Rubric Basics

Rubrics guide us through the details that define a skill.

Ten Sigma rubrics are "analytical" rubrics, designed in an outline format that allows users to more easily analyze the details of a skill

Rubrics are used for Assessment Communications Displaying progress Tracking results Scoring trials There are three main parts of a rubric Criteria Scales Scoring

Use Rubrics to Evaluate Students

Base evaluation on tasks, observations, discussions with the student

Rate the student

Total the scoring for the rubric

Make decisions based on the results

Accept consequences		
Name Date		
Directions: Use scale to rate each item. Then total each group and whole rubric		
Legend: 3=Always, 2=Most of time, 1=Sometimes, 0=Never		
	Possible	Earned
Act with respect while receiving consequences		
Make eye contact with people in authority	3	1
Listen to people in authority, without interrupting	3	0
Ask questions to clarify consequences	3	1
Accept consequences in a positive manner		
Respond appropriately to authority when consequences are given		
 Indicate acceptance of consequence through preferred method of communication 		
Carry out accepted consequences]	
Move immediately to carry out consequences	3	0
Carry out consequences exactly as given by authority	3	1
Continue carrying out consequences until finished	3	<u>0</u> <u>1</u> <u>0</u>
Learn from consequences		
Participate in conversations regarding the behavior	3	1
Think about the behaviors that earned consequences	3	0
Commit to acting appropriately in the future	3	1
 Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior 	3	$\frac{\frac{1}{0}}{\frac{1}{1}}$
Overall Total	30	<u>6</u> S
<u>A</u> lways=26-30 <u>M</u> ost of time=16-25 <u>S</u> ometimes=6-15 <u>N</u> ever=0-5	Rating	S
Comments		

Use Rubrics to Track Trials

Determine the number of trials

Determine what the student will do for each trial

Track success for the trials

Be organized					
Name Date					
Directions: Mark each item. Then total the scores for each group, then for the whole rubric	:				
egend: 4=exceeds standard, 3=meets standard, 2=nearly meets standard, 1=below stan. he scores for each group and for the whole rubric.	dard. Whe	n finis	shed a	add u	p
	T1	T2	Т3	T4	T5
Jse strategies for being more effective and efficient					
Decide how tasks should be done before beginning		_	_		_
Store tasks for easy retrieval		_	_	_	_
Write things down to help remember them later			_		_
 Keep track of responsibilities and when things are due 		_	_	_	_
Have a logical sequence for completing most tasks					_
 Finish one task completely before moving to the next 				_	_
Have a plan for organizing living and work areas • Keep living and work areas neat and orderly	1				
Organize materials within living and work areas		_	_	_	_
-		_	_	_	_
Clean up areas on a regular basis		_	_	_	_
Keep a long-term calendar of important events					
 Record key events on yearly, monthly and weekly calendar 		_	_	_	_
Record key details and tasks			_		_
Consult calendar before agreeing to do something		_	_	_	_
Keep a daily to-do list of specific events and tasks					
Check previous to-do list at the beginning of each day					
Consult calendar before making a daily to-do list					
Make a list of tasks to be completed on given days					
Prioritize items on the list by deadline and importance		=	=	=	=
Estimate the time needed to complete each task					
Mark off tasks as they are completed					
Add new tasks as they come up			_		
Transfer uncompleted tasks to next day's list			_		
Total Number of Poi	nts		_		
Exceeds Standard=70-80 Meets Standard=50-69 Nearing Standard=30-49 Below					

Use Rubrics to Report Progress

Establish the baseline

Re-assess student periodically

Report Progress

Accept consequences					
Name Date					
Directions: Use scale to rate each item. Then total each group and whole rubric					
Legend: 3=Always, 2=Most of time, 1=Sometimes, 0=Never					
	В	Q1	Q2	Q3	Q4
Act with respect while receiving consequences					
Make eye contact with people in authority	1	1	_	_	
Listen to people in authority, without interrupting	0_	0			
Ask questions to clarify consequences	1	2	_	_	
Accept consequences in a positive manner					
Respond appropriately to authority when consequences are given					
Indicate acceptance of consequence through preferred method of					
communication					
Carry out accepted consequences					
Move immediately to carry out consequences	0	1	_	_	_
Carry out consequences exactly as given by authority	1	1			
 Continue carrying out consequences until finished 	0	0	_	_	_
Learn from consequences					
Participate in conversations regarding the behavior	1_	1			
Think about the behaviors that earned consequences	0	0	_	_	
Commit to acting appropriately in the future	1	2	_	_	_
 Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior 	1_	1	_	_	_
Total Number of Points	6	9			
<u>A</u> lways=26-30 <u>M</u> ost of time=16-25 <u>S</u> ometimes=6-15 <u>N</u> ever=0-5	S	S	_	_	_
Comments					

