Creating a Rubric for Evaluating Media Projects

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Dawn M. Zimmaro, Ph.D.

Instructional Assessment and Evaluation
Telephone: (512) 232-2662
Web: www.utexas.edu/academic/mec
Location: Bridgeway Building, 2616 Wichita Street
Address: P.O. Box 7246, Austin, TX 78713-7246

DIIA
Division of Instructional Innovation and Assessment

THE UNIVERSITY OF TEXAS AT AUSTIN

Developing Rubrics to Grade Student Performance

What is a rubric?
- ❑ A systematic scoring guideline to evaluate students' performance (papers, speeches, problem solutions, portfolios, cases) through the use of a detailed description of performance standards.
- ❑ Used to get consistent scores across all students.
- ❑ Allows students to be more aware of the expectations for performance and consequently improve their performance.

What questions do rubrics answer?
- ❑ By what criteria should performance be judged?
- ❑ Where should you look and what should you look for to judge successful performance?
- ❑ What does the range in quality performance look like?
- ❑ How do you determine validly, reliably, and fairly what score should be given to a student and what that score means?
- ❑ How should the different levels of quality be described and distinguished from one another?

What are some advantages of using rubrics?
- ❑ Create objectivity and consistency
- ❑ Clarify criteria in specific terms
- ❑ Show how work will be evaluated and expectations
- ❑ Promote student awareness provide benchmarks
- ❑ Provide consistency when multiple instructors and/or TAs using it for scoring

What are the essential parts of a rubric?
- ❑ A *scale* of points to be assigned in scoring a piece of work on a continuum of quality. High numbers are typically assigned to the best work.
- ❑ *Descriptors* for each level of performance that contain criteria and standards by which the performance will be judged
  - o Indicators are often used in descriptors to provide examples or signs of performance in each level
- ❑ *Criteria* that describe the conditions that any performance must meet to be successful
  - o Five categories to consider:
    - ▪ Impact – the success of performance, given the purposes, goals and desired results
    - ▪ Work quality/Craftsmanship – the overall polish, organization, and rigor of the work
    - ▪ Methods – the quality of the procedures and manner of presentation, prior to and during performance
    - ▪ Content – the correctness of the ideas, skills or materials used
    - ▪ Sophistication of the performance – the relative complexity or maturity of the knowledge used
  - o Should describe both strengths and errors (errors should be described particularly in lower levels of performance)
- ❑ *Standards* that specify how well criteria must be met
- ❑ Example:
  - o Task: Solve calculus problem
  - o Scale: 1 to 3

- o Criteria: Solve the problem with clear and appropriate logic (method) and substantiation (content)
- o "Clear and appropriate logic" indicators: provides an explanation, includes a diagram, identified elements of the problem
- o Standard for "Clear and appropriate logic" score of "3": Gives a complete response with clear, coherent, unambiguous and elegant explanation; includes a clear and simplified diagram; identified all the important elements of the problem

Types of scales
- ❑ Needs Improvement... Satisfactory... Good... Exemplary
- ❑ Beginning... Developing... Accomplished... Exemplary
- ❑ Needs work... Good... Excellent
- ❑ Novice... Apprentice... Proficient... Distinguished
- ❑ Numeric scale ranging from 1 to 5, for example

After you write your first paragraph of the highest level, circle the words in that paragraph that **can vary**. These words will be the ones that you will change as you write the less than top-level performances.

Concept words that covey various degrees of performance
- • Depth... Breadth... Quality... Scope... Extent... Complexity... Degrees... Accuracy
- • Presence to absence
- • Complete to incomplete
- • Many to some to none
- • Major to minor
- • Consistent to inconsistent
- • Frequency: always to generally to sometimes to rarely

Types of rubrics
- ❑ Rubrics can be holistic or analytic, general or task specific
- ❑ Holistic vs. analytic
    - o Holistic rubrics provide a single score based on an overall impression of a student's performance on a task.
        - ▪ Advantages: quick scoring, provides overview of student achievement.
        - ▪ Disadvantages: does not provide detailed information, may be difficult to provide one overall score.
    - o Analytic rubrics provide specific feedback along several dimensions.
        - ▪ Advantages: more detailed feedback, scoring more consistent across students and graders.
        - ▪ Disadvantage: time consuming to score.
- ❑ General vs. task specific
    - o General rubrics contain criteria that are general across tasks.
        - ▪ Advantage: can use the same rubric across different tasks.
        - ▪ Disadvantage: feedback may not be specific enough.
    - o Task specific rubrics are unique to a specific task.
        - ▪ Advantage: more reliable assessment of performance on the task.
        - ▪ Disadvantage: difficult to construct rubrics for all specific tasks

What type of rubric works best for your purposes?

