



# Involving Students in Creating Rubrics

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# Why should students create the rubric?

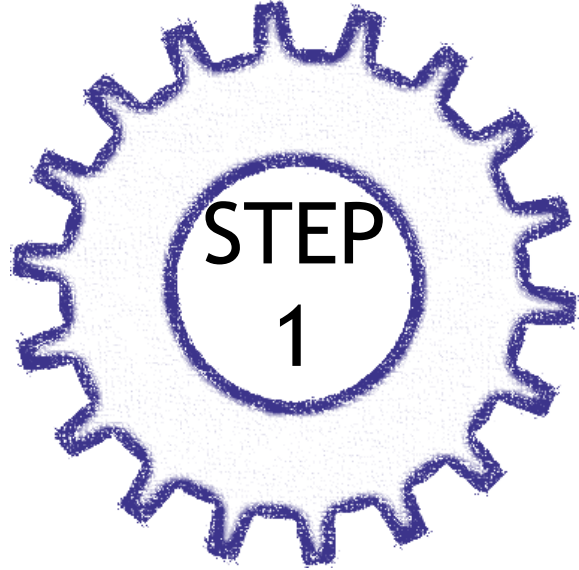
- ▶ Provides clear learning targets
- ▶ Increases student success
- ▶ Engages students
- ▶ Allows students to monitor their own progress



# What are the pitfalls of having students help with the rubric design?

- ▶ It takes precise planning.
- ▶ It takes time to guide students through the rubric creation.
- ▶ The teacher has to give up some classroom power.

IT IS THE MOST POWERFUL THING I HAVE EVER DONE IN MY CLASSROOM!



# Provide Students With Examples

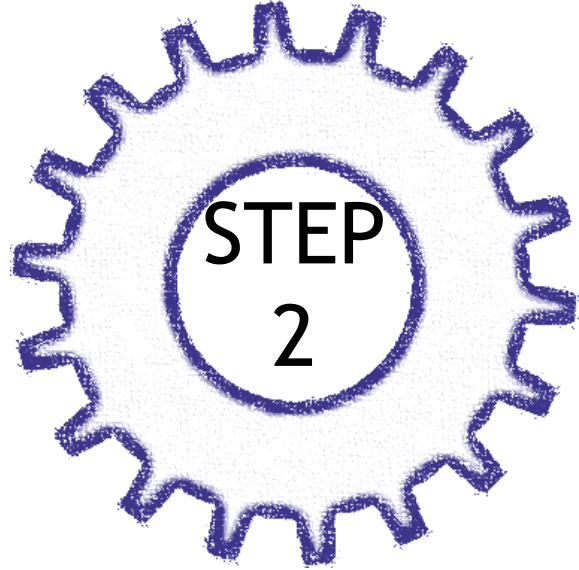
- ▶ Students are given good and bad examples of the desired project in groups of three.
- ▶ They take time looking at the examples individually and deciding whether to mark them with a green dot (strong) or a red dot (weak). They cannot be in the middle.
- ▶ When all students in the groups have evaluated the examples, they will look at the examples that received all green dots and all red dots. They will ignore ones that received mixed reviews.
- ▶ Groups will then have conversations as to what was strong about the green dots and what was weak about the red dots. This should be documented in a “T” chart.

# “T” CHART

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▶ Strong qualities (green)

▶ Weak qualities (red)



# Share Observations

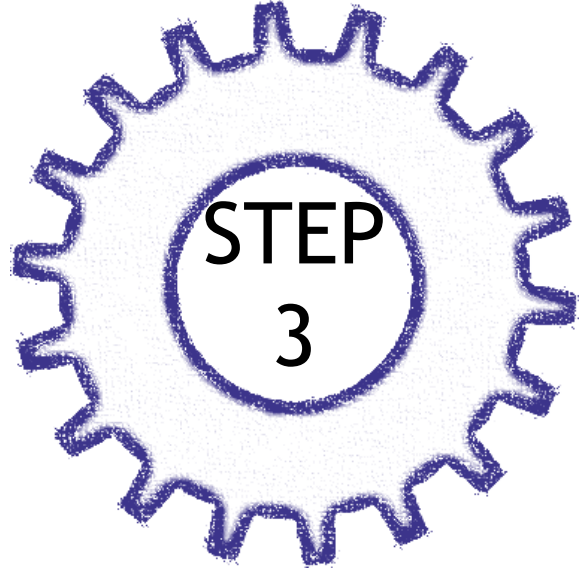
- ▶ Have each group share what they have on their “T” charts. No need to repeat if it is already documented.
- ▶ The teacher now concentrates on the strong qualities (green side). Together as a class, make sure that the weak qualities have been addressed. Once all the weak qualities have been transformed to strong qualities, the weak side can be deleted.
- ▶ Give each strong quality a letter to organize it into traits of writing (focus, support, organization, conventions).

