

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
Planning of instructional strategies v	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 v	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 -				
	Delete	# TEM	ID	TYPE	Element Name
		1	2712	Ru. 1	Planning and Preparation Summary
		7	2713	Ru. 1	Planning & Organization Summary
		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**.

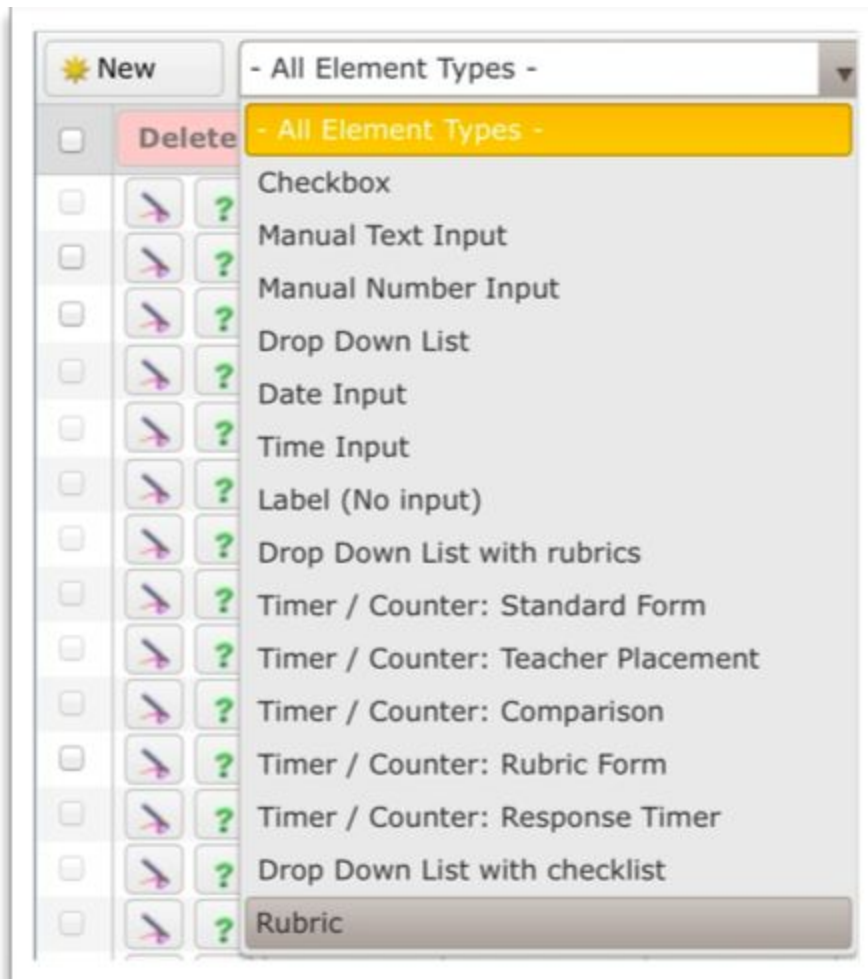


Figure 4 - Selecting Drop Down List with Rubrics

The resulting edit window (Fig 5) has many places for entering information and the initial things to do are to give the element a name, select a Value List (which automatically gives you the column headings), and select the number of rows in the rubric (3 selected here). Then you can create a heading for your criteria, and enter the criteria themselves and the statements that go with each of the criteria. Finally, if you want each statement to have a value, you can replace the '0' score with a number.

Save Save & Done Done Print as PDF Quality Rating 3 rows

New element: Enter a name Select Value List Select # rows

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Criteria 1	Statement: Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0
Criteria 2	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0
Criteria 3	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0	Statement: Enter Statement (optional) - Scoring: 0

Figure 5 - Rubrics edit window

Save Save & Done Done Spellcheck Print as PDF Storage Standard 2 1 row

Performance Standard 7: Student Progress

Performance Standard	Highly Effective	Effective	Partially Effective	Ineffective
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	Statement: In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners. Scoring: 4	Statement: The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Scoring: 3	Statement: 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. Scoring: 2	Statement: The work of the teacher does not achieve acceptable student academic progress. Scoring: 0

Figure 6 shows a completed 1 row rubric with scoring values.

Figure 6 - A single row Rubric.

Rubrics when used look like Figure 7, 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.

Teacher plans for delivery of the lesson relative to short-term and long-term objectives.

Criteria	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Planning of instructional strategies +	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 +	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 7 - 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 'check box' (Fig. 8)

Figure 8 - A single row rubric without and descriptors.

When the element is complete, select Save & Done (Fig. 9). It can also be printed.



Figure 9 - Saving the element