- ❑ Use a holistic rubric when:
  - o You want a quick snapshot of achievement.
  - o A single dimension is adequate to define quality.
- ❑ Use an analytic rubric when:
  - o You want to see relative strengths and weaknesses.
  - o You want detailed feedback.
  - o You want to assess complicated skills or performance.
  - o You want students to self-assess their understanding or performance.
- ❑ Use a general rubric when:
  - o You want to assess reasoning, skills and products.
  - o All students are not doing exactly the same task.
- ❑ Use a task specific rubric when:
  - o You want to assess knowledge.
  - o When consistency of scoring is extremely important.

Selecting Pre-made Rubrics

- Decide whether the rubric addresses the most important aspects of student performance.
- Decide whether or not the rubric addresses the instructional outcome(s) to be measured.
- Decide whether the rubric includes anything extraneous. If so, change the rubric or use a different one.
- See if a rubric from a different subject area can be adapted to fit your needs. Reading rubrics can often be used to assess listening, writing rubrics may be adapted to assess speaking, and fine arts rubrics can sometimes be applied to several different art forms.
- Make sure the rubric is clear.
- Use this criteria to evaluate the rubric.
- Try the rubric out on some actual samples of student work.
- Feel free to combine or modify rubrics to make them work better.

Development of a rubric

❑ Steps in the development process:
1. Clearly define the assignment including the topic, the process that the students will work through and the product they are expected to produce.
2. Determine the key components that you interested in (e.g. For a writing assignment: coherence, content, and organization).
3. Decide on what type of rubric to use (holistic/general, holistic/task specific, analytic/general, analytic/task specific).
  ▪ The type of rubric you develop will depend on the type of assignment and what you are interested in evaluating.
4. Clearly define those key components (e.g., what do you mean by coherence? What does coherent writing look like?).
5. Establish clear and detailed standards for performance for each component
  ▪ Determine what the different levels of performance look like within each category of assessment.
    ❑ Think of the lowest, middle-range, and highest level of performance.
  ▪ Try to avoid relying on comparative language when distinguishing among performance levels. For example, don't define the highest level of performance as thorough and accurate and the middle level of performance as less thorough and less accurate. Find qualities and descriptors that are unique to each performance standard.
6. Develop a scoring scale
  ▪ Determine how many score levels you want to use based on the performance standards you set in step five.
  ▪ Clearly define the difference between the score levels.
  ▪ The scoring scale should be consistent across all key components when using an analytic rubric (e.g. a score of 4 for one area is comparable to a score of 4 in another area).

How can I involve students in rubric development?
  o After clearly defining the assignment for the students, they can follow the guidelines outlined above to create a rubric.
  o Depending on your preference you may or may not want to provide the students with the key components of the assignment and the type of rubric to create.
  o Students can either work in teams or as a whole class.
  o If students work in teams, you may want to let the students use team-based rubrics or have a class discussion about the team rubrics to reach consensus on one rubric for all students in the class.
  o To ease in the development process, provide students with examples of rubrics, a rubric template and previous examples of student work if available.
  o As an alternative to having students create a rubric, ask them to give feedback on or to add more detail to existing rubrics.

How do rubrics enhance student learning?
- o When students are made aware of the rubrics prior to instruction and assessment, they know the level of performance expected and they are more motivated to reach those standards.
- o When students are involved in rubric construction, the assignment itself becomes more meaningful to the students.

Using rubrics for assessment
- o If you are providing a rubric, share it with students before they complete the assignment. This will help them understand the performance standards.
- o Rubrics can provide both a grade (summative) and detailed feedback to improve future performance (formative).
- o Use rubrics to promote student self-assessment of their own learning and performance.
- o Avoid mandating process, format, method or approach.

Using multiple raters
- o In order to use a scoring rubric to get meaningful and consistent results, the rater(s) should be trained in the proper use of the rubric.
- o If different raters are used to rate the works, make every effort to ensure that the raters are as consistent as possible in their scoring.
- o To promote consistently between raters, adequate training with discussion and examples should be provided.

References:

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Arter, J. (2000). *Rubrics, scoring guides, and performance criteria: Classroom tools for assessing and improving student learning*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, 2000.

Nitko, A. J. (1996). *Educational assessment of students*, *2nd ed*. Englewood Cliffs, NJ: Prentice-Hall.

Taggart, G. L., Phifer, S. J., Nixon, J. A., & Wood, M. (Eds.) (n.d.). *Rubrics: Handbook for construction and use*. Lancaster, PA: Technomic Publishing Co.