## Strong Essay

- F stay on topic
- F strong opening
- F body relates to intro
- F strong closing
- S good vocab
- S gives details
- S can see what is being described
- O sentence variety
- O transitions
- C complete sentences

## Weak Essay

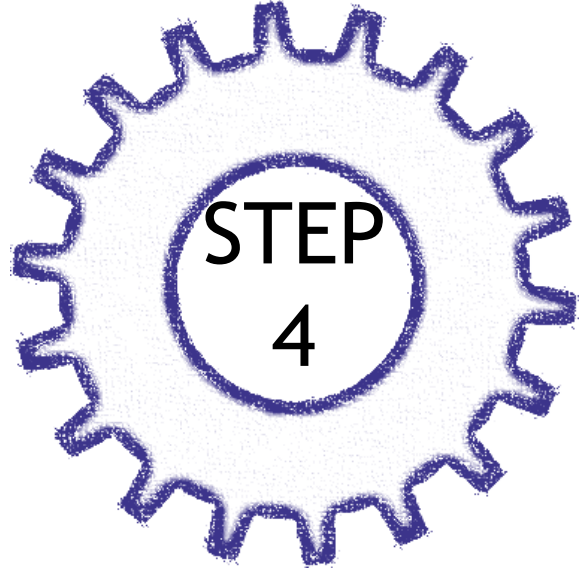
- boring
- sentences all start with same word
- lack supporting details
- words were too general
- punctuation not good
- can't visualize
- disorganized – jump all over the place
- off topic
- incomplete sentences
- ~~run-ons~~



## Look at Common Core State Standards (CCSS)

- ▶ With the students, go through the CCSS that you are trying to address with this activity.
- ▶ Have conversations about what each standards means.
- ▶ Verify that it is addressed on the list of strong traits you developed as a class. If it isn't, add it.



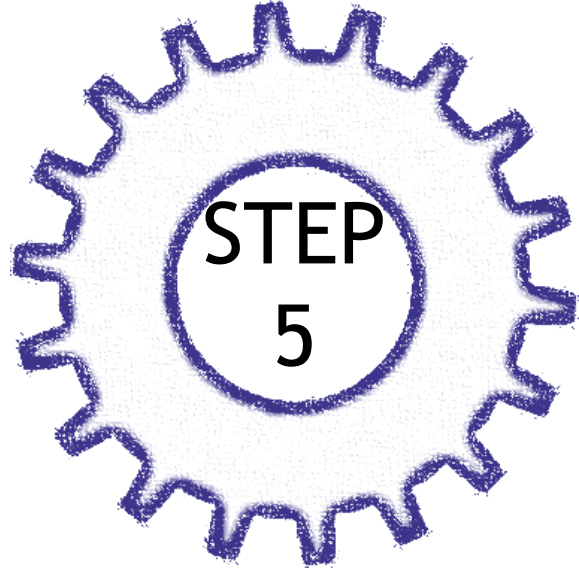


# Finalizing the Rubric

- ▶ The teachers job is to organize the student language in the blank rubric.
- ▶ Students will then review the language and make any last minute changes. If you teach different classes, have the students vote on which classes language to use for each section.
- ▶ Make a copy of the final rubric for each student.

