



2022-2023 Three-Credit Hour Course: Using Rubrics to Guide Student Learning

- ▶ **Audience:** Active West Virginia Teachers/Educators
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

Description: As defined by rubric guru Heidi Goodrich Andrade, a rubric is “a scoring tool that lists the criteria for a piece of work or ‘what counts.’” This course, Using Rubrics to Guide Student Learning, is a self-paced, three-credit hour course for West Virginia educators who are currently teaching fulltime in the classroom. It is designed for classroom teachers who want to increase their knowledge and skills in building and using assessment rubrics to aid in students’ understanding. Many rubrics used are checklists and while they may be useful, they often do not allow for growth of students. This course will address the need for teachers to design rubrics that allow students to use the rubrics for self-assessment and reflection purposes. Formative rubrics will create understanding not only of the content being taught, but also of the performance standards being addressed and the quality of the work produced. Components of this course include readings, tasks, and responses of participants to reflection topics as well as analyzing some already created rubrics. The course project will involve identifying and describing performance indicators for specific content as well as creating three (3) different types of rubrics for a unit of study related to a participant’s area of certification.

Course Goals:

- ▶ Understand what a rubric is and the advantages of using a rubric in the classroom.
- ▶ Understand that there are various purposes for using a rubric, as well as learn that there are various types of rubrics.
- ▶ Select and evaluate a rubric specific to the WV Standards you are assigned to teach.
- ▶ Describe what students will “know” and be able to “do” with respect to a specific WV Standard you are assigned to teach.
- ▶ Understand the summative assessment of a specific WV Standard.
- ▶ Create a summative assessment performance-based rubric specific to a WV Standard you are assigned to teach.
- ▶ Investigate the purposes and values of formative assessment rubrics.
- ▶ Understand the value of formative assessment rubrics to student learning.
- ▶ Determine the learning progressions for a WV Standard.
- ▶ Develop a formative assessment learning progressions rubric for a WV Standard.
- ▶ Locate web-based lessons/ activities for each of the WV Standard progression levels identified and then develop a rubric for that lesson/ activity; prepare this rubric with the goal that students will use this information to self-assess their understanding of the content of the lesson/ activity as it relates to their overall mastery of the WV Standard you identified.
- ▶ Describe ways in which you can encourage students in their development of self-assessment skills through the use of a rubrics.



- ▶ Describe how you can encourage student self-assessment with peers such that professionalism, teamwork, and communication are promoted.
- ▶ Describe the process by which you will continue to guide students through their review and think about their progress toward mastery of the WV Standard you selected.
- ▶ Identify types of e-portfolios by name, function, and purpose.
- ▶ Explain the levels of e-portfolio development in K-12 schools.
- ▶ Reflect upon the difference portfolios make in terms of student ownership of their learning.
- ▶ Describe and provide quality feedback specific to rubric comments.
- ▶ Identify types of e-portfolios by name, function, and purpose.
- ▶ Explain the levels of e-portfolio development in K-12 schools.
- ▶ Reflect upon the difference portfolios make in terms of students' ownership of learning.
- ▶ Describe and provide quality feedback specific to rubric comments.
- ▶ Identify ways that students are clearly involved in their growth and learning processes and set goals for themselves.
- ▶ Consider the multi-means of engaging students in the formative assessment process.
- ▶ Intentionally develop sets of questions that will lead to students becoming co-developers of rubrics.

Session Overviews

▶ **Session 1 –Introduction to Rubrics**

During Session One participants will be introduced to rubrics, review various types of rubrics, and learn how instructional rubrics may guide thinking and learning. The similarities and differences between holistic and analytic rubrics will be explored during this session. Participants will also select and evaluate a rubric specific to the standards they are assigned to teach.

▶ **Session 2 - What Students Will “Know” and “Do”**

During this session you will identify the learning outcomes, what students will “know” and be able to “do”, as you progress toward mastery of a content standard you have selected. You will then develop a summative assessment performance-based rubric for the content standard. You will submit your summative assessment performance-based rubric for your Session Two Project and receive feedback from your course facilitator.

▶ **Session 3 - Multiple Means of Representation and Accommodations/Modifications in the Classroom**

This session focuses on resources and information that will aid in the creation of meaningful learning progressions and a rubric to assist students in determining what they “know” and can “do” as it relates toward their progress toward the mastery for one (1) WV Content Standard. Participants will understand the purpose and value of having students use a formative assessment learning progression rubric as they progress through a unit of study to understand their own strengths and weaknesses and enhance their quality of their work.



▶ **Session 4 – How Students Know They Are Making Progress**

During this session participants will locate lesson/ activities that correspond to the standard-based learning progressions rubric developed during Session Three. Participants will develop a rubric specific to this lesson/ activity and think about ways in which students will use this rubric to self-assess their understanding and progress toward mastery of the selected standard. Different examples of scoring rubrics, grading rubrics, and a learning progression rubric will be provided. Several resources/ studies that speak to student self-assessment through rubrics will be included in the session readings and tasks.

▶ **Session 5 – How Student Document Evidence of Their Learning**

E-portfolios provide one method by which students may reflect upon and document and provide evidence of their learning progressions. For the purpose of this session, an e-Portfolio is an organized, annotated, electronic repository of a student’s work that allows for collection and display of artifacts, such as projects, audio and video clips, sample work, and other web-based materials that demonstrate learning in relation to a defined set of standards. In this session the defined set of student standards will be the WV Content Standard that you selected during Session Two.

▶ **Session 6 – Who Owns the Learning?**

During this session participants will consider the role students play in the ownership of the learning through their involvement in the formative assessment process through self-reflection; co-development of rubrics with their teachers charting their progress; and the development of growth portfolios. The session will culminate in a session project setting the stage for student co-creation of rubrics through the identification of questions specific to the qualities/ characteristics of a selected final lesson/ activity product, questions regarding the 1) categories/ criteria you will be evaluating via a lesson/ activity rubric and 2) the rating system to be used, and 3) questions regarding the individual cells under each rating column for each of the criterion being addressed.

Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

