CHECKLISTS AND RUBRICS **89**

|  |  |
| --- | --- |
| **Types of Scales**  **Numerical Scales** | |
| - 0 - - - 1 - - - 2 - - - 3- - - 4  -  1 2 3 4 5  **A Numerical Scale With Verbal Descriptors** | |
| 1 2 3 4  Weak Satisfactory Very Good Excellent  **Verbal Descriptors** | 5  Superior |
| Novice Adequate Apprentice Distinguished  - - - - - - - - - - - - - -  Task not completed Task partially completed Task completed | |

##### Figure 5.5

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Scale**  **Criterion: Eye Contact During Speech** | | | |
| **No Evidence** | **Minimal Evidence** | **Partial Evidence** | **Complete Evidence** |
| Does not look at audience | Looks some of the time at some of the audience I | Looks most of the time at most of the audience | Looks all of the time at all of the audience |

**Figure 5.6**

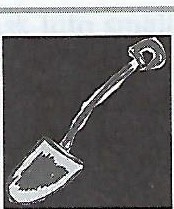
### measures for the final product or performance . The criteria are usually dis­

cussed with the students before they prepare their product or presentation. Criteria by themselves provide a guideline for students to follow when preparing

I

their performance, but the indicators or descriptors of what constitutes a qual­ ity performance to attain the standard or earn an A or B are usually described in the rubric. Figure 5.7 shows how the criteria for the letter are listed on the left and each column progressing across the scale provides indicators necessary to achieve each rating necessary to score a 1-2-3-4 for writing a letter to the editor.



**82** HOW TO ASSESS AUTHENTIC LEARN ING

***Can We Save Georgia?* Individual Work**

**Topic/Focus:** Soil Conservation

**Grade Level/Subject:** 6th Grade Earth Science

###### **Standard:** Students will investigate the scientific view of how the earth's surface is formed. Explain the effects of human activity on the erosion of the earth's surface. Describe methods for conserving natural resources such as water,soil, and air.

**Assignment:** Use the "Analyzing Your Results" chart to demonstrate which techniques were most efficient based upon your group's findings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Analyzing Your Results Chart** | |  | **Amount of Wind Erosion** | **Amount of Water Erosion** | **Total Amount Eroded** |
| Contour Plowing |  |  |  |  |
| Terracing |  |  | |  |  |
| Conservation Plowing |  |  | |  |  |
| Windbreaks |  |  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCALE:**  **CRITER IA:** | | **No (0)** | **Yes (1)** |
| **Analysis of Data**   * Did you use the guiding questions? | |  |  |
| * Why were the materials that you used effective or not effective? | |  |  |
| • | How did the design prevent erosion for wind, water, or both? Explain your answer. |  |  |
| • | What could you have done differently to make a more efficient model? |  |  |
| **Structure of Analysis**   * Did you establish the context of your response? | |  |  |
| • | Does your response demonstrate understanding of soil conservation techniques? |  |  |

CHECKLISTS AND RUBRICS **8]**

|  |  |  |
| --- | --- | --- |
|  | **No (0)** | **Yes (1)** |
| * Is your analysis interpretive, analytical,   evaluative, and reflective? |  |  |
| * Is your response an interpretation based on   several clear ideas, premises, or images? |  |  |
| **Letter Format**   * Date |  |  |
| * Inside Address |  |  |
| * Salutation |  |  |
| * Body |  |  |
| * Closing |  |  |
| * Signature |  |  |
| **Mechanics**   * Capitalization |  |  |
| * Punctuation |  |  |
| * Spelling |  |  |
| **Usage**   * Grammar |  |  |
| * Sentence Structure |  |  |
| * Transitions |  |  |

##### Figure 5.2

*Source:* © Created in the 2 00 7 AdvancedTeacher Leader Institutes facilitated by Andrew Smith, Supervisor of Professional Development, and Kay Burke. Used with the permission of Robin Walling. science teacher, and Nicole Spicer, Area Lead Tea cher, an d the Cobb Coun ty School District in Geo rg ia.

**Helpine Students With Special Needs**

Lougy, DeRuvo, and Rosenthal (2007) discuss how students with attention­ deficit/hyperactivity disorder (ADHD) often lack age-appropriate organizational skills to help them sequence the steps needed to complete a task, leaving them unable to even begin a project without outside support. A checklist that asks the students specific questions about a project and guides them through the process will help them stay focused. When students are introduced to high­ interest and engaging tasks that motivate them to learn, children with ADHD can be as attentive as students without ADHD. "[W]hen involved in high-interest

