

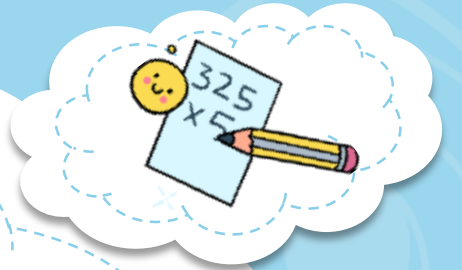
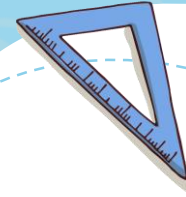


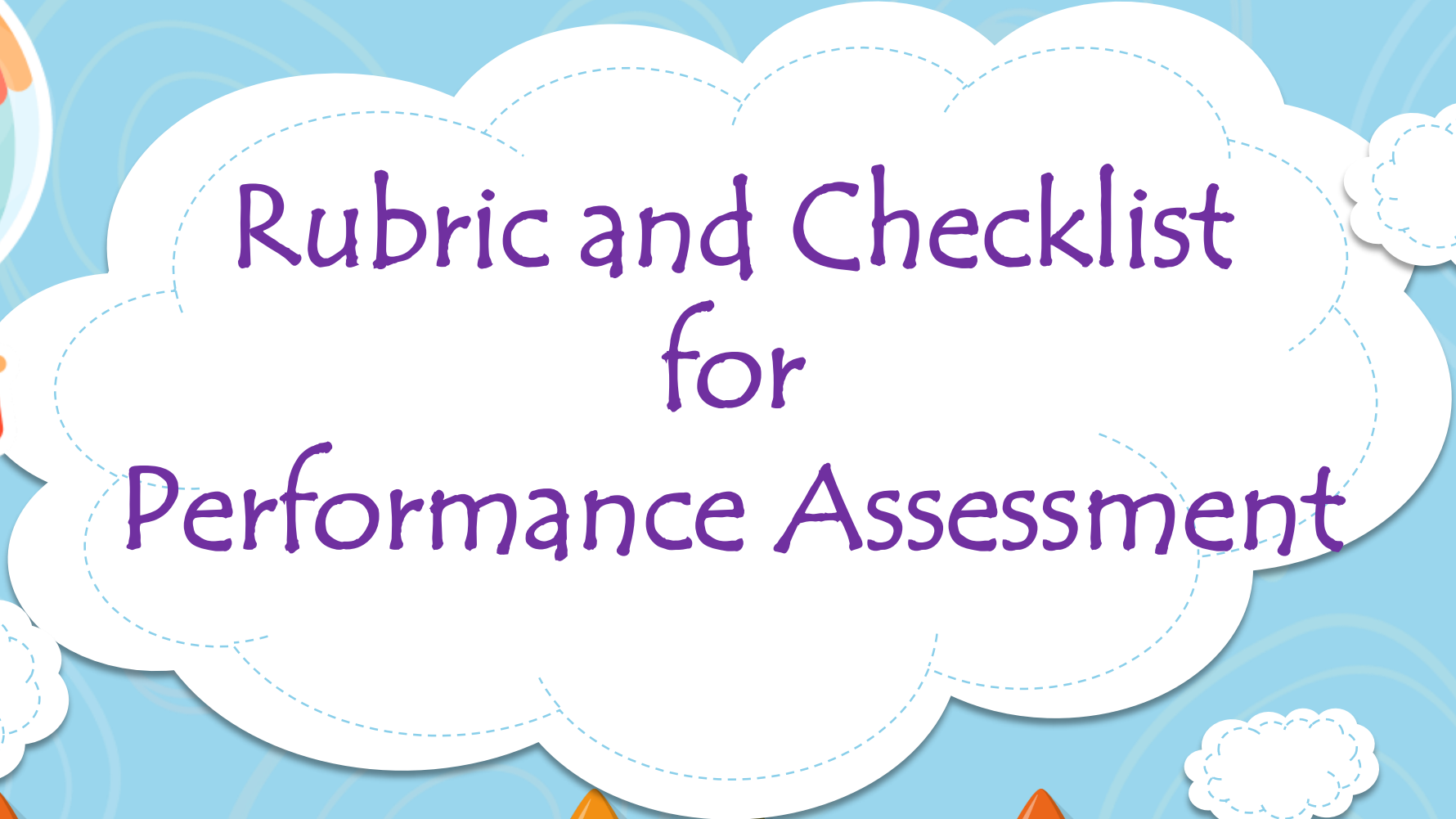
Rubric and Check list

Presented by Pei-Lan, Wang



A B C





Rubric and Checklist for Performance Assessment

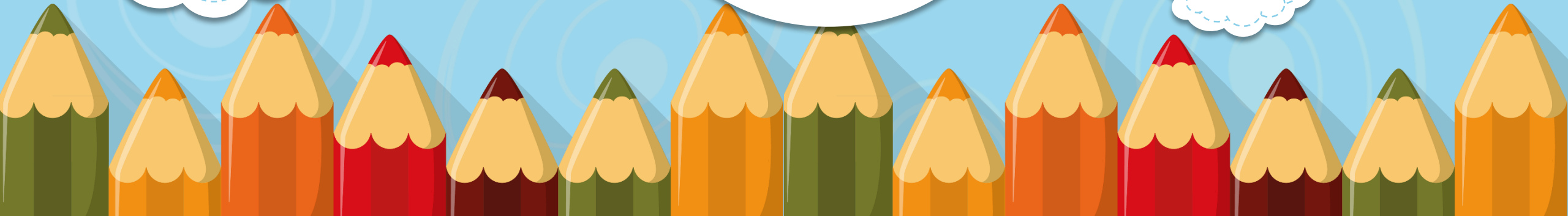
$1+1=?$



What's Rubric?

a guide listing specific criteria for grading or scoring academic papers, projects, or tests

What's Checklist?