Use Rubrics to Track Completion or Mastery

Select a heading

Print the rubric

Score rubric

Be organized	
Name Date	
Directions:	
Legend: Acceptable = criteria are met at a reasonable level or better	
	Acceptable
Use strategies for being more effective and efficient	
Decide how tasks should be done before beginning	<u>X</u>
Store tasks for easy retrieval	
Write things down to help remember them later	X
Keep track of responsibilities and when things are due	<u></u>
Have a logical sequence for completing most tasks	
Finish one task completely before moving to the next	<u>X</u>
Have a plan for organizing living and work areas	
Keep living and work areas neat and orderly	
Organize materials within living and work areas	
Clean up areas on a regular basis	X
Keep a long-term calendar of important events	
Record key events on yearly, monthly and weekly calendar	
Record key details and tasks	
Consult calendar before agreeing to do something	X
Keep a daily to-do list of specific events and tasks	
Check previous to-do list at the beginning of each day	
Consult calendar before making a daily to-do list	
Make a list of tasks to be completed on given days	
Prioritize items on the list by deadline and importance	
Estimate the time needed to complete each task	X
Mark off tasks as they are completed	
Add new tasks as they come up	
Transfer uncompleted tasks to next day's list	
Comments	

Level One Rubric Title

- Main skill on which the rubric focuses
- □ 0 Tabs (flushleft)

Level Two Major Criteria

- Organizes details of the rubric into meaningful groups
- ☐ 1 tab

Level Three Subcriteria

- Details that describe the major criteria and title (skill) in detail
- Generally, subcriteria are measurable
- ☐ 2 tabs

Structure of a Rubric

Part One: Criteria



Structure of a Rubric

Part Two: The Scales

Assessment: Possib	le <u>5</u> Earned <u>2</u> Scale:
☐ 4-pt Always/Nvr	Always, Most of the time, Sometimes, Never
☐ 5-pt Proficiency	Exceeds, Above, Meets, Approaches, Not close
☐ Success	All settings, familiar settings, with some assistance with a lot of assistance, can't
☐ Cueing	Without assistance, With minimal assistance, with Unlimited assistance, Can't do
☐ Strength/Need	S trong strength, Strength, Neutral, Weakness, Definite weakness
Trials	T1 T2 T3 T4 T5
Progress	Baseline Q1 Q2 Q3 Q4
Simple Scales	Completed YES/NO Date M T W Th 7F

Scales Determine the Purpose of the Rubric

Assessment Scale Trials Scale

Progress Scales Simple Scales

Accept consequences		
Name Date		
Directions: Mark each criterion as completed when the student has met your expectations for	the criterion	
Legend: Proficiency: 4=exceeds, 3=meets, 2=nearing, 1=not proficient.		
Act with respect while receiving consequences • Make eye contact with people in authority		Completed
Listen to people in authority, without interrupting		
Ask questions to clarify consequences		
Accept consequences in a positive manner		
 Respond appropriately to authority when consequences are given 		
 Indicate acceptance of consequence through preferred method of communicat 	on	
Carry out accepted consequences • Move immediately to carry out consequences		
Carry out consequences exactly as given by authority		
Continue carrying out consequences until finished		
Learn from consequences		
 Participate in conversations regarding the behavior 		
 Think about the behaviors that earned consequences 		
Commit to acting appropriately in the future		
 Refrain from exhibiting unacceptable behavior when reminded of past consequence behavior 	ences for a	

Structure of Rubrics

Part Three: The Scoring

Directions	Tells the user what, how, and when to score
Legend	Tells the user the possible scores to give
Totaling	Defines how to total (add up) the scores No totaling Whole rubric totaling Group and whole rubric totaling
Rating	Defines group and whole ratings student has earned

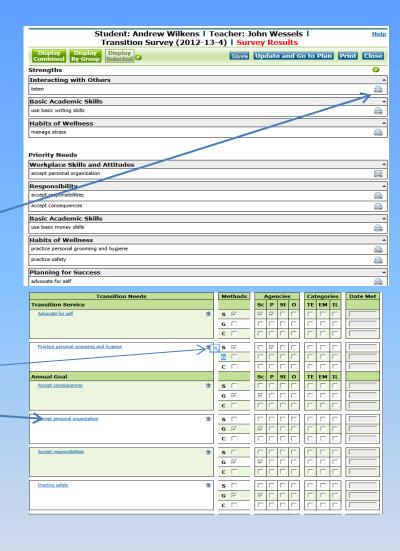
Banding Determines How the Rubric is Scored **Groups and Whole Rubric**No Scoring Whole Rubric

