



Georgia Professional Standards Commission

Protecting Georgia's Higher Standard of Learning

Creating Quality Rubrics

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Agenda



1. What makes up a quality rubric
2. How to develop a rubric
3. EPP Example of Process





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Quality Rubric Guidelines



Creating & Recognizing Quality Rubrics

- “Students can hit any target that is sufficiently clear and that holds still for them.” Rick Stiggins
- “The process of measuring student achievement and using results to inform instructional decisions may offer more promise for promoting learner success than any other instructional practice or school improvement innovation we have at our disposal.” Rick Stiggins



Faculty Use of Rubrics

- Help candidates understand the achievement targets they are to hit
- Plan instruction
- Give descriptive feedback
- Provide consistency in the program over time



Candidate Use of Rubrics

- Clarify what quality work looks like
- Self-assess
- Set goals for next steps
- Communicate with others about their learning process

Best Practice



- What are the points in the program when the assessment is administered?
- How often is it administered?
- Who administers it at each different point? (if administered multiple times)
- What is the purpose of this assessment (e.g., what aspects of candidate performance are you measuring?)
- How is this assessment used to make decisions about candidates' progress through the program?
- What score/rating, etc. must a candidate reach in order to pass this assessment?
- What happens if a candidate does not meet this required criterion?



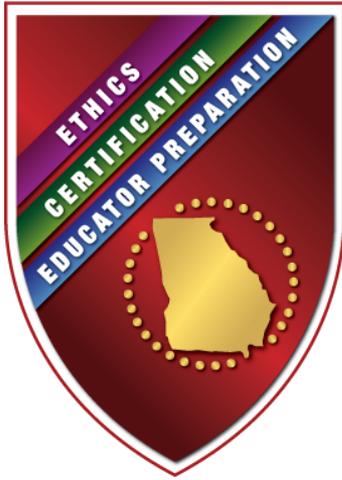
Best Practice

- Indicators- specific aspect of candidate performance that a reviewer would rate.
- An indicator should reference an InTASC Standard
- Indicators unambiguously describe the proficiencies to be evaluated.
- Almost all indicators (80% of the total score) require observers to judge consequential attributes of candidate's proficiencies in the standards.



Best Practice

- Basis for judging candidate performance is well defined.
- Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.
- PLDs represent a developmental sequence from level to level.
- Feedback provided to candidates is actionable.



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Common Pitfalls

Tomei (2015)



- Tomei identified seven common pitfalls
- The areas focus on
 - Indicators
 - Performance level descriptors and progressions
 - Word choice within rubric
- The following section will provide questions to consider when writing or refining a rubric and highlight several of Tomei's pitfalls or other potential areas of concern through reviewing selections from sample rubrics.



Indicator Considerations

Reference InTASC in each indicator (as appropriate)

Is the standard cited appropriate for the indicator?

Are the indicators unambiguous and succinct? Do they clearly describe the candidate proficiencies to be evaluated?

Are the indicators written at an appropriate level of difficulty or level of effort as described in the standard?

If the standard that is cited addresses higher level functioning, does the indicator require higher levels of intellectual behavior?

What percentage of indicators in the assessment address consequential attributes of candidate proficiency?



Undefined Indicator

Indicator	Level I	Level II	Level III	Level IV
<u>Disposition</u>	Candidate demonstrates inadequate behavior and disposition.	Candidate demonstrates disposition that causes some concern, but candidate responds well to redirection.	Candidate demonstrates positive disposition most of the time throughout student teaching, including having collegial and professional relationships with students and families, collegiality, and professionalism.	Candidate demonstrates positive disposition consistently throughout student teaching, including having an ethic of care for students and families, collegiality, and professionalism.



What about a candidate's disposition is being assessed?



Multi-layer Indicators

Indicator	Level I	Level II	Level III	Level IV
<u>Candidate models professionalism in field experience and uses appropriate communication.</u>	Candidate is unprofessional at field experience or within communication practices.	Candidate demonstrates professionalism at field experience that causes some concern, but responds well to critique and redirection. Or, candidate does not communicate promptly and/or appropriately.	Candidate demonstrates professionalism most of the time at field experience; or candidate communicates promptly and/or appropriately at all times.	Candidate demonstrates professionalism consistently in field experience, and communicates appropriately at all times.

Why would this be a pitfall?



Inconsequential Indicator

Indicator	Level I	Level II	Level III	Level IV
<u>Candidate follows APA guidelines in reflection of instructional practice.</u>	Candidate does not adhere to APA guidelines in reflecting on practice and using research to support claims.	Candidate adheres to APA guidelines for reference list or in-text citations in reflecting on practice and using research to support claims.	Candidate adheres to APA guidelines for reference list and in-text citations in reflecting on practice and using research to support claims.	Candidate adheres to APA guidelines for reference list, in-text citation, running header, and general formatting in reflecting on practice and using research to support claims.

Why might this indicator be considered inconsequential?



Performance Level Progression Considerations

Use the InTASC Standard to Inform the Progression (as appropriate)

Are the language and intent of the indicator and/or standard evident in the performance level progression?

Does the progression along the proficiencies make sense? For instance, does the rubric avoid gaps and/or overlapping criteria from one level to the next?

Is there consistency (across the indicators) within each level progression? For instance, at Level IV on any indicator, the candidate is “_____.”

How objective is the language used in the progressions?

Is the language used in the rubric clear or defined elsewhere in the assessment?