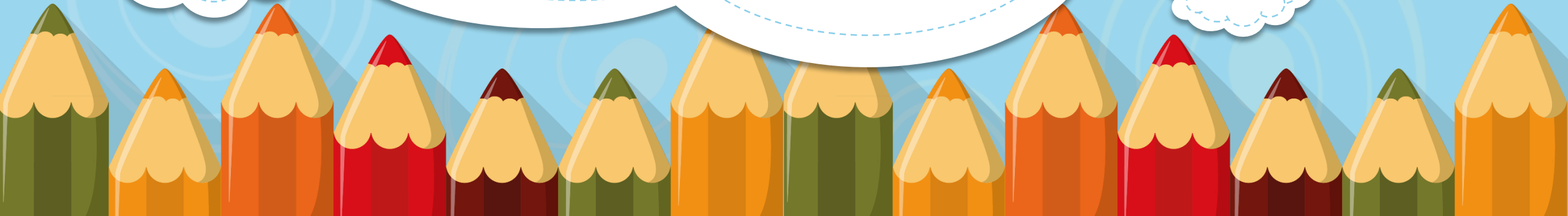




How to Create a Grading Rubric?

Step 1: Define the purpose of the assessment

1+1=?

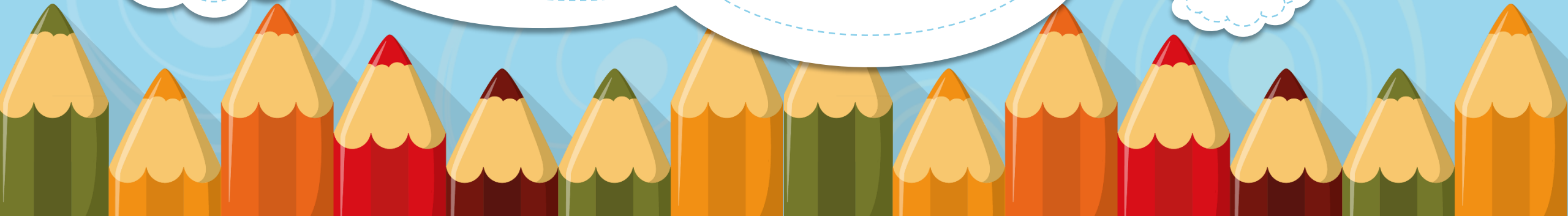




Step 1: Define the purpose of the assessment

1. What is the assigned task?
2. What might a student product/performance look like?
3. What kind of feedback do you want to give students on their work/performance ?

$1+1=?$



Task? What's the performance look like? The feedback?