Accept consequences		
Name Date		
Directions: Use the legend to rate each item. Then analyze the results to determine student needs.		
Legend: Proficiency: 4=exceeds, 3=meets, 2=near, 1=not close or N=not applicable or not a priority.		
	Possible	Earned
Act with respect while receiving consequences		
Make eye contact with people in authority	4	
Listen to people in authority, without interrupting	4	
Ask questions to clarify consequences	4	
Accept consequences in a positive manner		
 Respond appropriately to authority when consequences are given 	4	
 Indicate acceptance of consequence through preferred method of communication 	4	
Carry out accepted consequences		
Move immediately to carry out consequences	4	
 Carry out consequences exactly as given by authority 	4	
Continue carrying out consequences until finished	4	
Learn from consequences		
 Participate in conversations regarding the behavior 	4	
 Think about the behaviors that earned consequences 	4	
Commit to acting appropriately in the future	4	
 Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior 	4	

Accessing Rubrics in the RubricMaker

Access rubrics from the

- Survey results screen
- Plan
- ☐ Goal Manager





Search for a Rubric

Rubrics

By Keyword

By Attribute

- Originator
- Need Level
- Academic
- **Functional**
- Grade Level
- Rubric Type
- Status

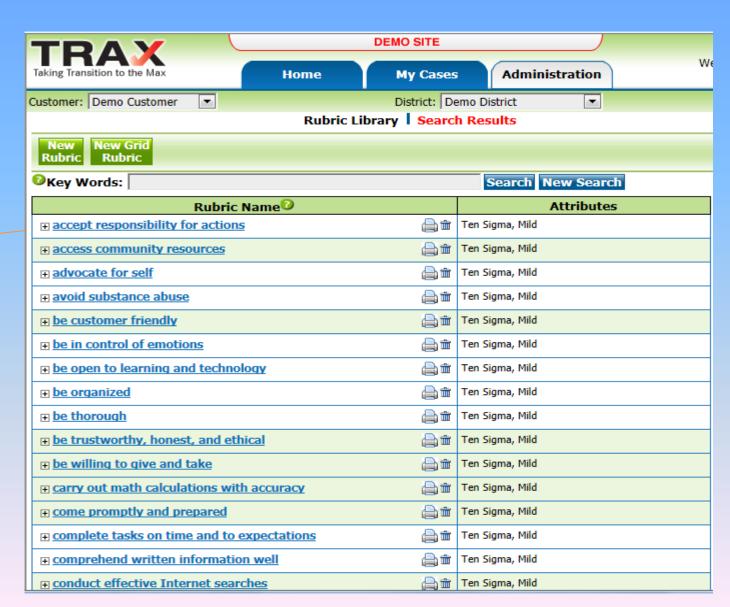


Select a Rubric

View the list of rubrics

Click on the "+" signs to see more detail of the rubric

Click on a rubric to open it up



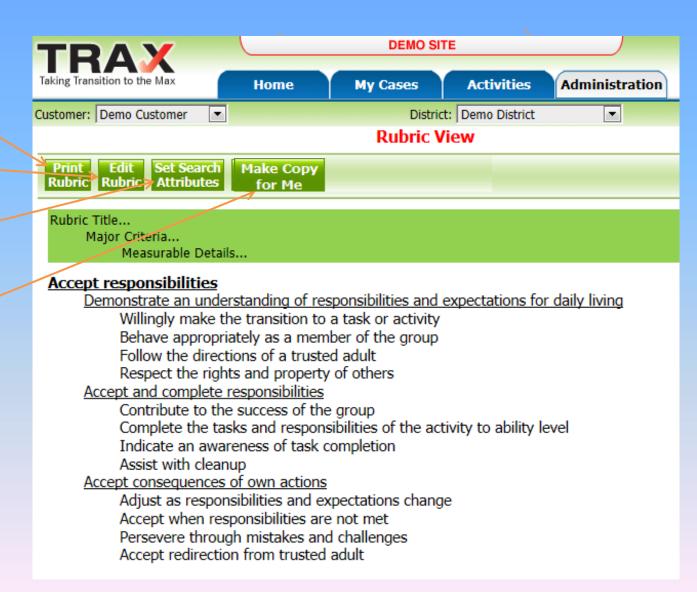
Rubric Options

Print the rubric

Edit the rubric

Add search attributes

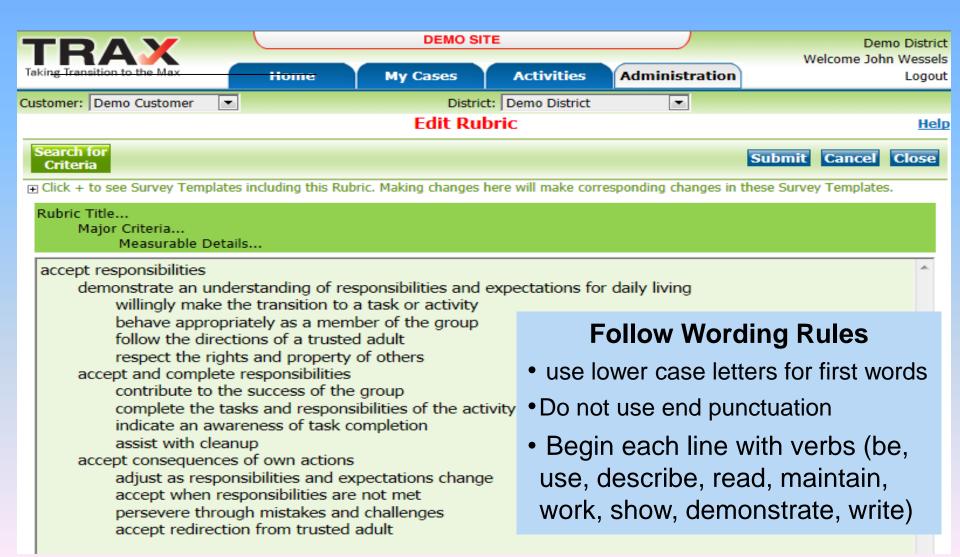
Make a copy of the rubric for yourself so you can edit it



