Helping Students Focus on Learning, Not Grades

Keeta Holmes
instructional designer
UMSL
holmeskm@umsl.edu

Paul Wilmarth
technical trainer
UMSL
wilmarth@umsl.edu

http://tinyurl.com/7jdn5mp
YOU'RE FIRED!

GAAA!!!

NOT REALLY. BUT NOW THIS 2% RAISE WON'T SEEM SO BAD.

THIS JOB IS ALL ABOUT MANAGING EXPECTATIONS.
What is a rubric?

Why use a rubric?

What makes a rubric effective/ineffective?
Teachers

- helps **define** excellence and **plan instruction** so students can achieve it.
- **aligns** curriculum **objectives** and evaluation.
- **assists** teachers in being **accurate**, **fair**, and **consistent** with scoring.
- **reduces** the **time** teachers spend assessing student work.
- can **promote** consistent **expectations** between and among teachers in a school, at a particular grade level, and/or within a department.
- **documents** the **procedures** used and decisions made with respect to evaluating student work.

Students

- **clarifies** teacher **expectations**.
- **creates** a high level of **expectations** with a quality performance clearly indicated.
- **supports** the process of self and peer **assessment**.
- **provides** the student with focused **feedback** about how to improve performance.

(Jamison, 1999; Volk, 2002)
Whether holistic or analytical, rubrics should contain the following elements:

- the essential criteria (traits, qualities, descriptors) by which a product or a performance is judged.

- describe clearly observable features of the product or performance that focus, as much as possible, on what the student response demonstrates, rather than what is missing.

- use descriptive rather than comparative language to make distinctions.

- clearly differentiate levels of performance with each level containing parallel criteria or descriptions.

- be based on a wide range of exemplars or work samples so that all potential products or performances, for a particular group of students, would fit within the rubric.

- focus on the purpose and impact of the work in addition to content and appearance.

(Volk, 2002; McTighe & Wiggins, 1998)
Activity # 1
Have you ever heard these comments from your students?

*I don’t know what you want.*

*How do I get an A?*

*What are you looking for?*
Evaluating Digital Student Projects

Quantity vs. Quality

Time

Quality

VOICETHREAD

conversations in the cloud
Group Project

(noun)

Time to relax while you watch someone who cares do all the work.

Self-Directed Group Contract: Intro to Information Systems

Peer Evaluation Form

Oral Presentation Peer Evaluation Form

Grading Methods for Group Work (Carnegie Mellon)
Creating Rubrics

Web-Based Tools
- iRubric
- Teachnology
- Rubistar
- Roobrix

Other
rubrics as a learning tool (not just an evaluation tool)

Learning Contracts

Why Use Learning Contracts?

One of the most significant findings from research about adult learning (e.g. Allan Tough's *The Adults Learning Projects*, Ontario Institute for Studies in Education, Toronto, 1971) is that adults go about learning something naturally (as contrasted with being taught something), they are highly self-directing. Evidence is beginning to accumulate, too, that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught.

“...what [we] learn on [our] own initiative [we] learn more deeply and permanently...”
Define Learning Objective(s)

Learning Resources and Strategies

Target Date for Completion (timeline)

Evidence of Accomplishments

Criteria for Evaluation
## Learning Contract Form

**Learning Objectives**

- **Column #1**
  - Support Materials
  - pp. 2-3

- **Column #2**
  - Support Materials
  - pp. 6-7

**Learning Resources and Strategies**

- **Column #2**
  - Support Materials
  - pp. 6-7

- **Column #3**
  - Support Materials
  - p. 8

**Target Date for Completion or amount of time spent**

- **Column #4**
  - No Support Materials
  - This is to help manage time for completing the learning contract

**Evidence of Accomplishment of Objectives**

- **Column #4**
  - Support Materials
  - pp. 8-9

**Criteria and Means for Evaluating Evidence**
Your Learning Contract

Learning Objectives:
After reviewing supporting materials on how to develop/articulate your learning objectives, place them here.

Learning Resources:
Identify your learning resources here. Be specific.

Time line:
Remember that your project must be completed by the end of this semester. include deadlines for each major step of your project here.

Evidence of Accomplishments:
BE specific here in identifying exactly what you will be submitting/delivering (paper, presentation, video, portfolio).

Evaluation Criteria:
submit grading rubric here: stating exactly how your project is to be evaluated.

Path: p
documents

- creating your own learning contract
- examples of rating scales
- interactive rubrics
- learning contract
- learning contract example
- authentic assessment
- using rubrics to promote learning
- learning contract template
- qualities of a learning contract

web sites

- TLT Group
- Bb interactive rubrics resource
- Authentic Assessment Toolbox
- Rubric Resources
- learning contracts ((K-12)
- learning contracts
- learning contract sample
Platform for Facilitating Interactive and Iterative Student Work

Creating Student e-Portfolios with Google Sites

Start by clicking here!

- Unit 1: Intro
- Unit 2: Collecting
- Unit 3: Selecting
- Unit 4: Reflecting
- Unit 5: Publishing & Feedback