Oral Presentation Rubric



Name: _____

Category	Excellent (4)	Great (3)	Good (2)	OK (1)
Time Limit	Presentation is 4 minutes long	Presentation is 3 minutes long	Presentation is 2 minutes long	Presentation is less than 1 minutes OR more than 5 minutes long
Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals	Student is somewhat prepared but it is clear that rehearsal is lacking	Student does not seem at all prepared to present
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try generate enthusiasm about the topic	Very little use of facial expression or body language. Did not generate much interest in the topic being presented
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words	Speaks clearly and distinctly all (100-95%) <i>the</i> time but mispronounces a few words	Speaks clearly and distinctly most (94-85%) the time and mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than a few words
Creativity	Student referred to 1 or more props that show considerable work/creativity and which make the presentation better	Student had 1 prop that show considerable work/creativity and which make the presentation better	Students had 1 prop which makes the presentation better	Student had no props

Score: _____ Notes: _____

What's the sub-goal of the task

What's the goal of the task

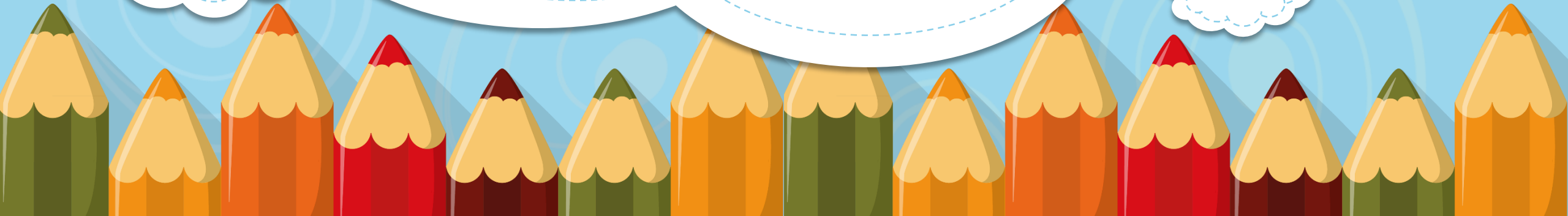
performance level descriptors



Thinking Task 1 (Skill): An Oral Presentation Rubric

1. What is the assigned task?
2. What might a student product/performance look like?
3. What kind of feedback do you want to give students on their work/performance ?

1+1=?



Oral Presentation Rubric

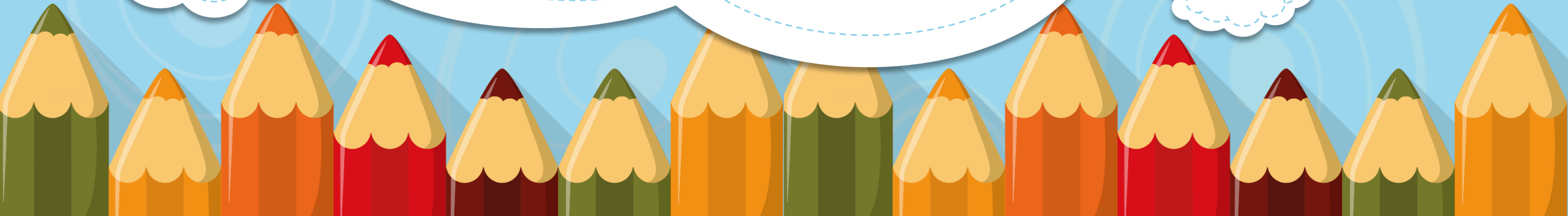
	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				



Thinking Task 2 (Skill and Attitude): A rubric for cooperative learning

1. What is the assigned task?
2. What might a student product/performance look like?
3. What kind of feedback do you want to give students on their work/performance ?

1+1=?



Rubric for Cooperative and Collaborative Learning

What's the goal of the task

What's the sub-goal of the task

Name: _____

Teacher Name: _____

Date: _____

Content: _____

Course Name: _____

Level: _____

	Exceeds expectations:	Meets expectations:	Approaching expectations:	Not yet meeting expectations:
Focus on task and participation:	Consistently stays focused on task Effectively encourages and supports the efforts of the group as a whole	Focuses on the task most of the time Usually encourages and supports the efforts of the group as a whole	Sometimes focuses on the task Sometimes encourages and supports the efforts of the group as a whole	Rarely focuses on the task Lets others do the work and rarely supports the efforts of the group as a whole
Shared responsibility and dependability:	Consistently punctual with work responsibilities Follows through on assigned tasks and does not depend on others to do the work; responsibility for tasks is evenly shared	Usually punctual with work responsibilities Follows through on most assigned tasks	Sometimes punctual with work responsibilities Follows through on some assigned tasks	Rarely punctual with work responsibilities Rarely follows through on assigned tasks
Discussing, listening, and discussing:	Consistently and respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Usually respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Sometimes respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Rarely respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus
Teamwork:	Always contributes to the overall goal of the group	Usually contributes to the overall goal of the group	Sometimes contributes to the overall goal of the group	Rarely contributes to the overall goal of the group