**94** HOW TO ASSESS AUTHENTIC LEARN IN G

**Protocol f or a DebateChecklist Grade 8**

|  |  |  |
| --- | --- | --- |
| **Standard/Benchmark: 8th Grade-The** student participates in student-to- |  |  |
| student verbal interactions. The student displays appropriate turn-taking |  |
| behaviors. The student offers own opinion forcefully without domineering. The |  |
| student responds appropriately to comments and questions. The student gives  reasons in support of opinions expressed. The student clarifies, illustrates, or | **Not Yet** | **Some Evidence** |
| expands on a response when asked to do so.. .. | **0** | **1** |
| **Organization and Clarity: Students will...** |  |  |
| * Know the rules of debate |  |  |
| * Agree on debate order in advance |  |  |
| * Challenge respectfully   **Use of Arguments: Students will...**   * Refute in rebuttals * Defend position * Check speech time   **Use of Rebuttal: Students will...**   * State contentions clearly * Use formal language * Speak with intensity   **Use of Examples: Students will. ..**   * Use experts as references for resources * Use anecdotes and quotes * Bring closure to subject   **Presentation Style: Students will...**   * Stand to speak * Not patronize or condescend opponents * Know other teams' positions |  |  |

##### Figure 5.8

*Source:©* Created in a 20 0 7 workshop for Area Lead Teachers facilitated by Nancy Lar imer, Professional Learning Supervisor, and Kay Burke and used with the permission of Rhonda Brewster-McCar thy,Cathy Tyler. and Jeanette Brewer and th e Cobb Count y School District in Georgia.

**95**

**PROTOCOL FOR A DEBATE RUBRIC**



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCALE:**  **CRITERIA:** | **1** | **2** | **3** | **4** | **Score** |
| **Novice** | **Rookie** | **Runner-up** | **Winner** |
| **Organization** | Poorly | Organized and | Organized and | Organized and |  |
| **and Clarity:** | organized | clear in some | clear in most | clear |
| Viewpoints and |  | parts | parts | throughout |
| responses are |  |  |  |  |
| organized and clear |  |  |  |  |
| **Use of Arguments:** | Few or no | Some relevant | Most reasons | All reasons |  |
| Reasons are given to support viewpoint | relevant reasons given | reasons given | are relevant | given are  relevant and support |
|  |  |  |  | arguments |
| **Use of Examples** | Few or no | Some relevant | Many | Many relevant |  |
| **and Facts:** | relevant | examples/ | examples/ | supporting |
| Examples and facts are given to support reasons | supporting examples/ facts | facts given | facts given; most are relevant | examples and facts are given |
| **Use of Rebuttal:** | No effective | Few effective | Some effective | Many effective |  |
| Arguments madeby the other teams are responded to and | counter- arguments made | counter- arguments made | counter- arguments made | counter- arguments made |
| dealt with effectively |  |  |  |  |
| **Presentation Style:** | Few style | Few style | All style | All style |  |
| Tone of voice, use of gestuers, and level of enthusiasm are convincingto audience | features were used but not convincingly | features were used convincingly | features were used effectively; most used convincingly | features were used  effectively and convincingly |

Scale:

18- 20 = **A**

16-17 = B

14- 15 = C

Not Yet!

##### Figure 5.9

**Total Points:**

**Comments:**

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CONNECTP ORTFOLIO CONTENT TO LOCAL AND STATE STANDARDS AND CURRICULA **75**

#### standards-based portfolio or e-portfolio. The student completes a portfolio or e-portfolio artifact reflection and includes it with the final piece, the scoring rubric or checklist completed by the teacher (and student), and the student's reflection about the artifact. Together, the se pieces create a portfolio that offers concrete evidence that the standard was addressed; provides the student­ produced document that proves that the student achieved the objective of the assignment; includes the checklist or scoring rubric that describes the level at which the student met the standard; and includes the student's stated rationale as to the value of the work or the learning process used to attain it. Figure 3.6 provides an example of an artifact that includes these four components.

**EARTH SCIENCE STUDENT CHECKLIST**

Third -Grade Standards

Students will investigate the physical attributes of rocks and soil.

EX:p l ain the differences between a rock and mineral

-

•

Simple tests (hardness)

Use 0bservatiofl to Compare the similarities and differences of topsoils

such as clay, loam, potting soil, and sand according to

-

Determine how water and wind can change rocks and soil over tim e using

*Criteria/Performance Indicators: The student can*

*Not Yet 0*

*Some Evidence*

*1*

•

How are rocks and minerals similar?

•

How are rocks and minerals different?