Tips for choosing rubrics. (2000). Retrieved May 7, 2004 from http://www.sites4teachers.com/links/redirect.php?url=http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/Choosing_Rubrics/choosing_rubrics.html

Wiggins, G. (1998). *Educative assessment*: *Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass Publishers.

Determining Criteria to Use

| If
the assignment has these objectives… | then
consider these as possible criteria: |
|---|---|
| Oral Presentation | Voice projection
Body language
Grammar and pronunciation
Organization |
| PowerPoint or HyperStudio Presentation | Technical quality
Aesthetics
Grammar and spelling |
| Written products | Grammar and spelling
Organization
Formatting |
| Creative products | "Wow" factor, novelty
Technical quality
Adherence to conventions of the genre |
| Collaboration | Cooperation
Taking responsibility
Conflict resolution |
| Design | Solution effectiveness
Solution creativity
Justification of solution |
| Persuasion | Quality of argument
Match of appeal to audience
Organization & sequence |
| Analysis (Scientific or otherwise) | Data gathering and analysis
Inferences made |
| Judgment | Adequacy of elements considered
Articulation of ranking criteria |
| Compilation | Selection criteria
Organization |
| Journalism | Accuracy
Organization
Completeness |

Reference:

Creating a rubric for a given task. Retrieved July 24, 2006 from:
http://projects.edtech.sandi.net/staffdev/tpss99/rubrics/rubrics.html

EXAMPLES

General Analytic Writing Rubric

Evaluators should rank each piece of writing on the following criteria on a scale of 1 (lowest) to 3 (highest)

1. <u>Introduction</u>

      1 = no or poor introduction.
      2= some introduction; nothing beyond a forecast.
      3= introduction grasps reader's attention (engages the reader) and forecasts major points.

2. <u>Articulation of thesis</u>

      1 = no or poor articulation of thesis.
      2 = some articulation of thesis
      3 = clear articulation of thesis or argument.

3. <u>Paragraph development</u>

      1 = poor paragraphs with no clear topic sentence; multiple topics; little or no development
      2 = some structure and development of paragraphs and/or some with clear topic sentences or focus, but not consistently.
      3 = paragraphs are consistently well developed, with a clear topic sentence and appropriate number of sentences that provide examples and develop points.

4. <u>Use of examples</u>

      1 = little or no use of examples.
      2 = some use of examples or evidence, but not consistent; no examples or evidence in places where they are needed
      3 = frequent or consistent use of examples and evidence; example or evidence appears whenever the reader asks, "For instance?"

5. <u>Conclusion</u>

      1 = no or poor conclusion <u>or</u> summary of argument
      2 = some summary of points made, but nothing beyond summary; no broad conclusions/lessons
      3 = a conclusion going beyond summary of what was written in the body of the essay.

6. <u>Transitions</u>

        1 = little or no transition between paragraphs; poor flow
        2 = some transition or flow between paragraphs; partial structure to argument
        3 = strong and/or consistent transition between points in essay; strong flow

7. <u>Variation of sentences</u>

        1 = little or no variation of sentences; monotonous use of sentence type. (length/ complexity).
        2 = some variation of sentences. Sentences of varying length or type, but not varied effectively.
        3 = effective variation of sentence length and type.

8<u>. Coherence</u>

        1 = lack of coherence; i.e. mismatch between the thesis and the body; tangents
        2 = occasional tangents; repetition
        3 = every paragraph works to support the thesis; "linked" paragraphs

General Holistic Oral Presentation Rubric

5 – Excellent   The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.

4 – Very Good   The student describes the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization and enthusiasm for the topic. The visual aid is mentioned and used. Questions from the audience are answered clearly.

3 – Good   The student describes the question studies and conclusions are stated, but supporting information is not as strong as a 4 or 5. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is mentioned. Questions from the audience are answered.

2 – Limited   The student states the question studied but fails to describe it fully. No conclusions are given to answer the question. The delivery and sentence structure are understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be mentioned. Questions from the audience are answered with only the most basic response.

1 – Poor   The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic or no response.

0   No oral presentation is attempted.

Reference:

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance.* San Francisco, CA: Jossey-Bass Publishers.