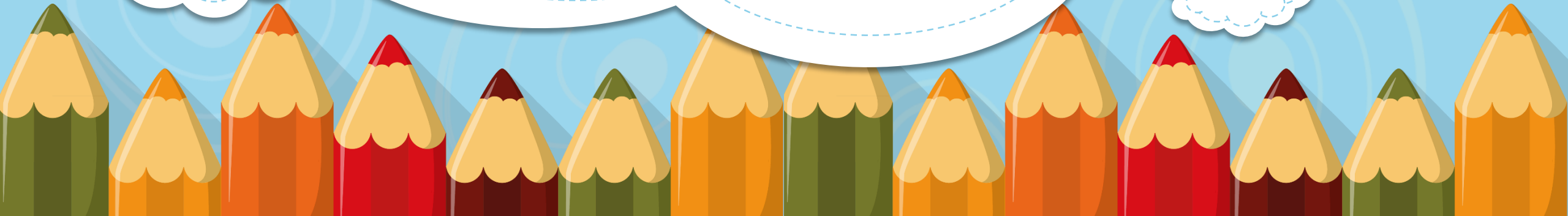
Overall Evaluation: _____ Exceeds expectations: _____ Meets expectations: _____ Approaching expectations: _____ Not yet meeting expectations: _____



How to Create a Grading Rubric?

Step 2: Decide what kind of rubric you will use?
A holistic rubric or analytic rubric?

1+1=?



Template for Holistic Rubrics:

<u>Score</u>	<u>Description</u>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing .
1	Demonstrates no understanding of the problem
0	No response/task not attempted

A holistic rubric for Life Curriculum

領綱學習表現					
5-I-3 理解與欣賞美的多元形式與異同。					
評量標準					
主題	A	B	C	D	E
美的感知與欣賞	1. 清楚合理地表達美可用視覺、聽覺及動覺等多元的方式表現。	1. 清楚地表達美可用視覺、聽覺及動覺等多元的方式表現。	1. 簡單地表達美可用視覺、聽覺或動覺等方式表現	1. 在他人協助下，表達美的表現方式。	未達 D 等級
表達的內容	1 能正確勾選(90%以上正確)各組	1 能正確勾選(80%以上正確)各組	1. 能正確勾選(60%以上正確)	1. 在他人協助下，能正確勾選(50%以上正確)	未達 D 等級
評分指引	表現神奇魔「樹」的方式，發現美可用多元方式表現。	表現神奇魔「樹」的方式，發現美可用多元方式表現。	各組表現神奇魔「樹」的方式，發現美可用多元方式表現。	各組表現神奇魔「樹」的方式，發現美可用多元方式表現。	

A holistic rubric for Life Curriculum

領綱學習表現						
7-1-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。						
評量標準						
主題	互動程度	A	B	C	D	E
與人合作	與人互動時， 總能 專注且耐心地聽完同儕傳達的訊息。	與人互動時， 經常 能專注且耐心地聽完同儕傳達的訊息。	與人互動時， 有 時能專注且耐心地聽完同儕傳達的訊息。	與人互動時， 在他人 的協助下，能專注且耐心地聽完同儕傳達的訊息。	未達 D 等級	
² 評分指引	小組合作溝通自評表勾選項目總分達 14~15 分	小組合作溝通自評表勾選項目總分達 12~13 分	小組合作溝通自評表勾選項目總分達 10~11 分	小組合作溝通自評表勾選項目總分達 9 分	未達 D 等級	

表現描述 performance Level descriptors

小組合作溝通教師觀察檢核表

組別 (座號)	1. 有專心看說話的人(沒有做其他事情)	2. 會認真聽	3. 有耐心等別人介紹完(不會打斷別人說話或插嘴)	4. 聽懂別人說的內容會表達(點頭、比手勢或用說的)	5. 為了聽清楚我會靠近說話的人
第 1 組 (1, 8)	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
第 2 組 (3, 27)	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
(略)					
第 11 組 (18, 19)	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
第 12 組 (20, 25)	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
第 13 組 (28, 23)	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無

