

# MRA Use of Rubrics

At MRA we strive to use assessment similar to how we teach – with purpose, with intention, and with the goal of engaging our students. Rubrics are one tool for assessment, and one way to bring students into the assessment process. Overall, when students are involved in the development of their own evaluation tool it improves motivation, interest and performance.

In a nutshell:

Rubrics help instructors:

- Assess assignments consistently from student-to-student.
- Save time in grading, both short-term and long-term.
- Give timely, effective feedback and promote student learning in a sustainable way.
- Clarify expectations and components of an assignment for both students and associates.
- Refine teaching methods by evaluating rubric results.

Rubrics help students:

- Understand expectations and components of an assignment.
- Become more aware of their learning process and progress.
- Improve work through timely and detailed feedback.

How:

- Introduce student created rubrics in October/November – October for Alders and Cedars
- Teach students how to use rubrics before, during and after their project using a teacher created rubric
- Once they are comfortable with the teacher created rubric, introduce them to student created rubrics.
- Sample:
  - Present a given task
  - Display a blank 4 point rubric (ie writing rubric with traits only)
  - Discuss standards need to exceed – get a 4
  - Move on to 3, 2 and 1 for each category
  - To help students, provide a sample and have them analyze it (ie a sample of a conclusion to a paper)
  - Let students debate and discuss
  - Use kid friendly language
- Sample 2:
  - Display exemplary student work for the project.
  - Present the indicators and explain the expectations for the project.
  - Share a draft rubric to the students
  - Modify the rubric according to the needs of the students.
  - Together as a class, assess what the work should look like and why.
  - As a class refer to the rubric every day. It should guide your entire unit
  - With this approach you are teaching students *how* to think not *what* to think.

After you have a rubric, you can teach students how to create a simple checklist, or use it as a checklist, for themselves as they work through the project.