Critical Thinking Rubric

4 = High level excellence in evidence of critical thinking ability and performance at the college level
3 = Demonstrable, competent, expected evidence of critical thinking ability and performance at the college level
2 = Minimally acceptable, inconsistent evidence of critical thinking ability and performance at the college level
1 = Poor, unacceptable evidence of critical thinking ability and performance at the college level

4	A. Analyzes key information, questions, and problems clearly and precisely B. Evaluates material with insight C. Uses inference to reason carefully from clearly stated premises to important implications and consequences D. Uses deductive and inductive reasoning and problem-solving skills consistently and with ease
3	A. Analyzes key information, questions, and problems competently B. Evaluates material competently C. Uses inference to reason competently from clearly stated premises to important implications and consequences D. Uses deductive and inductive reasoning and problem-solving skills competently
2	A. Analyzes some key information, questions, and problems competently B. Evaluates material inconsistently C. Uses inference to reason inconsistently from clearly stated premises to implications and consequences D. Uses deductive and inductive reasoning and problem-solving skills inconsistently and weakly
1	A. Is unable to analyze information, questions, and problems or does so superficially B. Is unable to evaluate material or does so superficially C. Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences D. Is unable to or infrequently uses deductive and inductive reasoning and problem-solving skills

Reference:

Critical thinking rubric. (2003). Retrieved May 3, 2004 from Rio Salado College Online Web site: http://www.rio.maricopa.edu/distance_learning/critical_think_rubric.shtml

Analysis, Critique and Utilization of Research Article Rubric

Criteria	5 points	3 points	1 point	0 point	Total Points
1. Purpose of Research	Clearly identified/Lit review precisely summarized	Understandable and brief. Only part of lit review discussed	Vague and wordy	Incomprehensible and no mention of lit review	
2. Problem Statement	Clearly stated	Understandable	Vague and wordy	Incomprehensible	
3. Human Subjects Approval	Necessary/ Unnecessary Clearly stated rationale	Necessary/ Unnecessary Rationale not specific	Did not address approval Rationale not specific	Topic not addressed	
4. Research Questions or Hypotheses	Clearly stated	Understandable	Vague and wordy	Incomprehensible	
5. Research Design	Clearly summarized and accurate	Understandable but not completely accurate	Vague with some accuracy	Incomprehensible and completely inaccurate	
6. Findings	Clearly summarized, precise, accurate, giving both demographic data and data to support claim.	Understandable with only part of the data to support claim.	Vague and not completely accurate. Only giving data to partially support claim.	Totally inaccurate discussion of data.	
7. Conclusions Interpretation of Results	Extremely clear and precise and accurately identified.	Understandable and brief, but accurate.	Vague and wordy, only partially accurate.	Incomprehensible and totally inaccurate.	
8. Recommendations	Very clear and accurately reported.	Understandable and partially accurate.	Vague and wordy.	Incomprehensible	
9. Research Utilization	Model clearly identified and strategies for implementation succinctly identified	Model clearly identified and some strategies for implementation identified	Model identified but not linked to strategies and implementation is unclear	Model not identified, no strategies for implementation	
10. Follows assignment directions, including APA format Grammar, spelling, and sentence structure	Follows directions and turns paper in on time. Perfect.	Directions followed with some minimal deviations. Minor errors.	Missed most of the instructions. Major errors.	Did not turn in assignment on time. Many major errors.	

Reference: Grading rubric: Analysis, critique and utilization of research article. Retrieved May 3, 2004 from South Dakota State University College of Nursing, Nursing 474 Web site: http://learn.sdstate.edu/smyert/rubrica.html

Holistic Critical Thinking Scoring Rubric

The Holistic Critical Thinking Scoring Rubric has been discussed at numerous critical thinking workshops and conference presentations.   Permission is granted to reproduce copies of the rubric for teaching assessment and research by students, faculty and administrators at public or non-profit educational institutions.

This assessment device can be used in conjunction with objective tests to provide multiple measures of critical thinking performance. *As with all assessment devices reliability of measure is of great importance. Care should be taken to assure interrater reliability in the ratings being generated by faculty using the rubric to assess student groups.*

by Facione & Facione

4 Consistently does all or almost all of the following:
Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.

3 Does most or many of the following:
Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.

2 Does most or many of the following:
Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

1 Consistently does all or almost all of the following:
Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.

Instructions for Using the Holistic Critical Thinking Scoring Rubric

1. Understand the construct.
This four level rubric treats critical thinking as a set of cognitive skills supported by certain personal dispositions. To reach a judicious, purposive judgment a good critical thinker engages in analysis, interpretation, evaluation, inference, explanation, and meta-cognitive self-regulation. The disposition to pursue fair-mindedly and open-mindedly the reasons and evidence wherever they lead is crucial to reaching sound, objective decisions and resolutions to complex, ill-structured problems. So are the other critical thinking dispositions, such as systematicity, reasoning self-confidence, cognitive maturity, analyticity, and inquisitiveness. [For details on the articulation of this concept refer to Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. ERIC
Document Number: ED 315 423.]

2. Differentiate and Focus
Holistic scoring requires focus. In any essay, presentation, or clinical practice setting many elements must come together for overall success: critical thinking, content knowledge, and technical skill (craftsmanship). Deficits or strengths in any of these can draw the attention of the rater. However, in scoring for any one of the three, one must attempt to focus the evaluation on that element to the exclusion of the other two.