備註:

1. 教師檢核表為輔助性質，當學生自評表與教師檢核表內容無出現較大差異(超過±1等級)，則

學習評量單-1 (形成性)

神奇魔「樹」討論單 第【 】組

☺你們想在大笑森林放一棵什麼神奇樹？

☺這棵樹特別的地方在哪裡？

☺想用什麼方式表現這棵大樹：

說寫畫剪貼演唱其他(可以選兩種以上)

☺需要什麼材料或道具？

大樹博覽會評量單

我們是第【 】組

組別	看到了什麼？	表現方式(打v) (可以選兩種以上)	我們覺得同學的作品(表現) 哪個地方很特別？
一		<input type="checkbox"/> 說 <input type="checkbox"/> 寫 <input type="checkbox"/> 畫 <input type="checkbox"/> 剪貼 <input type="checkbox"/> 演 <input type="checkbox"/> 唱 <input type="checkbox"/> 其他	
二		<input type="checkbox"/> 說 <input type="checkbox"/> 寫 <input type="checkbox"/> 畫 <input type="checkbox"/> 剪貼 <input type="checkbox"/> 演 <input type="checkbox"/> 唱 <input type="checkbox"/> 其他	
三		<input type="checkbox"/> 說 <input type="checkbox"/> 寫 <input type="checkbox"/> 畫 <input type="checkbox"/> 剪貼 <input type="checkbox"/> 演 <input type="checkbox"/> 唱 <input type="checkbox"/> 其他	
四		<input type="checkbox"/> 說 <input type="checkbox"/> 寫 <input type="checkbox"/> 畫 <input type="checkbox"/> 剪貼 <input type="checkbox"/> 演 <input type="checkbox"/> 唱 <input type="checkbox"/> 其他	
五		<input type="checkbox"/> 說 <input type="checkbox"/> 寫 <input type="checkbox"/> 畫 <input type="checkbox"/> 剪貼 <input type="checkbox"/> 演 <input type="checkbox"/> 唱 <input type="checkbox"/> 其他	

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Resource from: <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>

Rubric for Cooperative and Collaborative Learning

Student

Assignment

A analytic rubric on cooperation

	Exceeds expectations:	Meets expectations:	Approaching expectations:	Not yet meeting expectations:
Focus on task and participation:	Consistently stays focused on task Effectively encourages and supports the efforts of the group as a whole	Focuses on the task most of the time Usually encourages and supports the efforts of the group as a whole	Sometimes focuses on the task Sometimes encourages and supports the efforts of the group as a whole	Rarely focuses on the task Lets others do the work and rarely supports the efforts of the group as a whole
Shared responsibility and dependability:	Consistently punctual with work responsibilities Follows through on assigned tasks and does not depend on others to do the work; responsibility for tasks is evenly shared	Usually punctual with work responsibilities Follows through on most assigned tasks	Sometimes punctual with work responsibilities Follows through on some assigned tasks	Rarely punctual with work responsibilities Rarely follows through on assigned tasks
Discussing, listening, and discussing:	Consistently and respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Usually respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Sometimes respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Rarely respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus
Teamwork:	Always contributes to the overall goal of the group	Usually contributes to the overall goal of the group	Sometimes contributes to the overall goal of the group	Rarely contributes to the overall goal of the group

Overall Evaluation: _____ Exceeds expectations: _____ Meets expectations: _____ Approaching expectations: _____ Not yet meeting expectations: _____

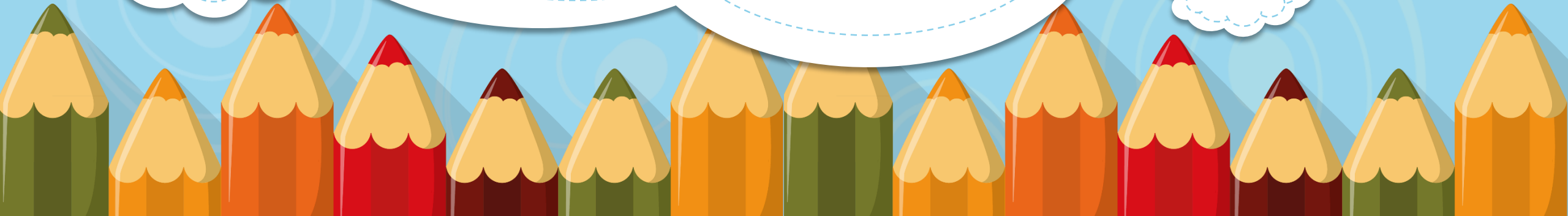


How to Create a Grading Rubric?

