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Department of Educational Management, Measurement, and Evaluation
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OCMTS

CREATING AND RECOGNIZING
QUALITY RUBRICS

RICHARD INDICIO MANALO
Physics Teacher

Quezon Science High School
Isabang, Tayabas City, Quezon

Creating Recognizing Quality Rubrics

Ken O'Connor

Creating Recognizing Quality Rubrics:

   Creating & Recognizing Quality Rubrics Judith A. Arter,Jan Chappuis,2010-07 Teachers learn to choose or develop sound instructional rubrics and to use rubrics effectively with students to maximize learning An accompanying CD ROM contains more than 25 sample rubrics Recommended for use with the companion training video Designing Performance Assessments for Learning Also included in Total Professional Development Package ISBN 9780132548922 Designing Performance Assessments for Learning DVD Package ISBN 9780132548908 7 Training DVDs Package ISBN 9780132548939 Additional Resources Study Guide Creating Recognizing Quality Rubrics Download Rubric Evaluations These supplemental evaluations are provided to support individuals and learning teams reviewing the contents of the book Creating Recognizing Quality Rubrics by Judy Arter These additional rubrics are included to a provide additional practice using the Rubric for Rubrics and b show users some of our favorite classroom rubrics However evaluations for these additional rubrics are not on the CD Rather they are included on this part of our web site Visit http ati pearson com to read more articles on assessment download study guides and more   Creating and Recognizing Quality Rubrics Judith A. Arter,Jan Chappuis,2009 This book helps teachers choose or develop sound instructional rubrics use rubrics effectively with students to maximize learning convert rubric scores to grades and communicate with parents about the use of rubrics in the classroom It also includes a description of what a quality performance task looks like because without a good task even a good rubric will not produce desired results Back cover   **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart,2013 Whether you re already familiar with rubrics or not this book is a complete resource for writing rubrics that assist with learning as well as assess it Plus you ll learn how to wisely select from among the many rubrics available for classroom use   Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more   **Improving Learning Through Assessment Rubrics: Student Awareness of What and How They Learn** Gonsalves, Chahna,Pearson, Jayne,2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university learning The book also provides a set of theoretical issues methodological elements and

practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students   Assessing Student Understanding in Science Sandra K. Enger,Robert E. Yager,2009-10-01 Provides extensive standards based examples for assessing science teaching and learning including the use of portfolios formative assessments student self evaluations rubrics and science notebooks   International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files   **How to Design Questions and Tasks to Assess Student Thinking** Susan M. Brookhart,2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures But what s the best way for teachers to ensure that students have such skills In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels Aided by dozens of examples across grade levels and subject areas readers will learn how to Take a student perspective and view assessment questions and tasks as problems to solve Design multiple choice questions that require higher order thinking Understand the difference between open and closed questions and how to use open questions effectively Vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills Manage the assessment of higher order thinking within the larger context of

teaching and learning Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments Timely and practical How to Design Questions and Tasks to Assess Student Thinking is essential reading for 21st century teachers who want their students to excel in the classroom and beyond   Strategies for Differentiating Instruction Julia Link Roberts,Tracy Ford Inman,2021-09-23 This updated edition of the best selling Strategies for Differentiating Instruction offers practical strategies that allow all students to learn at appropriately challenging levels and make continuous progress by focusing on their various levels of knowledge and readiness to learn Written in a teacher friendly manner the book presents strategies that can be used in any classroom to ensure that each student s needs are met This third edition includes strategies for Common Core State Standards alignment plus new Developing and Assessing Products DAP tools for a variety of products Designed specifically for teachers who are new to differentiated instruction this book offers sound practical advice for preassessing students implementing differentiation strategies and managing and assessing student learning This book is filled with the essentials teachers need to know in order to differentiate instruction and address all students needs interests and abilities   **Music Assessment for Better Ensembles** Brian P. Shaw,2018-09-07 Assessment is central to ensemble music Yet teachers do not always have the expertise to harness its potential to improve rehearsals and performances and promote and document student learning Written specifically for band choir and orchestra teachers at all levels this book contains all of the information necessary to design and use assessment in a thriving music classroom The first section addresses foundations such as learning targets metacognition and growth mindset Assessment jargon such as formative assessment summative assessment Assessment for Learning self and peer assessment and authentic assessment is clarified and illustrated with music examples Readers will learn practical strategies for choosing which concepts to assess which methods to use and how to use results to provide accurate and effective feedback to students The second section brings assessment fundamentals into the music room Filled with practical advice each chapter examines a different facet of musicianship Sample assessments in all performance areas are provided including music literacy fundamentals and technique terminology interpretation evaluation and critique composition and improvisation beliefs and attitudes and more There is an entire chapter devoted to tips for applying assessment and feedback strategies in rehearsals which can result in a fresh and effective approach to performance preparation The final section is an examination of grading practices in music classes Readers will gain information about ensemble grades that communicate what students know and are able to do rather than whether they remembered their black socks A variety of approaches including Standards Based Grading are evaluated in light of music teachers unique situations The book concludes with ways for music educators to take their first steps toward implementing these strategies in their own teaching including the use of instructional technology Assessing like an expert is possible and this book is just what teachers need to get started   **How to Grade for Learning** Ken O'Connor,2017-10-04 With more than 50 000 books sold this resource for teachers and school teams will open