Overlaps or Jumps in Performance Levels

Indicator	Level I	Level II	Level III	Level IV
Lesson plan shows planning to support varied student learning needs (differentiation).	There is little or no evidence of differentiation.	Whole class instruction is varied to address different learning preferences.	<p>Differentiation is tied to learning targets and central focus of the lesson by content, process, product, or learning environment (tone/climate).</p> <p>Supports address the needs of the whole class and specific individuals or groups with similar needs, and identifies common developmental approximation or misconceptions.</p>	<p>Differentiation is tied to learning targets and central focus of the lesson by content, process, product, or learning environment (tone/climate).</p> <p>Supports address the needs of the whole class and specific individuals or groups with similar needs, identifies common developmental approximation or misconceptions, and specific strategies to address those identified.</p>



Imprecise or Subjective Language

Indicator	Level I	Level II	Level III	Level IV
<p>Lesson plan content is appropriate.</p>	<p>The lesson does not align with stated standards and learning targets or is developmentally inappropriate; or, standards or learning targets are not identified.</p>	<p>The lesson employs appropriate grade level/student level standard(s) and central focus. Learning targets align with the standards but are <u>general, vague</u>, or do not include opportunities for higher order thinking.</p>	<p>The lesson employs appropriate standards, central focus, and builds on students' prior knowledge or the previous lesson; learning targets include an opportunity for higher level thinking, and are specific, measurable, and align with the standards. 21st century skills, technology, and/or cross-curricular connections are <u>vaguely or generally</u> addressed.</p>	<p>The lesson employs appropriate standards, central focus, and builds on students' prior knowledge or the previous lesson; learning targets include opportunities for higher level thinking, and are specific, measurable, and align with the standards. 21st century skills, technology, and/or cross-curricular connections are incorporated <u>throughout</u> the lesson and promote <u>meaningful</u> learning.</p>



Using Performance Levels/Synonyms in Progression

Indicator	Level I (Unacceptable)	Level II (Beginner)	Level III (Novice)	Level IV (Expert)
Lesson plan content is appropriate.	The lesson plan is insufficient.	The lesson plan is approaching proficiency.	The lesson plan is proficient.	The lesson plan is outstanding.

What is the problem with using synonyms of the performance levels as the performance level descriptors in the progression?



Best Practice

- The basis for judging candidate performance is well defined (avoid “wiggle words” such as never, sometimes, often, always).
- Each PLD is qualitatively defined (avoid “LY” words such as frequently, clearly, regularly).
- PLDs represent a developmental sequence from level to level.
- Feedback from the rubric can be actionable for candidates.
- PLDs are defined in actionable, performance-based, or observable behavior terms.
- The language of the standard is used.



Developing a Rubric

- Sort Candidate Work
 - Examine candidate work and sort them into three/four stacks (proficient, developing, and beginning etc.)
 - The goal of sorting is not necessarily to get every sample in exactly the correct stack. The goal is to develop as long a list as possible of the reasons why you place each sample in its respective stack.
 - Be as descriptive as possible
 - For each sample, write down exactly what you are saying to yourself as you place it into a stack.
 - Jot down comments you would make to provide feedback to the candidate on what was done well and how to make the product better next time.
 - These descriptive statements will form the core of your rubric descriptors.
 - Arter, J., & Chappuis, J. (2006).



Developing a Rubric

- Search out Existing Relevant Rubrics
- Review of related literature
 - What is of value?
- Gather Samples of Candidate Work
 - Gather samples that you feel represent the broadest range of candidate work on the indicators to be assessed.



Developing a Rubric

- Group Like Indicators Together
- Identify Candidate Work That Illustrates Each Level on the rubric
- Start with the extremes
 - Find examples for the middle if you are using an odd number of levels. The middle is a balance of strengths and weakness- the sample displays some of the good characteristics but also some of the problems.
 - Find several different examples that illustrate each level.
 - Keep your eye out for particular examples of the errors your candidates commonly make.
 - Arter, J., & Chappuis, J. (2006).



Developing a Rubric

- Test the Rubric and Revise It as Needed
- Repeat the Cycle of Scoring and Revising

Shorter University



- Creating the Lesson Plan Template and Rubric
 - Looked at other example lesson plan rubrics; Considered edTPA expectations
 - Created draft; Reviewed and revised by all faculty
- Validity: Using a Panel from P-12
 - Developed the Pk-12 Assessment Committee
 - Members rated the 10 objectives on the lesson plan using Lawshe's method (also helped with alignment to InTASC and revising the rubric with respect to partner needs/expectations)
- Inter-rater Reliability
 - Scored and discussed sample student work for training purposes
 - Scored independently for Cronbach's alpha test; included Pk-12 Assessment Committee
 - Train and test annually

Data Validity



Considerations:

- What does the literature suggest about what indicators are needed?
- What are the values of your EPP?
- What are the values of your partners?
- How obviously do the indicators align with the InTASC standards? *Align one InTASC standard per indicator.
- If using Lawshe's Content Validity Ratio, how necessary are the indicators for the job performance of a teacher?

Reliability



- **Training Scorers**

- **Calibration or Norming Workshops (Maki, 2004)**

- Raters score student work samples independently.
 - Hold a discussion to review responses and find areas of difference.
 - Come to consensus on scoring of items.
 - Repeat steps 1-3 with a new set of samples.

- **Anchor Papers (Moskal & Leydens, 2000)**

- Set of scored student work samples that illustrate specific aspects and nuances of the rubric.
 - Papers may be used during scoring other work as a reference/example.

- **Statistical Analysis**

- **Inter-rater Agreement** (Percent agreement) – see <http://www.statisticshowto.com/inter-rater-reliability/>
 - **Internal Consistency** (ex. Cronbach's alpha) – use a statistical package such as SPSS or PSPP



**Any Remaining
Questions ?**



Contact Us

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Thank You!