



# Research Workshop Series

## Session 4: Rubrics

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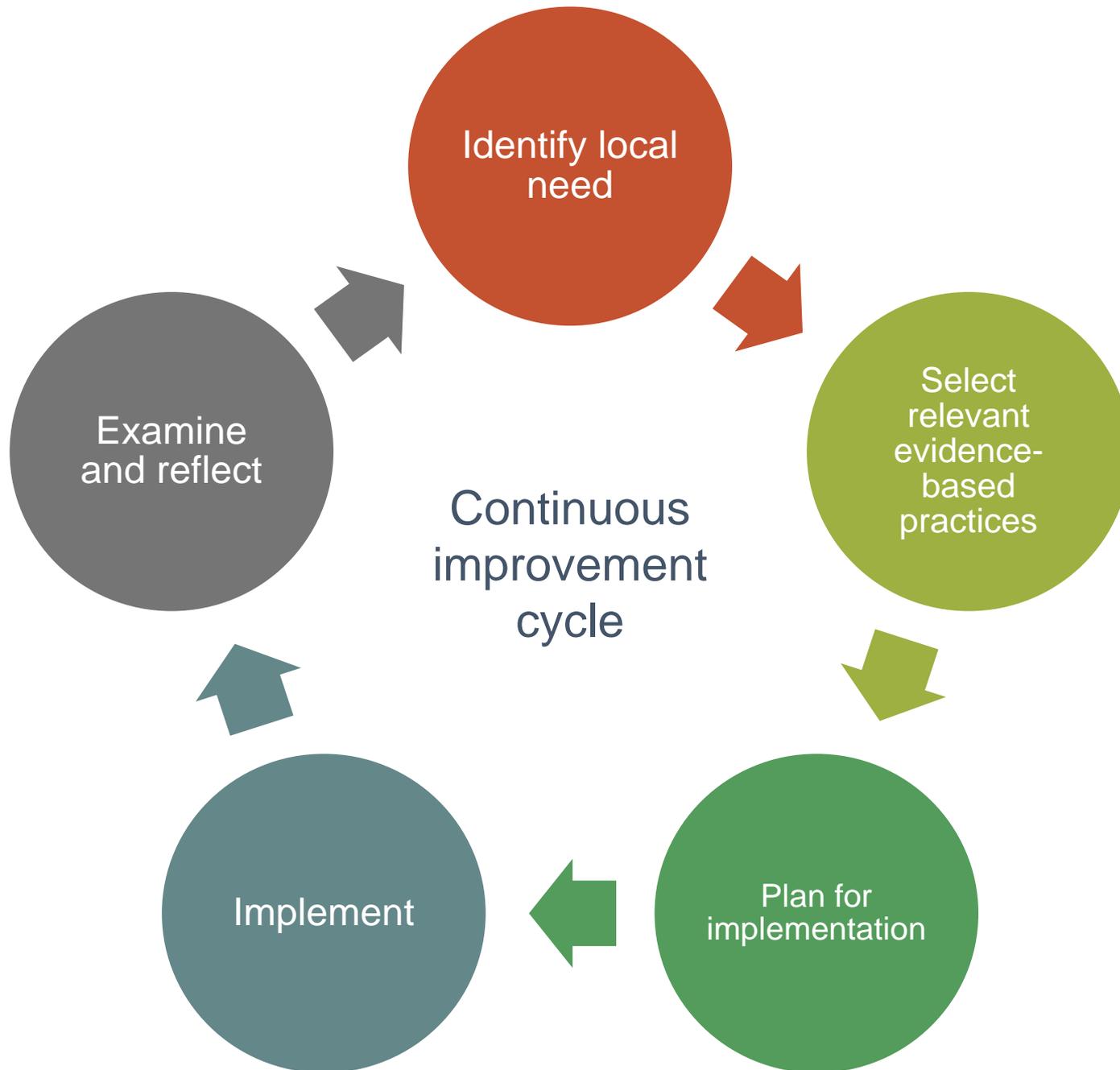
# Workshop Series

2017

**September 28** Data, Research, and Evidence  
**October 24** Surveys  
**November 15** Focus Groups

2018

**January 17** Rubrics  
**March 8** Data Analysis  
**April 24** Communicating Research Findings



# Agenda

1. Presentation: Today's goals
2. Presentation: Rubric uses and development
3. Activity: Rubric development activity
4. Presentation: Rubric reliability and validity
5. Activity: Evaluate a DPI rubric
6. Closing and evaluation



# Today's goals

1. Discuss various types of rubrics and their uses.
2. Learn and practice processes for developing a rubric.
3. Learn and practice processes for evaluating rubric quality.

# Using rubrics

# What is a rubric?

- A rubric is a data collection **tool**.
- It measures performance, artifacts, programs or systems.
- It provides ratings on multiple dimensions/criteria.
- Its ratings are anchored with descriptors and examples.

	Rating scale		
	Low	Medium	High
Criterion 1	[descriptor]	[descriptor]	[descriptor]
Criterion 2	[descriptor]	[descriptor]	[descriptor]
Criterion 3	[descriptor]	[descriptor]	[descriptor]

## What are some common uses of rubrics?

- Evaluate **student work** to assign grades or determine proficiency level.
- Measure **teacher classroom behaviors** as a component to teachers' formal evaluation.
- Assess appropriateness of **curriculum materials** for a course or program.
- Measure fidelity of **program implementation**.
- Evaluate components of a **written proposal** to determine funding or approval.