illuminating and productive new visions of how to improve grading practices   *Ten Assessment Literacy Goals for School Leaders* Steve Chappuis,Susan M. Brookhart,Jan Chappuis,2021-04-26 Assessment literacy leads to improved outcomes for all Do you know how to ensure teachers have the knowledge and skill to use assessment data to improve student learning Do you know the influence that student involvement in assessments has on motivation and learning This book guides you and your leadership team through 10 assessment literacy goals with practical content how to s success indicators and activities to extend and process learning You will come away understanding the attributes of comprehensive and balanced assessment systems the necessity for clear academic achievement targets and why assessment quality is essential In addition to providing rubrics processes and practical tools that work across all grade levels and subject areas this book shows you how to Work with staff to integrate formative assessment and sound grading practices Communicate with all members of the school community about student learning Protect students and teachers by avoiding unethical and inappropriate assessment use Use student assessment information to improve and inform instruction Develop assessment policies that support quality assessment practice Advance your understanding of assessment so your teachers can accurately measure learning practice effective formative assessment strategies and ensure and maintain a comprehensive and balanced assessment system in your school or district   **Assessing Deeper Learning** Douglas G. Wren,2019-08-01 Deeper learning has been defined as the skills and knowledge that students must possess to succeed in 21st century jobs and civic life William and Flora Hewlett Foundation 2013 Assessing Deeper Learning Developing Implementing and Scoring Performance Tasks examines the role of performance assessment to facilitate student attainment of the core competencies of deeper learning The book details a journey that a large school district undertook to create a system of performance tasks designed to assess students proficiency in critical thinking problem solving and effective communication Chapters devoted to the development and implementation of the district s high quality performance tasks and rubrics highlight successes and lessons learned during the journey Additional chapters focus on such topics as types of performance assessments instructional methods that promote student engagement and deeper learning policy and how teacher leaders can drive this innovation to serve the teaching learning assessment and accountability needs of schools Assessing Deeper Learning Developing Implementing and Scoring Performance Tasks was written for teachers administrators superintendents and policy makers to better understand the challenges and opportunities afforded by using performance assessment to promote deeper learning   **Online Education 2.0** Kelli Cargile Cook,Keith Grant Davie,2016-12-05 This book continues the work of Kelli Cargile Cook and Keith Grant Davie s first collection which won the 2006 National Council of Teachers of English award for Best Collection of Essays in Technical or Scientific Communication Online Education 2 0 addresses a changing virtual landscape in which online education is expanding to include more schools more levels of education and a more diverse population of students including international students The collection asks how faculty courses and programs have responded and adapted to

changes in students needs and abilities to economic constraints to new course management systems and to Web 2 0 technologies such as social networking virtual worlds and mobile communication devices *Rubric Assessment Goes to College* Mary J. Goggins Selke,2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community college and upper level secondary school faculty members It contains one stop rubric shopping for key considerations common problems specific design steps implementation samples standards alignment and grade focused applications Effective college level rubrics that are the right tools for objective comprehensive assessment can be constructed almost as easily as an ice cream sundae Welcome aboard as Rubric Assessment Goes to College   Fair Isn't Always Equal Rick Wormeli,2023-10-10 Differentiated instruction is a nice idea but what happens when it comes to assessing and grading students How can you capture student progress growth and soft skill development and still provide an equitable grading environment An internationally recognized expert on grading practices author Rick Wormeli revisits these questions in this thoroughly updated second edition of Fair Isn t Always Equal Assessment and Grading in the Differentiated Classroom Wormeli reflects on current grading and assessment practices and how they can exist with high stakes accountable classrooms Important and sometimes controversial issues are tackled constructively in this book incorporating modern pedagogy and addressing the challenges of teaching diverse groups of students across all learning levels Middle and high school educators will easily recognize gray areas of grading and how important it is to have a shared school vision In this second edition new sections address sports eligibility honor roll descriptive feedback techniques and gifted talented students Previous chapters on test questions redos retakes grading scales and grading effort and behavior have been revised extensively This important book clearly explains the principles behind best grading practices so that you re ready for all grading questions or scenarios that you may encounter in your classrooms and schools   Assessing Differentiated Student Products Julia L. Roberts,Tracy F. Inman,2021-09-23 The second edition of Assessing Differentiated Student Products provides educators with tremendous opportunities to differentiate instruction and facilitate continuous progress for every student This book provides teachers with everything needed to develop and assess products developed by students The book includes a list of suggested products more than 100 DAP tools that assess content presentation creativity and reflection at three tier levels using a multilevel performance scale for a variety of products and detailed information on how to use these tools in the classroom By encouraging the use of varied products to demonstrate what students have learned DAP tools engage children motivate have real world connections require high level thinking and problem solving skills accommodate learning preferences allow for self expression and creativity promote ownership and pride in one s work and develop lifelong learners   **Assessment-Centered Teaching** Kathryn DiRanna,2008-03-07 Valuable for practitioners