Step 3: Define the criteria



1+1=?

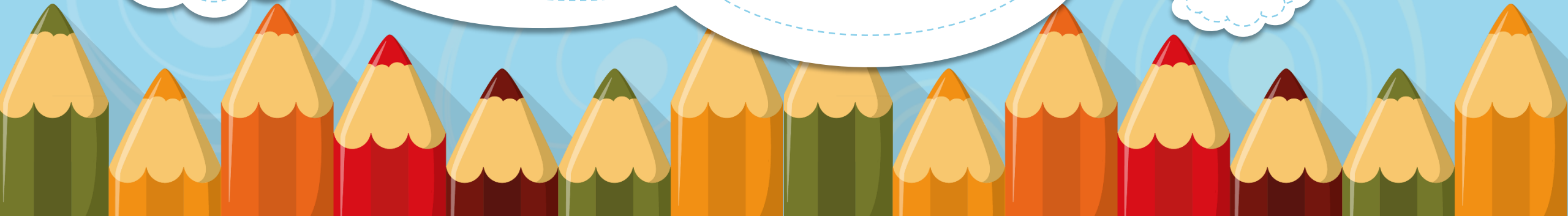




Step 3: Define the criteria

- 1、 Review the learning objectives for the class?
- 2、 Try to describing A B C D (E)?
- 3、 Work with your co-teacher, or brainstorm and discuss with students ?

1+1=?

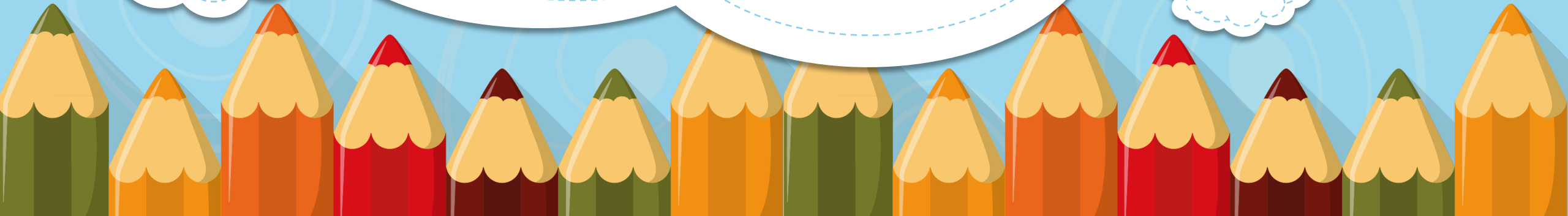




Step 3: Define the criteria · Consider the effectiveness of the criteria

- 1、 Can they be observed and measured?
- 2、 Are they important and essential?
- 3、 Are they distinct from other criteria?

1+1=?



肆、評量標準

【悅納自己】評量標準

- 1、 Can they be observed and measured?
- 2、 Are they important and essential?
- 3、 Are they distinct from other criteria?