# What are the benefits of using rubrics?

- Can provide reliable and valid data.
- Clearly communicates expectations.
- Useful for self-assessments and refining practice.
- Can promote collaboration.

# **Excerpt of a rubric used to evaluate instructional materials**

## Rubric: Grades K–2 content

### Directions for reviewers using this rubric

Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.

1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.

### 1. Foundational reading skills

1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development [RTI practice guide].	1	2	3	4	5
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Support your rating:

### Print concepts

1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words [FR practice guide, Rec. 2, #1].	1	2	3	4	5
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Support your rating:

### Phonological awareness

1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime) [FR practice guide, Rec. 2, #1].	1	2	3	4	5
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Support your rating:

**Excerpt of a rubric used to evaluate  
fidelity of implementation of a program**

**Table A1. Final Implementation fidelity rubric for the Response to Intervention framework showing components, subcomponents, and indicators and the descriptors for ratings 1, 3, and 5**

Component, subcomponent, and indicator	Rating 1	Rating 3	Rating 5
<p>Component 1: Data-based decisionmaking—Data-based decisionmaking processes are used to inform instruction, movement within the multitiered system, and disability identification (in accordance with state law).</p>			
<p>Decisionmaking process</p>	<p>The mechanism for making decisions about the participation of students across tiers meets no more than one of the following criteria: the process (1) is data driven and based on validated methods; (2) involves a broad base of stakeholders; or (3) is operationalized with clear, established decision rules (such as movement between tiers and determination of appropriate instruction or interventions).</p>	<p>The mechanism for making decisions about the participation of students across tiers meets two of these criteria: the process (1) is data driven and based on validated methods; (2) involves a broad base of stakeholders; or (3) is operationalized with clear, established decision rules (such as movement between tiers and determination of appropriate instruction or interventions).</p>	<p>The mechanism for making decisions about the participation of students across tiers meets all of these criteria: the process (1) is data driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (such as movement between tiers and determination of appropriate instruction or interventions).</p>
<p>Data system</p>	<p>No data system is in place to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions.</p>	<p>A data system is partially in place to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions.</p>	<p>A comprehensive data system is in place to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions.</p>

# **Excerpt of a rubric for assessing student skills**

## New Mexico Kindergarten Observation Tool Essential Indicators

### Domain 2 > Literacy

**Outcome 5 > The child demonstrates development and expansion of listening skills.**

**Indicator 5.4 > Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.**

**Aligned New Mexico Kindergarten Standards:**

**English Language Arts Common Core State Standards**

RL.K.4 Ask and answer questions about unknown words in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

4-Year-Old Rubric		Kindergarten Rubric		Grade 1 Rubric
Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Demonstrates understanding of vocabulary that includes basic category names and related words (e.g., toys: car/truck; colors: red/blue).	Demonstrates understanding of vocabulary that includes basic concepts with related words (e.g., comparison: less/more/same) and descriptors (i.e., adjectives and adverbs).	Demonstrates understanding of vocabulary that includes specialized areas of interest (e.g., vocabulary related to a unit of study at school).	Demonstrates understanding of vocabulary and phrases that distinguish shades of meaning among verbs describing the same type of action (e.g., write/draw, walk/run).	With guidance and support, uses context clues and/or applies knowledge of affixes, roots, and word relationships in order to access higher-level vocabulary.

Note: Students may “demonstrate understanding of vocabulary” by exhibiting the skills listed in the kindergarten standards.

# Developing a rubric

# Process for developing a rubric similar to survey development process

- Agree on purpose and plan for data use.
- Determine relevant constructs, consult literature and experts.
- Borrow from existing instruments.
- Write clear and concise content.
- Pretest the instrument.

**Gain consensus on  
the specific goals  
of the rubric.**



# Define rubric criterion.

	Rating scale		
	Low	Medium	High
Criterion 1	[descriptor]	[descriptor]	[descriptor]
Criterion 2	[descriptor]	[descriptor]	[descriptor]
Criterion 3	[descriptor]	[descriptor]	[descriptor]

# **Choose appropriate rating scale values.**

Not yet implemented – fully implemented

Low quality – high quality

Emerging skill – mastered skill

# Define descriptors.

	Rating scale		
	Low	Medium	High
Criterion 1	[descriptor]	[descriptor]	[descriptor]
Criterion 2	[descriptor]	[descriptor]	[descriptor]
Criterion 3	[descriptor]	[descriptor]	[descriptor]

Playground  
equipment  
rubric  
activity

1



2



3



4



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5

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1



4



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2



5



3



# Rubric reliability and validity

**Reliability** and **validity** are important considerations for any data collection instrument.

**Reliability** is the consistency with which an instrument measures the intended attributes.

**Validity** is the extent to which the inferences made based on results of the instrument are accurate and meaningful.

Review DPI rubric

# DISCUSSION POINTS

What is the purpose of the rubric?

Who will complete the rubric?

How will the data be used?

Do the criteria cover all the relevant elements; are they sufficiently distinct?

Is the rating scale appropriate (labels, number of points)?

Are the descriptors well-defined, mutually exclusive, and collectively exhaustive?

How can you further evaluate the rubric?

Plans to test interrater reliability?

Training for coders?



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