Recognize the physical attributes of rocks using

•

Observation (shape, color, texture)

•

Measurement

•

Simple tests (hardness)

Recognize 1he physical attributes of minerals ulsing

•

Observation (shape, color, texture)

•

Measurement

* Texture

•

Particle

•

Size

•

Color

•

Observation

•

Research

**Figure 3.6**

**THE PORTFOLIO** *CO* fl\1. EC'TI O

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Checkli1t for a Narrative Standard** | | | | | |
| *Performance Descriptors* | | *Not Yet*  *0* | | | *Some Evidence 1* |
| **Engages Reader** | |  |  |  |  |
| Context of story | |  |  |
| Reader interest | |  | |  |
| **Establishes a Situation** | |  | | |
| Plot | |  | | |  |
| Point of view | |  | | |  |
| Setting | |  | | |  |
|  | Conflict |  | | |  |
| **Creates an Organizing Structure** | |  | | |  |
| Topic sentence | |  | | |  |
| Support sentence | |  | | |  |
| Transitions | |  | | |  |
| Motif/theme | |  | | |  |
| Symbolism | |  | | |  |
| **Develops Complex Characters** | |  | | |  |
| Protagonist | |  | | |  |
| Antagonist | |  | | |  |
| Dialogue | |  | | |  |
| **Creates Sensory Details** | |  | | |  |
| Descriptive language | |  | | |  |
| Figurative language | |  | | |  |

##### Figure 3 .9

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**CHECKLISTS AS GUIDEPOSTS**

As shown, standards that include specific indicator s and criteria facilitate the creation of checklists because they provide teachers with key words or concepts to include in the checklists. Teachers can also create their own student-friendly checklists that guide their students in the completion a task. For example, teachers in a California elementary school developed a checklist to help their fourth-grade students produce a report on the rivers of California (Figure 3.10).

CO N NE C T P O R T F O LIO C O NT EN T TO LO C AL AND STATE STA NDARDS A ND CURR ICULA **79**

**Report on California Riven Checklist**

CA Social Studies Standard 4.1: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes, and explain their effects on the growth of towns.

CA Language Arts Standard 2.1: Make narrative presentations: (a) Relate ideas, observations, or recollections about an event or experience. (b) Provide a context that enables the listener to imagine the circumstances of the event or experience. (c) Provide insight into why the selected event or experience is memorable.

Assignment: Complete a research report on the rivers of California. Step 1. Research:

Gather information from three different sources.

* Internet
* Historical fiction
* Social studies textbook
* Charts, maps, etc.
* Resource books
* Other: \_ \_ \_

\_ \_ \_

\_ \_ \_

\_ \_ \_ \_ \_

Step 2. Understand facts about geographic location.

* + Location in state
  + Historical importance
  + Agriculture
  + Characteristics
  + Other: \_ \_

\_ \_ \_

\_ \_ \_

\_ \_ \_ \_ \_ \_

Step 3. Organize information from three different sources.

* + Notes
  + Models or maps
  + Outline
  + Graphic organizers

Step 4. Present information orally.

* + Note cards
  + Electronic presentation
  + Displays-c harts, maps, etc.

##### Figure 3.10

This checklist demonstra tes how teachers can guide students through each step in the process to write a research report. Since writing a subject area report requires research, the studen ts first have to check off and sometime s v..rrite in

CONNECT PORTFOLIO CONTENT TO LOCAL AND STATE STANDARDS AND CURRICULA **8}**

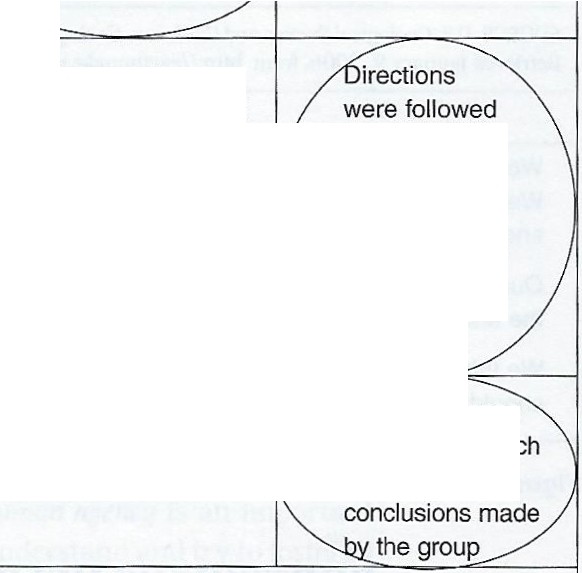
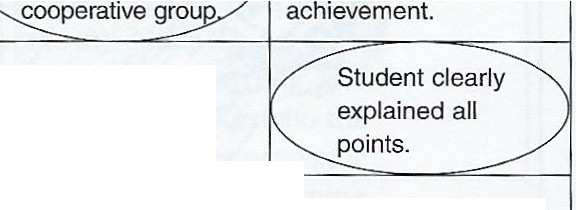
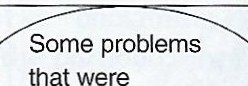
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric for California Rivers Presentation** | | | | |
| *Criteria* | *Below Standards*  1 | *Almost Meets Standards*  2 | *Meets Standards*  3 | *Exceeds Standards*  4 |
| **Information** | * No evidence of sources. | * Fewer than three sources | * Three different sources. | * Three different sources. |
| **Geographic Location Facts** | * Few relevant geographic facts are presented. | * Some relevant geographic facts are presented. | * Most facts presented reflect the location in the state, historical importance, agriculture, and other characteristics. | * Facts are presented about the location in the state, historical importance, agriculture, and other characteristics. |
| **Organization Tools** | * Use of organization tools is minimal or not apparent. | * Information is organized from fewer that three different sources including notes, outlines, graphic organizers, models or maps. | * Information is organized from at least three different sources including notes, outlines, graphic organizers, models or maps. | * Information is organized from three or more different sources including notes, outlines, graphic organizers models or maps. |
| **Present Information Orally**   * Language and vocabulary * Visual aids * Technology | * Language and vocabulary are not appropriate to purpose. * No visual aids. * No technology. | * Language and vocabulary are somewhat appropriate to purpose. * Few visual aids. * Technology is used. | * Language and vocabulary are appropriate   to purpose.   * Some visual aids. * Technology is used to enhanced the oral presentation. | * Excellent use of language and vocabulary that are appropriate to purpose. * Many   well-designed visual aids.   * Exceptional use of technology. |
| Student Comment: | | | | Scale |
| 15- 16 = A  12- 14 = B  8-11 = C  Below 8 = Not yet |
| Teacher Comment: | | | |