## Blank Rubric

This essay has the following:				
<b>Focus</b>				
	4	3	2	1
	4	3	2	1
	4	3	2	1
<b>Support</b>				
	4	3	2	1
	4	3	2	1
<b>Organization</b>				
	4	3	2	1
	4	3	2	1
<b>Conventions</b>				
	4	3	2	1
<b>Special Skill</b>				
	4	3	2	1
<b>Total Points for this essay</b>				



## Practicing With the Rubric

- ▶ Give students a chance to work with the rubric. They should become comfortable as to what constitutes a 4,3,2, and 1.
- ▶ 4 = exceeding grade level standard  
3 = meeting standard  
2 = approaching standard  
1 = well below standard
- ▶ Include yourself in conversations about the rubric to verify that everyone is on the same page.



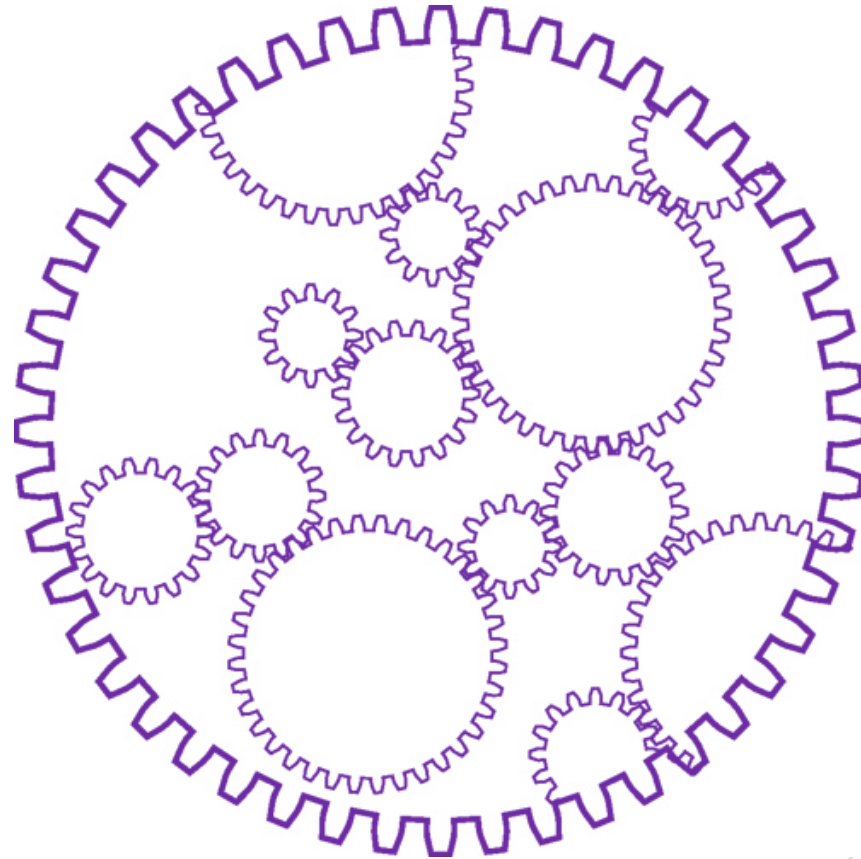
## Using the Rubric for Self Assessment, Goal Setting, and Reflection

- ▶ Students can use the rubric to set individual short and long term goals.
- ▶ The rubric targets become talking point and mini lesson topics.
- ▶ Students self assess with the rubric before turning in the project. They look for evidence or lack of evidence in the project to validate their scores. If they score themselves with a 2 or lower, they should revise.
- ▶ The rubric also becomes a valuable reflection tool to assess growth.

[Self Assessment  
YouTube Video](#)

# IT IS WORTH THE TIME AND EFFORT!

- ▶ Involving students in the creation of the rubric requires many steps, but by the end of the process, students will have a clear idea of the targets and the path to success.
- ▶ This process promotes a classroom environment that fosters a community working toward the same goal.
- ▶ Involving students in creating the assessment tool is an effective way to impact the learning of the 21<sup>st</sup> century student.



## RESOURCES

"Phyl's Quill." *Phyl's Quill*. N.p., n.d. Web. 24 June 2015.

"Self-Assessment: Reflections from Students and Teachers." *YouTube*.  
YouTube, n.d. Web. 24 June 2015.