who wish to improve their teaching and their students learning and for researchers concerned with putting ideas of formative assessment into teaching practice Richard J Shavelson Margaret Jack Professor of EducationStanford University Drawing from conceptual principles and empirical findings that establish the crucial role of ongoing formative assessment the authors describe a professional development framework and program that prepares teachers to adjust their teaching to student thinking in the moment and to refine assessments to better reveal students understandings throughout instruction Joan I Heller DirectorHeller Research Associates A reflective process for integrating assessment and instruction Because assessment and instruction are two sides of the same coin it is critical for teachers to not only assess what students understand but also use that information to adjust their teaching Assessment Centered Teaching ACT is a unique practice that allows teachers to gather information during instruction to uncover learning gaps and guide students toward deeper understandings of complex ideas Suitable for all grade levels this resource describes how reflective practitioners can use the ACT portfolio to reflect on modify and improve their curriculum and instruction The forms included on the CD ROM guide teachers through the process This book encourages educators to Reflect on their own practice Systematically examine student progress toward identified learning goals over time Monitor instruction and assessment for continuous improvement Assessment Centered Teaching helps teachers professional developers and school teams establish quality instructional goals and implement ongoing formative assessment to promote student success   Assessment Tools and Systems Barbara J. Smith,2022-12-27 Feedback matters for everyone committed to school improvement Rather than tweaking flawed assessment tools it is time to consider developing more meaningful feedback systems the impact the critical masses that make up the school community Cultivating new assessment approaches for students staff as well as non instructional staff teacher leaders principals superintendents trustees and grant philanthropic funders can lead to remarkable change The goal of learning for students should not be separate or secondary to performing well on standardized tests Implementing feedback systems that engage and prompt critical and creative thinking should matter more in today s schools Assessment tools that explicitly align with expectations not only create a fair playing field but they can enhance deep learning Assessment Tools and Systems Meaningful Feedback Approaches to Promote Critical and Creative Thinking presents a comprehensive compilation of constructive assessment choices grounded in educational research that emerged through 60 years of experiences as a student teacher principal teacher educator consultant school founder school trustee and educational philanthropist

Facilitating Student Learning and Engagement in Higher Education through Assessment Rubrics Peter Grainger,Katie Weir,2020-01-13 Despite significant reforms in the past decade in relation to criteria and standards based assessment in tertiary education contexts assessment remains the most significantly criticised aspect of the student tertiary experience and a major driver of student engagement The key tool in this experience is the rubric also known as the criteria sheet or the Guide to Making Judgments This book discusses the significance of assessment rubrics in tertiary education

Assessment rubrics impact the student experience in multiple ways as a guide to students and assessors prior to grading at the point of grading by the assessor when moderating during the post grading process in providing an additional guide to students in the assessment planning stage and as a feedback mechanism to students once results are released This book explains how the rubric reflects key principles of assessment It explores different models of rubrics used in tertiary contexts and provides data from students and academics on the efficacy of these various models as the key tool when marking moderating and providing feedback It also details exemplars of rubrics used in academic disciplines and discusses how higher education teachers use exemplars and how they integrate exemplars with criteria and rubrics It captures the student voice by explaining how students use rubrics for self assessment and self regulation purposes A key inclusion is the importance of sessional staff input into the creation of assessment rubrics prior to the grading moderating and feedback processes

Decoding **Creating Recognizing Quality Rubrics**: Revealing the Captivating Potential of Verbal Expression

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