##### Figure 3.11

progress or lack of progress in achieving academic goals. Portfolios also help teachers monitor their own effectiveness in tea ching skills necessary for students to achieve deep understanding of essentia l kno wledge.

CONN ECT PORTFOLIO CONTENT TO LOCAL AND STATE STANDARDS AND CURRICULA **69**

**Middle School Student Self-Assessment of Earthquake Rubric**



**STUDENTS WILL MEET THE FOLLOWING HIGH SCHOOL STANDARDS:**

1. Participate in scientific inquiry and construct logical conclusions based on evidence.
2. Understand critical aspects of the flow of matter and energy within the geosphere.
3. Investigate the results of the motions of plates, including volcanoes, earthquakes, mountain building, and other geologic activities.

**Rubric for Group Presentation**

Group Name: *The Plate Tectonics*

*Criteria*

Did the student participate cooperatively in the group?

*Not Yet 1*

Evidence of many problems with cooperation in the group

*Almost There 2*

overcome in the

*Got It!*

*3*

The group showed strong evidence of cooperation and

|  |  |  |
| --- | --- | --- |
| Did the student clearly | Points were unclear or | Student clearly |
| explain his or her | difficult to understand. | explained some of |
| points? |  | the points. |

Did the student speak Amount of time for Speaking time for Speaking time for each for the same amount of each presentation was each student was student was distributed time as other group unevenly distributed. somewhat even. equally.

members?

Did the group follow The group showed Directions were instructions? Did its evidence of confusion followed well. Required

research and report with instructions; questions were well. Answers answer all the required minimal evidence of answered satisfactorily to required questions? research in reporting with evidence of questions

answers to questions. research. were excellent with strong evidence of

Were the group's Conclusions did not Evidence of sound Strong evidence overall conclusions provide convincing research in group's of sound research logical and based on evidence of sound overall conclusions . in logical

sound research? research.

**TOTAL SCORE: 13** A = 13- 15; B = 10- 12; C = 7- 10; D = 5-6; F = 0-5

##### Figure 3.2

**Earthquake Group Project Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Not Yet**  **1** | **Almost There**  **2** | **Got It!**  **3** |
| Did the student participate cooperatively in the group? | Evidence of many problems with cooperation in the group | Some problems that were overcome in the cooperative group. | The group showed strong evidence of cooperation and achievement. |
| Did the student clearly explain his or her points? | Points were unclear or difficult to understand. | Student clearly explained some of the points. | Student clearly explained all points. |
| Did the student speak for the same amount of time as other group members? | Amount of time for each presentation was unevenly distributed. | Speaking time for each student was somewhat even. | Speaking time for each student was distributed  equally. |
| Did the group follow instructions? Did its research and report answer all the required questions? | The group showed evidence of confusion with instructions; minimal evidence of research in reporting answers to questions. | Directions were followed well.  Required questions were answered satisfactorily with evidence of research. | Directions were followed well.  Answers to required questions were excellent   with strong evidence of research. |
| Were the group’s overall conclusions logical and based on sound research? | Conclusions did not provide convincing evidence of sound research. | Evidence of sound research in group’s overall conclusions. | Strong evidence of sound research in logical conclusions made by the group. |
| **TOTAL SCORE: 13** | A  =  13-15;  B = 10 – 12;  C = 7-10;  D = 5 – 6; F = 0-5 | | |