- Ideally, in a training session with other raters one will examine sample essays (videotaped presentations, etc.) which are paradigmatic of each of the four levels. Without prior knowledge of their level, raters will be asked to evaluate and assign ratings to these samples. After comparing these preliminary ratings, collaborative analysis with the other raters and the trainer is used to achieve consistency of expectations among those who will be involved in rating the actual cases. Training, practice, and inter-rater reliability are the keys to a high quality assessment.

- Usually, two raters will evaluate each essay/assignment/project/performance. If they disagree there are three possible ways that resolution can be achieved: (a) by mutual conversation between the two raters, (b) by using an independent third rater, or (c) by taking the average of the two initial ratings. The averaging strategy is strongly discouraged. Discrepancies between raters of more than one level suggest that detailed conversations about the CT construct and about project expectations are in order. This rubric is a four level scale, half point scoring is inconsistent with its intent and conceptual structure. Further, at this point in its history, the art and science of holistic critical thinking evaluation cannot justify asserting half-level differentiations. If working alone, or without paradigm samples, one can achieve a greater level of internal essays/projects/performances/assignments have been viewed and given preliminary ratings. Frequently natural clusters or groupings of similar quality soon come to be discernible. At that point one can be more confident in assigning a firmer critical thinking score using this four level rubric. After assigning preliminary ratings, a review of the entire set assures greater internal consistency and fairness in the final ratings.

Reference: Holistic critical thinking scoring rubric. Retrieved May 3, 2004 from California Academic Press Web site: http://www.uog.edu/coe/ed451/tHEORY/HolisticCTrubric.pdf

Rubric for Assessing A Case Study

	1 point	2 points	3 points	4 points
Introductory material	There is no introduction. The purpose is not identified.	The introduction is present. Identification of the purpose and central questions is sketchy.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.
Descriptions of the setting and data collection process	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).
Record of observations	The narrative contains observations from only one perspective, or of a single type of data	The narrative contains observations from at least two sources.	The narrative contains observations from multiple sources or includes qualitative and quantitative data.	The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.
Discussion, logic, and conclusions	The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.	The discussion is adequate, but conclusions--if present--do not match the central questions.	The discussion seems complete. Conclusions are logical and address the central questions.	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work.
Presentation's clarity and style	At least three (3) of the following are true: The project contains multiple errors in grammar, spelling or mechanics. The page layout is cluttered. Navigation between sections is unclear. APA format is not used for in-text and bibliographical references to external resources.	Two (2) of the following are true: The project contains multiple errors in grammar, spelling or mechanics. The page layout is cluttered. Navigation between sections is unclear. APA format is not used for in-text and bibliographical references to external resources.	One (1) of the following is true: The project contains multiple or serious errors in grammar, spelling or mechanics. The page layout is cluttered. Navigation between sections is unclear. APA format is not used for in-text and bibliographical references to external resources	All of the following are true: The project contains no serious errors in grammar, spelling or mechanics. The page layout facilitates understanding of the narrative. ¨ Navigation between sections is clear. APA format is used for in-text and bibliographical references to external resources.

Reference:

Rubric for assessing case study. Retrieved May 5, 2004 from http://gsep.pepperdine.edu/~mmfisher/665/665rubtable.html

Case Study Assignment and Scoring Rubric

EDTEP 562-3   Adolescent Development
Case Study #1:
Student Development in Multiple Contexts

In this case study, you will be focusing on the development of two students as they experience different contexts during a school day. The purpose of this assignment is to help you make connections between the theoretical material you have been reading concerning adolescents and the actual students in your schools, and to help you raise additional issues or questions regarding middle and high school students. You will also begin exploring issues of special education placement and IEPs. Finally, you will be learning some different ethnographic techniques useful to both teachers and developmental psychologists.

Case Study #1 will serve as part of the assessment for the following course goals:
  • Students will develop an ecological perspective on child development in cognitive, social, physical domains.
  • Students will become familiar with the range of typical and atypical development in school-aged children.
  • Students will begin to understand how individual differences in development, gender, ethnicity and culture influence classroom performance and participation.

Selection of students
During the first week of your field experience, observe students with an eye to selecting two students to observe and interview for this assignment. You should observe one student who has been identified as having special education needs (i.e., has an IEP, 504 plan), and one who has not. If there are no students with IEPs or 504 plans (and your teacher may or may not know for sure--check with site supervisor or special education teacher), you may substitute a student who speaks English as a second language. If you cannot find a student in either of these two categories, you may select a student in one of your classes who is struggling: *this is a last resort*.

