A Deeper Dive: Building Rubrics that Align and Inform

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Map of Indiana with IPFW located
Why assess?

- Have to (required by state or univ)
- Want to know if candidates possess knowledge, skills, and dispositions
- Want to improve program/unit
- Other ...
Context – Differing Views on Assessment

- Accreditation or “accountability” processes represent a lack of respect and the placing of blame on teacher educators and teachers (Solbrekke & Sugrue, 2014).
- Reduction of the profession to quantifiable concepts that gives privilege to the types of knowledge that can be easily measured (Engebretsen, Heggen, & Eilertsen, 2012).
- Accreditation processes can be used to continuously improve our education programs (Mitchell, 2015).
How do we “do” accreditation work in this context?

“What if we don’t change at all ... and something magical just happens?”
Where do faculty learn rubric development?

- SPA and CAEP reviewers = training = deeper understanding that needs to be acquired for successful rubric development.
- From each other – critically examine own course-level assessments and rubrics
- From colleagues – discussions in monthly assessment or 1-on-1 meetings
- From SPA review feedback
The GAP ...
Getting down to business ...

- Rubric Development
  - Example 1
Getting down to business ...

- Rubric Development
  - Example 2
  - Handout 1
- CAEP Evaluation Framework for EPP-created Assessments
Getting down to business ...

- Rubric Development – English/LA
  - Example 3
  - Handout 2
<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2003 NCTE Standard 4.7</strong></td>
<td>Includes interesting variety of teaching methods. Includes rich opportunities for students to draw on previous learning and personal experiences and to evaluate concepts critically. Considerable attention given to various learning styles and needs.</td>
<td>Includes a general variety of teaching methods. Uses methods that accommodate various learning styles and needs. Acceptable level of connection to students’ prior knowledge or life experiences.</td>
<td>Limited or no variety of methods. Limited or no use of methods that accommodate various learning styles and needs. No reference to students’ prior knowledge or life experiences.</td>
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## Instructional Design: Composition

### 2012 NCTE Standards 4.1, 4.3

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Emergent</th>
<th>Below Expectations</th>
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<tr>
<td>All, or almost all, plans for composing texts are accessible to all students, based on current English language arts (ELA) standards, reflect understanding of writing processes, incorporate multiple learning styles, and explicitly identify potential modifications based on learning needs. Instruction is designed to facilitate student-centered, higher-order thinking tasks and to provide opportunities to write independently and collaboratively in different genres for a wide range of audiences, purposes, and situations.</td>
<td>Instructional plans for composing texts reflect understanding of writing processes, are accessible to all students, and based on current English language arts (ELA) standards. The intent to facilitate composing experiences that utilize individual and collaborative approaches and to provide opportunities to write in different genres for distinct audiences, purposes, and situations is explicit and present in some, although not all, lessons.</td>
<td>Instructional plans for composing texts suggest an understanding of writing processes and appear, for the most part, to be accessible to all students and based on current English language arts (ELA) standards. Yet, instruction presents little variation regarding genre, audience, purpose, or situation of writing events.</td>
<td>Instructional plans for composing texts are accessible to some but not all students and/or plans include lapses in alignment with current English language arts (ELA) standards. Instruction is not designed in ways that reflect an understanding of writing processes and little consideration of or variation in genre, audience, purpose, or situation of writing events is evident.</td>
</tr>
</tbody>
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PART A - RECOGNITION DECISION

SPA decision on national recognition of the Program(s):
- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]
### EDUC M447 Unit Plan – Fall 2016

<table>
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<th>Instructional Design - Writing: Accessibility</th>
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<td><strong>2012 NCTE Standard 4.1</strong></td>
<td>All or almost all plans for writing instruction are accessible to all students, based on current English language arts (ELA) standards, reflect understanding of writing processes, incorporate multiple learning styles, and explicitly identify potential modifications based on learning needs.</td>
<td>Plans for writing instruction reflect an understanding of writing processes, are accessible to all students, and are based on current English language arts (ELA) standards.</td>
<td>Overall, plans for writing instruction are accessible to some but not all students and/or plans include lapses in alignment with current English language arts (ELA) standards.</td>
<td>Instructional plans focused on writing have limited accessibility to students at the target grade level.</td>
</tr>
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| Instructional Design - Writing: MAPS       | Instruction is designed to facilitate student-centered, higher-order thinking tasks and to provide opportunities for students to use language conventions strategically as they write independently and collaboratively in different modes for a wide range of audiences, purposes, and situations. | The intent to facilitate composing experiences that utilize individual and collaborative approaches and to provide opportunities for students to use language strategically as they write in different modes for distinct audiences, purposes, and situations is explicit and present in some, although not all, lessons. | Though an understanding of writing processes is evident, plans for writing instruction present little variation regarding the genre, audience, purpose, or situation of writing events. | Instruction is not designed in ways that reflect an adequate understanding of writing processes. Little consideration of or variation in mode, audience, purpose, or situation of writing events is evident. |
| **2012 NCTE Standards 4.3, 4.4**          |                                                                   |                                                               |                                                   |                                                 |
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Keys to Success

- Help everyone learn strategies for creating strong rubrics
- Include stakeholders
- Think about these 4 concepts:
  ... alignment of assessment to national standards,
  ... alignment of rubric to the assessment,
  ... alignment of rubric indicators to national standards, and
  ... use of language to make qualitative distinctions in levels of performance