



Building Rubrics



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Rubrics



Rubrics are used when you want it to be clear what the rating criteria is for 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 >	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 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	Check	lists	Value Lists	Reference Sets	
₩ N	lew	- All Elemei	nt Types -		▼ - Sea	rch element by name	-	
	Delete	# TEM	ID	ТҮРЕ			Elem	ent Name
	>?	1	2712	Ru. 🛊	Planning	and Preparation Sum	mary	
	>?	7	2713	Ru. 🛊	Planning	& Organization Sumn	nary	
	>?	6	2714	*	Instruction	ons are explicit and n	ot 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.

Columns Headers (Min: 1 - Max: 7)			Other Row Settings		
(4) Quality of Studen	t Application	• N	ew	 Enable note for each row 	Note label:	Note
Number Rows	Rubric Behavior			Enable checklist for each orow column	Checklist behavior:	Number
4 rows 🔻	Rating: Rubric statement		•	 Enable scoring for each row 	📄 Hide criteria colur	nn
New element	Name the Rubric					

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 Studen	(4) Quality of Student Application New					
Number Rows	Rubric Behavior					
4 rows 🔻	Rating: Rubric staten	nent		▼		
New element - Criteria - Criteria 1	Rating: Rubric stater Rating: Checkbox Rating: Image No data entry (Chec Text entry	nent klist only)		-		
	Number entry Number entry with d	lecimal				
	17					
	Scoring:	0	Disable	(
Criteria 2		- Enter state	ement (optional) -			
	Scoring:	0	Disable			
Criteria 3		- Enter state	ement (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				
Number Rows	Rubric Behavior			
4 rows	Rating: Rubric staten	nent 🔹		
New element				
- Criteria -		INNEFFECTIVE - Inconsistent or spo		
Engagement		Weaknesses in understanding prevent some pupils from responding successfully to tasks/questions and they quickly become disengaged		
	Scoring:	0 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 Stude	nt Application	▼ Ne	w
Number Rows	Rubric Behavior		
4 rows 🔻	Rating: Checkbox		•
New element			
- Criteria -		INNEFFECTIVE - Inconsistent or spo	
Engagement			
		Weaknesses in understanding prevent some pupils from responding successfully to tasks/questions and they quickly become disengaged	1,
	Scoring:	0 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 Studer	nt Application			• New
Number Rows	Rubric Behavior			
4 rows 🔻	Rating: Image			•
New element				
- Criteria -		INNEFFEC	FIVE - Inconsiste	nt or spo
Engagement		- Enter desc	ription (optional) -	
	Image:	- Select ima	age -	New
	Scoring:	0	Disable	

Figure 9 - Image rating

Columns Headers (Min: 1 - Max: 7)	
(4) Quality of Studer	t Application	New
Number Rows	Rubric Behavior	
4 rows 🔻	Rating: Image	•
New element		
- Criteria -		INNEFFECTIVE - Inconsistent or spo
Engagement		
		This is a cheese board with cheese and a knife.
	Image:	Cheese_Board.jpg New

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, or just be a reference and allow no data entry.

Columns Headers (I	Min: 1 - Max: 7)			Other Row Settings				
(4) Quality of Studen	t Application		New	Enable note for each row			Note label:	Note
Number Rows	Rubric Behavior			Enable checklist for each or	ow 💿	column	Checklist behavior:	Checklist
4 rows 🔻	No data entry (Check	dist only)		Enable scoring for each row			Hide criteria colu	ımn
New element								
- Criteria -		INNEFFECTIVE - Inconsistent or	spo	DEVELOPING - Evident, but inse	cure	EFFECTIVE - Student	ts demonstrate g	HIGHLY EFFECTIVE - S
Engagement		No data entry		No data entry		No data	entry	No data en
	1							
	Checklist:	Areas for future growth	New	Bloom's Taxonomy	New	Demonstrating Knowle	edge of R New	- Select checklist -
					_	S		

Figure 11 - setting up a rubric with checklists



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			t	
Enable note for each row		Note label:	- Enter label -	
Enable checklist for each or ow or or or other or other or other	column	Checklist behavior:	Checklist	
Enable scoring for each row		Hide criteria column		
DEVELOPING - Evident, but insecure	EFFECTIVE - Student	ts demonstrate g	HIGHLY EFFECTIVE - Students de	
- Enter statement (optional) -	- Enter statement (opt	tional) -	- Enter statement (optional) -	
			1	
			tı	
			-a	
		4	t	

Figure 13 - Other Row Settings

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

🐞 Save 🛛 🐞 Save & Done 🗍 🌾 D	one 🛛 🛟 Spellcheck 🖉 🍙 Print as Pl	DF Standard 2		▼] [1 row ▼]
Performance Standard 7: Student	t 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.	Statement: The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	Statement: The work of the teacher results in student academic progress that does not meet the estabilished standard and/or is not achieved with all populations taught by the teacher.	Statement: The work of the teacher does not achieve acceptable student academic progress.
	Scoring:	Scoring: 3	Scoring: 2	Scoring: 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 '+' sigh on the icon, and selecting the icon displays the note.

Criteria	Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Planning of instructional strategies make a n	Does not plan for instructional strategies that encourage the development of iote prmance 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 a note	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 'check box' (Fig. 16)

Teaching Criteria	Observed, well done	Observed	Not Observed
Objectives are clearly articulated (what is being taught and why) $\flat \ll$			

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 and existing rubric and modify it to create a new one.

Ħ Save	😽 Save & Done	🚔 Print as PDF	👘 Сору	- Select rubric element to copy from -	•	🖉 Cancel

Figure 17 - Saving/Printing/Copying the element