Think about the issues we have discussed and the ways adolescents may differ in both individual characteristics and social contexts, and try to identify students who will allow you to see different slices of school life. Enlist your cooperating teacher's help in this process. Begin thinking of hypotheses you want to check. **IMPORTANT:** Select students who are comfortable with being "shadowed" (in classes, in the hallways, and at lunch) and are generally willing to talk with a relatively unfamiliar adult.

Once you and the teacher have selected possible participants, ask them individually (not in class, not with the teacher present) if it would be alright for you to spend a day with them just seeing what it is like to be a middle or high school student. Most students are happy to be asked, but as in the student learning project, be sensitive to students who may feel coerced. Their participation must be freely given: this is important both ethically and legally. Make sure you negotiate how obviously "together" you will be at different points in the day. For example, some students will not be comfortable having you with them at lunch (others will think it's great). Try to at least unobtrusively observe your students during social times like lunch -- you may see a different side of them.

Scoring Rubric for Case Study

4.0

The write-up clearly presents a coherent central theme around which the observations of the two students are organized. Paper makes a strong, well-supported argument for a <u>developmental</u> interpretation of data, including data concerning special education. Concepts and theories are used appropriately, and their use demonstrates an understanding of the ideas used. Interpretation includes appropriate discussion of the role of contexts in the development of the students observed, including opportunities for development afforded in the various settings. Examples are explained in detail, and the path from observation to inference is clear and easy to follow. Snippets of data are used effectively to illustrate and support assertions. When assertions go beyond the data, this fact is acknowledged. Course readings are used in the service of explanation, to help you make sense of your data, not as a proxy for explanation. Possible alternative interpretations of your data are carefully considered and your choice of explanation supported.

3.5

The write-up presents a central theme around which <u>most</u> of the observations of the students are organized. Paper makes an argument for a developmental interpretation of data, including data concerning special education, using concepts and theories from the reading appropriately. Examples are explained in detail, <u>but the path from observation to inference may not always be clear.</u> Snippets of data are used to illustrate and support assertions. When assertions go beyond the data, this fact is <u>usually</u> acknowledged. Interpretation includes discussion of the role of contexts in the development of the students observed. Course readings are used in the service of explanation, to help you make sense of your data, not as a proxy for explanation. Possible alternative interpretations of your data are considered, <u>but your choice of explanation may not be well-supported.</u>

3.0

The write-up presents a central theme around which most of the observations of the students are organized. Paper makes an argument for a developmental interpretation of data. Examples are explained in detail, but the path from observation to inference is not always clear. Snippets of data are used to illustrate and support assertions. When assertions go beyond the data, this fact is <u>sometimes</u> acknowledged. Interpretation includes discussion of the role of contexts in the development of the students observed. <u>Course readings are used by matching them to what you observed, rather than using readings to probe and analyze what you observed.</u> [This often looks something like: "Paul's parents communicate frequently with the teacher: this is an example of the school-home mesosytem."] <u>The relevance of some readings used may not be clear. Possible alternative interpretations of your data are not carefully considered, or you do not provide your reasons for choosing among alternative explanations.</u>

2.5

<u>In this paper, your interpretation is inconsistently organized around a central theme. Argument for a developmental interpretation is made but not well-supported. You misapply some ideas/theories from the readings or don't take them far enough. Explanations do not consistently take context into account, but tend to focus on individual differences in the children. Conclusions are not well-supported by data.</u> Possible alternative interpretations of your data are not carefully considered, or you do not provide your reasons for choosing among alternative explanations.

2.0

The write-up lacks a central theme. Argument for a developmental interpretation is made sporadically or not well-supported. This paper misapplies some ideas/theories from the readings or doesn't take them far enough. You either misunderstood the import of some readings or connect readings to observations in inappropriate, misleading, or cursory ways. Explanations do not consistently take context into account, but focus primarily on individual differences in the children. In some cases, analysis is free-floating rather than firmly rooted in observational and interview data. Examples may lack details or their connection to your interpretation may be sometimes unclear. Conclusions are not well-supported by data. Possible alternative interpretations of your data are not carefully considered, or you do not provide your reasons for choosing among alternative explanations.

1.0
The paper focuses on description rather than analysis. Little emphasis on development or context in the analysis. May go far beyond the data to make unjustified assertions about student development and individual differences.

Reference:
Scoring system for case study. Retrieved May 5, 2004 from
http://faculty.washington.edu/sunolen/562-3/cs1_direct.html#Grading%20Criteria%20and%20Scoring%20Rubric

Video and Multimedia Project Rubrics

A+ Video Project Rubric (http://www.uwstout.edu/soe/profdev/videorubric.html) A grading rubric created by Joan Vandervelde describing 16 categories and 4 levels of achievement.

