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Kay Burke provides a detailed six-step walk-through for creating successful student learning tasks and assessment rubrics linked to state standards and NCLB. A CD-ROM with templates is included. First Published in 2008. Routledge is an imprint of Taylor & Francis, an informa company. Includes the Church's Constitution and canons, which have separate title pages and paging, and are also published separately. Despite significant reforms in the past decade in relation to criteria- and standards-based assessment in tertiary education contexts, assessment remains the most significantly criticised aspect of the student tertiary experience and a major driver of student engagement. The key tool in this experience is the rubric, also known as the criteria sheet or the 'Guide to Making Judgments'. This book discusses the significance of assessment rubrics in tertiary education. Assessment rubrics impact the student experience in multiple ways: as a guide to students and assessors prior to grading; at the point of grading by the assessor; when moderating during the post-grading process; in providing an additional guide to students in the assessment planning stage; and as a feedback mechanism to students once results are released. This book explains how the rubric reflects key principles of assessment. It explores different models of rubrics used in tertiary contexts, and provides data from students and academics on the efficacy of these various models as the key tool when marking, moderating and providing feedback. It also details exemplars of rubrics used in academic disciplines, and discusses how higher education teachers use exemplars and how they integrate exemplars with criteria and rubrics. It captures the student voice by explaining how

students use rubrics for self-assessment and self-regulation purposes. A key inclusion is the importance of sessional staff input into the creation of assessment rubrics prior to the grading, moderating and feedback processes. What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses * Common misconceptions about rubrics; * Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful; and * How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn. A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance, and help your students become more effective at assessing their own learning This book o This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: * Expanded discussion on use of rubrics for grading * Grading on-line with rubrics * Wider coverage of rubric types (e.g., holistic, rating scales) * Rubric construction in student affairs * Pros and cons of working with "ready-made" rubrics * Using rubrics to improve your teaching, and for SoTL * Use of rubrics in program assessment (case study) * Application of rubrics in the arts, for study abroad, service learning and students' independent learning * Up-dated literature review This book provides step-by-step procedures, student hand-outs, and samples of student work. What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature. Foreword by Jay McTighe This concise handbook offers over 100 ready-to-use performance lists, holistic rubrics, and analytic rubrics appropriate for K-12 science classroom programs. First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

Designing and Using Rubrics for Reading and Language Arts provides teachers with a step-by-step guide to creating and using rubrics to meet students' needs. This comprehensive resource offers an overview of rubrics as a teaching tool, directions for creating rubrics, and over 40 examples of rubrics that cover key language processes and skills at the primary and middle school levels. The author also includes suggestions for introducing the rubrics to students, making assignments, and using the rubrics to assess student understanding. This revised edition presents expanded coverage of the process of developing rubrics, and features several new rubrics that address narrative writing, persuasive writing, comprehension monitoring, the use of presentation software, and information literacy skills. Make history in your classroom with an engaging, integrated approach to active social studies learning. You'll motivate your students with powerful strategies for brainstorming, language arts integration, discussion, primary sources, and deductive reasoning. The included Teacher Resource CD features modifiable students pages, and assessment materials. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills. 304pp. Drawing on her extensive experience as a teacher, the author shares quick, clear, and easy rubrics for accessing students' work. These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children's progress. What is a rubric? How can I implement them as evaluation tools? How can I make better use of my existing rubrics? This bestseller answers these questions, providing you with all the necessary information to apply rubrics from the classroom to the administrative office. Each chapter stands alone as a practical reference guide. The authors cover curriculum evaluation, student input into rubrics, cross-curricular approaches, rubric categories, specialty rubrics, and teacher evaluation. Easily adaptable samples, as well as plenty of descriptive scenarios, will give educators the information and confidence they need to create, utilize, and evaluate rubrics.

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