based on what has been checked as evidence, make the rating (Fig 12). The checklist behaviours can be set to act as a checklist, record a number, count up by 1 each time selected, be a Drop down list or just be a reference and allow no data entry.

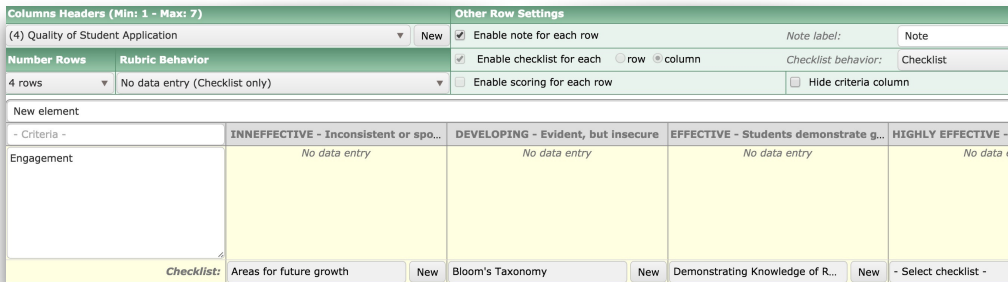


Figure 11 - setting up a rubric with checklists

NAV CANADA, Aeronautical Information Services - Effective Communication				
CAPABILITY	Needs Further Development	Competent Performance	Proficient Performance	Masterful Performance
Confirming Objectives	<input type="checkbox"/> Does not mention objective of the O3I session at the outset of the meeting <input type="checkbox"/> The O3I wants to maintain control of the conversation, while attempting to gain the information through questioning <input type="checkbox"/> The O3I does most of the talking	<input type="checkbox"/> Mentions the objective of the O3I session in a hurried or vague manner <input type="checkbox"/> Does not check to see if participant understands	<input checked="" type="checkbox"/> Explains the objective of the O3I session <input checked="" type="checkbox"/> Asks participants to confirm their understanding	<input type="checkbox"/> Explains the objective of the O3I session <input type="checkbox"/> Links objectives specifically to the work at hand <input type="checkbox"/> Places objectives in the overall context of safety <input type="checkbox"/> Confirms comprehension of the participants <input type="checkbox"/> Goes the extra mile with novice co-workers and/or difficult co-workers to ensure they understand
Questioning	<input type="checkbox"/> The O3I uses many "closed-ended" questions, which usually prompt a single word or a very short factual answer in reply <input type="checkbox"/> The O3I follows a systematic approach to the questioning intervention, which sometimes is quite "mechanical"	<input checked="" type="checkbox"/> The O3I uses some "open-ended" questions in order to elicit information <input checked="" type="checkbox"/> The O3I, from time to time, asks too many questions - some of them being "leading" <input checked="" type="checkbox"/> The O3I follows a systematic approach to the questioning intervention, which sometimes is quite "mechanical"	<input type="checkbox"/> The O3I empathizes with the Co-worker in asking his or her questions <input type="checkbox"/> The O3I visibly acknowledges that he or she has fully understood the answer to the questions asked <input type="checkbox"/> The O3I reflects (spends a moment of silence) before continuing on with his or her questions <input type="checkbox"/> The O3I summarizes and paraphrases what he or she heard, in order to prove to the Co-worker that understanding took place	<input type="checkbox"/> The O3I plans and writes out the questions to be used in an interview <input type="checkbox"/> The O3I anticipates possible Co-worker responses <input type="checkbox"/> The O3I asks a colleague to observe an interview session in order to pay particular attention to the types of questions and Co-worker responses <input type="checkbox"/> The O3I videotapes an interview session, in order to determine the wait time for responses, and provides sincere and credible, specific feedback <input type="checkbox"/> The O3I seeks out resources and further professional development, which can enhance his or her questioning and listening techniques

Figure 12 - Using checklists in a rubric with checklist behaviour

**Text entry, Number entry and Number entry with decimals allow manual entry into the rubric when used in a template.**

Other Row Settings (Fig. 13) in addition to the control of checklists, control the availability of an optional note for each row of the rubric (a note for the entire rubric is controlled at the template level), the label for those notes, allowing scoring for each item in the rubric, and the non-display of the criteria column.

Other Row Settings		
<input type="checkbox"/> Enable note for each row	Note label:	- Enter label -
<input type="checkbox"/> Enable checklist for each	<input checked="" type="radio"/> row <input type="radio"/> column	Checklist behavior: Checklist
<input type="checkbox"/> Enable scoring for each row	<input type="checkbox"/> Hide criteria column	
<b>DEVELOPING - Evident, but insecure</b>	<b>EFFECTIVE - Students demonstrate g...</b>	<b>HIGHLY EFFECTIVE - Students de</b>
- Enter statement (optional) -	- Enter statement (optional) -	- Enter statement (optional) -

Figure 13 - Other Row Settings



Figure 14 shows a completed 1 row rubric with scoring values.

Performance Standard	Highly Effective	Effective	Partially Effective	Ineffective
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	<b>Statement:</b> In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	<b>Statement:</b> The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	<b>Statement:</b> The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	<b>Statement:</b> The work of the teacher does not achieve acceptable student academic progress.
	<b>Scoring:</b> 4	<b>Scoring:</b> 3	<b>Scoring:</b> 2	<b>Scoring:</b> 0

Figure 14 - A single row Rubric.

Rubrics when used look like Figure 15, noting that in the first column there is a note icon. If the note has content, there is a '+' sign on the icon, and selecting the icon displays the note.

Criteria	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Planning of instructional strategies make a note	Does not plan for instructional strategies that encourage the development of performance skills.	Occasionally plans for instructional strategies that encourage the development of performance skills.	Plans for instructional strategies that encourage the development of performance skills.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements.
Materials and equipment Contains a note	Materials and equipment are not ready at the start of the lesson or instructional activity	Materials and equipment are usually not ready at the start of the lesson or instructional activity	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity.

Figure 15 - A rubric as seen in an observation form.

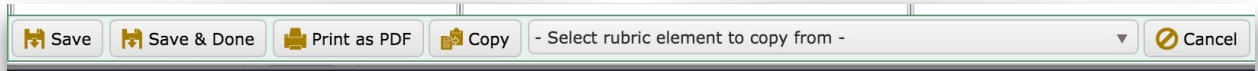
It should also be noted that if you do not enter any text in the 'Statement' boxes the box will appear as a 'checkbox' (Fig. 16)

Teaching Criteria	Observed, well done	Observed	Not Observed
Objectives are clearly articulated (what is being taught and why) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 16 - A single row rubric without and descriptors.

When the element is complete, select Save & Done (Fig. 17). It can also be printed.

Note also that you can copy an existing rubric and modify it to create a new one.



*Figure 17 - Saving/Printing/Copying the element*