Video Rubric (http://soli.inav.net/%7Erpmic/iowa/rubrics/vidrub.htm) This Iowa Video Rubric describes 10 categories and 3 levels of achievement.

Graphic Organizers Rubric - Inspiration Diagrams (http://www.uwstout.edu/soe/profdev/inspirationrubric.html) This rubric created by Karen Franker may be used for self-assessment and peer feedback.

Multimedia Project Rubric (http://www.ncsu.edu/midlink/mm2002.rubric.htm) A 4-star rubric developed for ISTE by Caroline McCullen, Instructional Technologist, SAS in School , Jamie McKenzie, Editor From Now On, and Terrie Gray, Director, ED's Oasis

Multimedia Project Rubric (http://www.ncsu.edu/midlink/rub.mm.st.htm) This rubric is used to judge contest entries. 13 performance categories, each with four levels of achievement.

Multimedia Mania Student Checklist (http://www.ncsu.edu/midlink/mm2002.checklist.kids.htm) This checklist goes with the project rubric noted above.

Multimedia Project (http://www.ncsu.edu/midlink/rub.mmproj.htm) from Midlink Magazine. 5 performance areas, with 4 levels of achievement. Includes self & teacher evaluation column.

Multimedia Project Rubric Template (Excel) (http://www2.ncsu.edu/unity/lockers/ftp/megaloads/project.zip) A working spreadsheet to use when evaluating multimedia presentations. You can put in the scores and they will be totaled for you. The form provides for self-evaluation, as well as teacher-evaluation. You can change the text of any cell to suit your curriculum or project.

Multimedia Presentation Rubric (http://www.ncsu.edu/midlink/rub.mmproj.htm) Assesses three main areas, with sub-skill descriptors.

HyperStudio Stack Design (http://web.archive.org/web/20040105040108/http://d2.virt.pciwest.net/L&L/27/7/features/painter/rubric.html) Each item is worth one point. Rubric includes 11 components.

Reference:

Video and multimedia project rubrics. Retrieved July 24, 2006 from http://www.uwstout.edu/soe/profdev/rubrics.shtml#video

Video Project Rubric from LSU

Work	Beginner 1 pt	Novice 2 pts	Intermediate 3 pts	Expert 4 pts
Organization	Audience cannot understand presentation because of weak organization	Presentation jumps around and audience has difficulty following	Information presented in a logical sequence	Information presented in a logical and very interesting sequence
Design	Shows poor selection of graphics, fonts, sound and video	Selection of media elements are adequate	Multimedia elements are appropriate and enhance the presentation	All multimedia elements work well together and demonstrate excellent synthesis
Content	Includes little essential information and one or two facts	Includes some essential information with a few citations and facts	Includes essential information and facts to give viewers an understanding of the topic	Covers the topic completely and in depth with a variety of resources. Encourages viewers to know more
Graphics	Poor use of graphics or no graphics	Occasionally uses graphics, but rarely support presentation	Graphics vary and relate to presentation	Graphics explain and reinforce message of presentation
Sound	Poor use of sound or no sound used	Some use of sound, but poor quality. Audience has trouble understanding	Sound and music is used to convey message. Audio is clear.	Excellent use of sound and music to reinforce message
Collaboration	Obvious that the presentation was created by one person	Presentation a result of a group effort, but only some members contributed	Students worked together and were assigned different roles	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone.

Total points: _____

Comments:

Reference:
      Video project rubric. Retrieved July 24, 2006 from:
http://asterix.ednet.lsu.edu/~kfossey/4507/vidrubric.html.

Video Project Rubric from University of Wisconsin

This rubric may be used for self-assessment and peer feedback. The project grade will be based upon the following evaluation scale:

A - Exemplary: 86-96 points
B - Proficient: 76-85 points
Partially Proficient or Incomplete: Needs to be resubmitted - less than 75 points

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Use of Resources During Research and Note Taking	12 points Note cards indicate group members developed research questions, accurately recorded and interpreted sources of information and graphics, and identified relevant pro and con arguments. Sources of information are properly cited using MLA citations and enable the audience to determine the credibility and authority of the information presented.	8 points Note cards show group members recorded research questions, relevant information from multiple sources of information and evaluated alternative points of view. All sources of information are clearly identified and credited using MLA citations throughout the project.	4 points Note cards show group members misinterpreted statements, graphics and questions and failed to identify relevant counter-arguments. Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.	0 points Note cards show group members recorded information from four or less resources, and ignored alternative points of view. There is no way to check validity of information.	