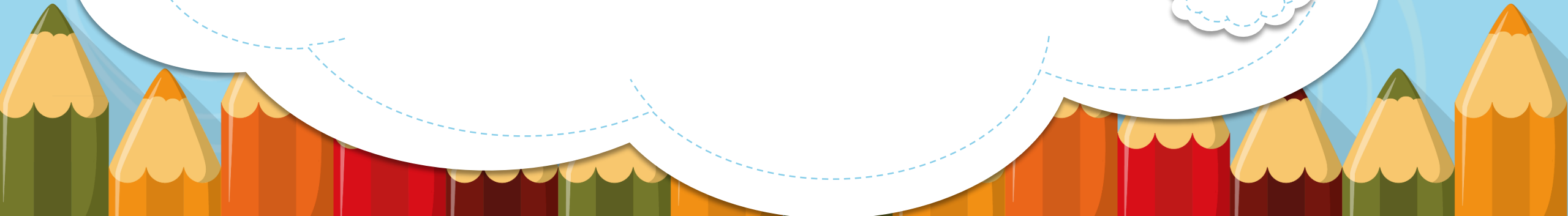
評量標準						學習表現
主題	A	B	C	D	E	
1. 悅納	1.清楚完整地表達自己的外在特徵和興趣喜好。 2.清楚完整地表達自己的成長受家庭、學校及社區文化等因素的影響。 3.清楚完整地表達自己的生活會受到自然(如大自然的時序變化、雨天、風災、地震等)與社會環境(如家庭、學校、社區環境等)變遷的影響。	1.清楚地表達自己的外在特徵和興趣喜好。 2.清楚地表達自己的成長受家庭、學校及社區文化等因素的影響。 3.清楚地表達自己的生活會受到自然(如大自然的時序變化、雨天、風災、地震等)與社會環境(如家庭、學校、社區環境等)變遷的影響。	1.簡單地表達自己的外在特徵和興趣喜好。 2.簡單地表達自己的成長受家庭、學校或社區文化等因素的影響。 3.簡單地表達自己的生活會受到自然(如大自然的時序變化、雨天、風災、地震等)或社會環境(如家庭、學校、社區環境等)變遷的影響。	1.在他人的協助下，表達自己的外在特徵和興趣喜好。 2.在他人的協助下，表達自己的成長受家庭、學校或社區文化等因素的影響。 3.在他人的協助下，表達自己的生活會受到自然(如大自然的時序變化、雨天、風災、地震等)或社會環境(如家庭、學校、社區環境等)變遷的影響。	未達D等級	1-I-1 探索並分享對自己及相關人、事、物的感受與想法。

Goal



Step 4: Design the rating scale 5 levels

1. What students are able to demonstrate in this assessment? What are the possible levels of achievement?
2. Will you use numbers or descriptive labels for these levels?
3. If you choose descriptive labels, what labels are most appropriate? Will you assign a number to those labels?



A holistic rubric for Life Curriculum

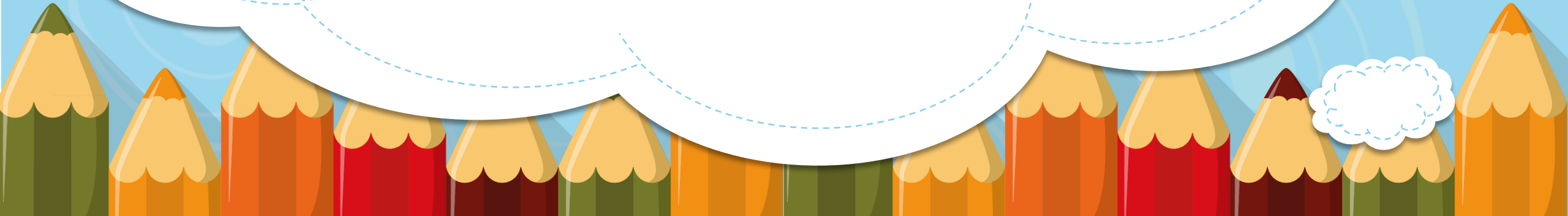
領綱學習表現						
7-1-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。						
評量標準						
主題	互動程度	A	B	C	D	E
與人合作	與人互動時， 總能 專注且耐心地聽完同儕傳達的訊息。	與人互動時， 經常 能專注且耐心地聽完同儕傳達的訊息。	與人互動時， 有 時能專注且耐心地聽完同儕傳達的訊息。	與人互動時， 在他人 的協助下，能專注且耐心地聽完同儕傳達的訊息。	未達 D 等級	
² 評分指引	小組合作溝通自評表勾選項目總分達 14~15 分	小組合作溝通自評表勾選項目總分達 12~13 分	小組合作溝通自評表勾選項目總分達 10~11 分	小組合作溝通自評表勾選項目總分達 9 分	未達 D 等級	

表現描述 performance Level descriptors



Step 5: Create your rubric

1. You can get feedback from: Co teacher, students, try to analyze students works.
2. Analyze the results and consider its effectiveness, then revised accordingly.





How to Use a Grading Rubric ?

- 1 、 distribute the rubric with the assessment.
- 2 、 ask students to use the rubrics to evaluate their own work.
- 3 、 ask students to use the rubric for peer review



1+1=?

