

Week Three - Performance Rubric

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## State Standard (4th Grade Writing)

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely (CCSS, 2014).

### Concepts, Ideas, and skills

#### Students will understand...

- how the five senses can paint a picture.
- proper grammar when using adjectives to describe.
- what concrete words and phrases are.
- use sequence words to organise time in a writing.
- cause and effect for action and events.
- use precise verbs for more a more detailed picture.
- how to use new vocabulary in a sentence based on the type of word allowing for students to add new vocabulary without grammar mistakes.
- use details to explain events and experiences clearly.

## Rubric

	Proficient	Good	Ok
<b>Spelling</b>	There are no misspelled words in the story.	There are less than 5 misspelled words in the story. The mistakes do not distract from the reading.	There are more than 5 misspelled words in the story and it can distract from the reading.
<b>Grammar</b>	There are no grammar mistakes. The story is clear and easy to follow.	There are less than 5 grammar mistakes. The story is mostly clear and the ideas are easy to follow.	There are more than 5 mistakes. The story is not always clear and easy to follow.
<b>Organization</b>	There is a clear beginning, middle, and end. Sequence words are used to help with organization of time.	There is a beginning, middle, and end. There is a few sequence words, but it is not always clear when things are happening.	The beginning, middle, and end are not always clear. There are little or no use of sequence words to help. It is not always clear when tings are happening.
<b>Concrete Imagery</b>	All five sense are used to help paint a picture. It is clear what picture is being painted with the language.	Most of the five sense are used to paint a picture. It is mostly clear what picture is being painted with the language but there are parts that need more precise language.	Few of the five senses are used to paint a picture. It is not always clear what is being painted with the language. The writing needs more description to paint a clear picture.

## Reflection

I am teaching an ESL class of fourth graders in South Korea. We are working on our story writing and the students are developing their description skills, as their vocabulary is still pretty low-level. They are still learning the proper grammar for using adjectives and adverbs to add description. They are also learning about more effective verb choice for description. I decided to use a writing standard in order to help me teach this more effectively in the future.

Unpacking the standard can be difficult for writing standards because the wording can be more vague than other areas. I tried to get at the basic concepts, ideas, and skills needed to be successful in this standard. When the student has mastered these basic ideas they should be able to show mastery of the standard as well.

In the rubric, I wanted to keep it easy to understand and not too overwhelming for the students, so I went with a three tier analytic rubric. I made “sure the language is learning-level appropriate” (Miller, 2014). I started with defining what “explicit guidelines regarding teacher expectations” (Teacher Vision, 2014) the students will have. I will be able to use this rubric as a starting point then adjust it as I correct the students’ work. “The process of building and revising a rubric ... relies on an analysis of student performance” (Wiggins & McTighe, 2006, p. 181).

This type of formative assessment can help students have an idea of the expectations before writing so they can be more successful. It will also allow them to take the rubric scores and reevaluate their writing for the future with concrete ideas on how to improve. “What researchers did find was that by making teachers’ expectations for learning explicit, rubrics help students better assess themselves, become more receptive to feedback, and feel more motivated to learn” (Goodwin & Hubbell, “Be demanding: item 3, para 15). I have used this in my class previously and I can attest to this attitude from the students. When they have an idea of what the expectations will be before they do the work, they find that the mistakes they make, or the shortcomings, are more likely graded fairly because they had a chance to see what was coming. They are less likely to complain about a grade or think that something was unfair.

I think the challenges are those that do not appear at first. One of the problems with making the language ‘kid-friendly’ is that it is a little more vague that it could be. Using lower level vocabulary means it is harder to be more specific in the wording which can make it harder to grade accurately later. It will also be a challenge because it will never be finished because “criteria and rubrics evolve with use” (Wiggins & McTighe, 2006, p. 182). This is a never ending battle between being vague, easy to understand, and not having to change it often and being specific, yet harder to understand for the student and having to constantly adjust the rubric.

## References

Common Core State Standards Initiative. (2013, March 29). *Common Core Standards*. Retrieved from <http://www.corestandards.org/ELA-Literacy/W/4/>

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Miller, A. (2014, April 13). *Tame the Beast: Tips for Designing and Using Rubrics*. Edutopia. Retrieved from <http://www.edutopia.org/blog/designing-using-rubrics-andrew-miller>

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