Script/Storyboard	6 points	4 points	2 points	0 points	
	The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included.	The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	There is no evidence of a storyboard.	
	All sketches are numbered, and there is a logical sequence to the presentation.	All sketches are organized and numbered in a logical sequence.			

Content/Organization	18 points	12 points	6 points	0 points	
	The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to understanding the project's main idea. The project includes motivating questions and advanced organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order. Includes properly cited sources.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts.	The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. No citations are included.	

Introduction	6 points	4 points	2 points	0 points	
	The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.	The introduction is clear and coherent and evokes interest in the topic and response from listeners.	The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.	

Production Quality

Video Continuity/Editing	12 points	8 points	4 points	0 points	
	The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.	Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.	Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene. Transitions do not assist in communicating the main idea. There are many unnatural breaks and/or early cuts. Digital effects are overdone and distract from the content.	Tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.	

Audio and Voice Editing	12 points The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio.	8 points The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.	4 points The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation. The background audio overpowers the primary audio.	0 points Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.	
Color Scheme	3 points The color scheme for backgrounds and clothing is selected to suit the mood of the video.	2 points The color scheme used for backgrounds and clothing enhances the presentation.	1 points Backgrounds and clothing distract from the presentation and are not suited to the mood of the video.	0 points No color scheme is apparent.	
Lighting	3 points Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting for viewer to easily see action.	2 points Additional lighting is used. Few shadows or glares are apparent. Most scenes have sufficient lighting to tell what is happening.	1 points Some scenes are too dark or too light to determine what is happening.	0 points Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.	

Camera Techniques (Exposure/Focus)	12 points	8 points	4 points	0 points	
	All shots are clearly focused and well framed. The video is steady with few pans and zooms. Close-ups are used to focus attention. Video shows evidence of good composition (ratio of image to frame, line of gaze, pan/tilts, movement, and perspective.	The camera is held steady. Pans and zooms are limited. The main subject is located slightly off center, using the "rule of thirds." Most shots are clearly focused and well framed.	The motion shots are fairly steady. Some shots are unfocused or poorly framed. Few close-ups are used.	Many shots are unfocused and poorly framed. The camera is not held steady and excessive panning and zooming distracts the viewer. No close-ups are used.	
Special Effects	3 points	2 points	1 points	0 points	
	Good, but not excessive use of effects.	Use of effects is worthwhile.	Some special effects are distracting.	Effects are either missing or excessive.	

| Use of Media (Music, Voice-over, Graphics) | 6 points

The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation. | 4 points

The students use proper size and resolution to create images. The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and enhance the presentation. | 2 points

Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally. | 0 points

The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content. | |
|---|---|---|---|---|---|
| Copyright | 6 points

Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce. | 4 points

Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner. | 2 points

Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing. | 0 points

There is no reference to copyright information for photos, graphics, and music. | |

Moving Images	3 points	2 points	1 points	0 points	
	Motion scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used when crucial to telling the story.	The video includes some "talking heads," and backgrounds and video effects add interest. Most motion scenes make the story clearer or give it more impact.	The video includes "talking heads" and a few motion scenes are added but do not improve understanding of the story line.	The video features "talking heads" with little or no action to add interest or the video uses action excessively.	
Pace	3 points	2 points	1 points	0 points	
	All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention.	Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.	Video clips are used but need to be edited in length or move too quickly to assist in telling the story.	Video clips are too long and do not advance the storyline or to short and leave out essential action or dialogue.	
Timing	3 points	2 points	1 points	0 points	
	Video clips show no slack time. "Three beat" timing (three actions per clip or three clips per event) is evident.	Most video clips are edited to remove slack time and to emphasize action.	Some video clips are edited to remove slack time and increase action.	Video clips begin and end with slack time or no action.	

*Teamwork (Participation)	12 points	8 points	4 points	0 points	
	The group documents how members brainstormed, discussed, and solved problems. The group documents division of responsibilities and describes how the individual efforts capitalized on strengths of each team member.	The group documents how members divided tasks, assigned roles based on the skills/talents of individual members, shared the workload and managed problems in a way that advanced the group goal.	Some individuals document how there was poor communication, unresolved conflict, or failure to collaborate on important aspects of the work. The group required teacher assistance to resolve differences.	One person documents that problems were not managed in a way that advanced the group goal. The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work, or the project was created by one student doing most of the work (though may have received guidance or help from others).	
				TOTAL POINTS	/120

* Provides evidence that group members helped one another, shared ideas, developed and evaluated their finished product(s).

Reference:

Vandervelde, J. (2006). Video project rubric. Retrieved July 24, 2006 from http://www.uwstout.edu/soe/profdev/videorubric.html