Like a Word Processor

- Add words and lines
- Remove words and lines
- Change wording

Editing Rubric Wording

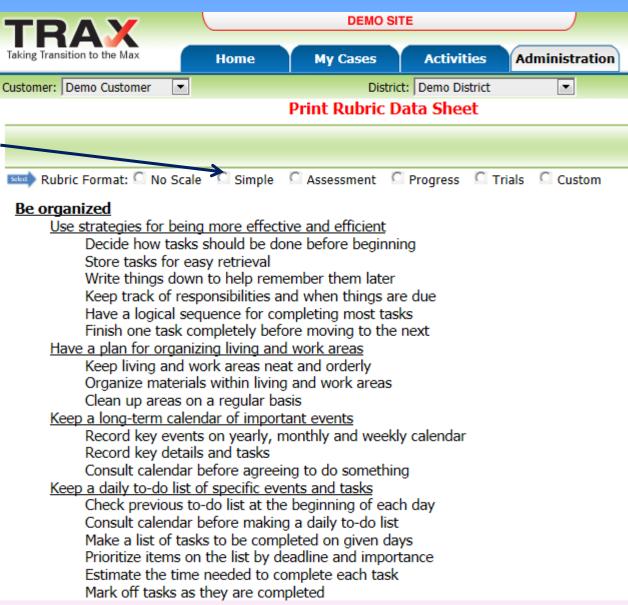


Printing Rubrics Select a Print Format

Click on Print Rubric

Select a print format

- Assessment
- Trials
- Progress
- Simple

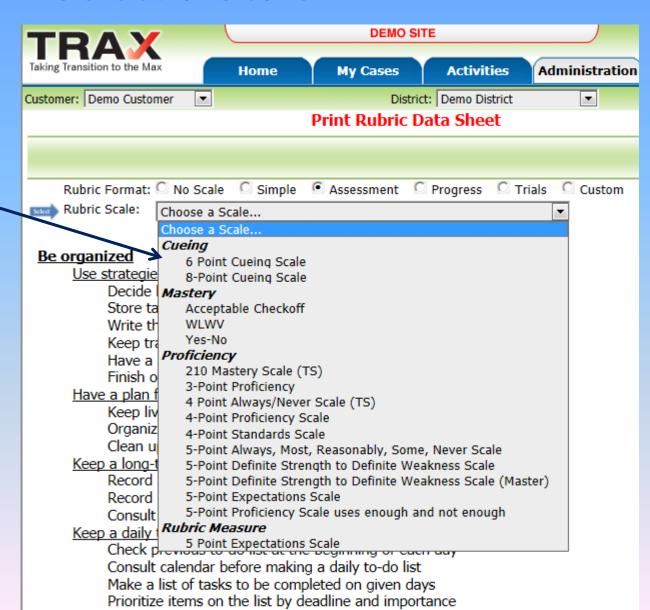


Printing Rubrics Select a Scale

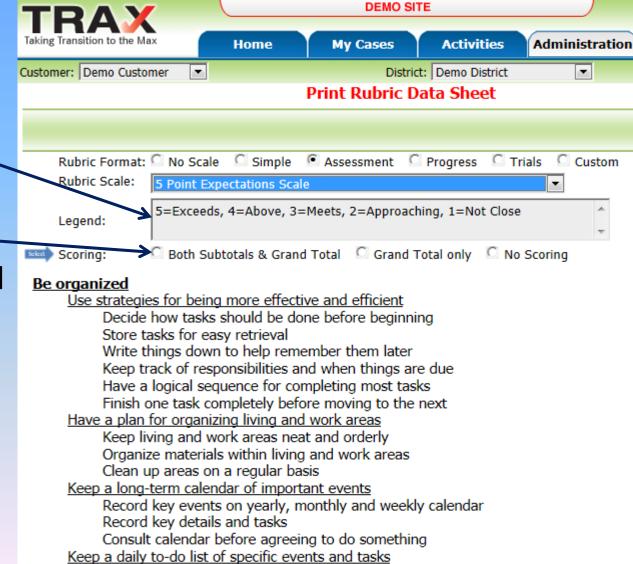
Select a scale for the rubric

- Cueing
- Mastery
- Proficiency
- Rubric Measure

Create your own scale



Printing Rubrics Prepare Print Details



Check previous to-do list at the beginning of each day

Verify the legend

Select how the — rubric will be totaled

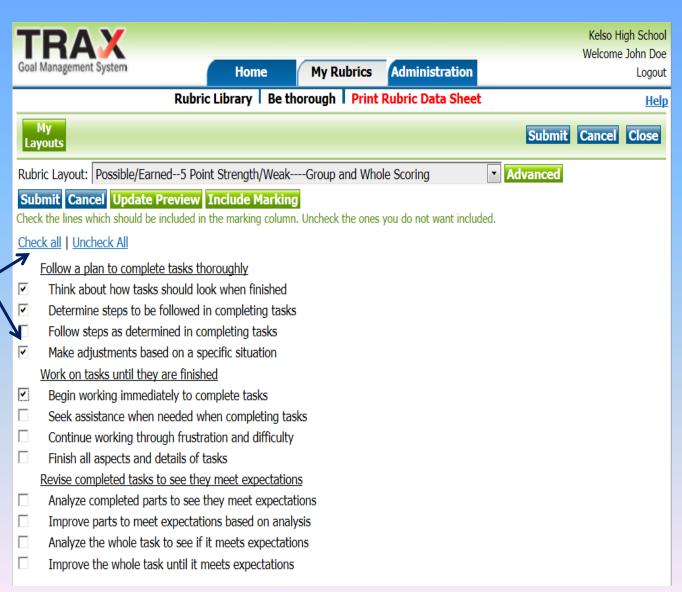
- Both group and whole rubric totaling
- Whole rubric only totaling
- Not totaling

Remove Scoring from Individual Lines

Clicking on a checkmark removes the checkmark

Removing a checkmark from a criteria line removes scoring from that line

You can check all or uncheck all at once, or click to remove each line individually



Remove Scoring from Individual Lines

Rubric prints with the full set of criteria

The scales have been removed for all criteria lines except four

The RubricMaker recalculated the scoring output to match changes

Comments

Advocate for self		
Name Date		
Directions: Mark 5=Definite Strength, 4=Strength, 3=Okay, 2=Weakness, 1=Definite Weakness, N/When finished, total up the scores for each categorythen for the whole rubric.	A=Not obse	ved.
Legend: 5 = Definite Strength, 4 = Strength, 3 = Acceptable, 2 = Weakness, 1 = Definite Weakness	S.	
Have a realistic view of self • Be aware of capabilities and limitations	Possible	Earned
Be aware own strengths and weaknesses Describe what is important to self	5	_
Recognize situations that require self-advocacy • Be aware of legal and civil rights		
Recognize that maintaining personal safety often requires self-advocacy	5	_
Recognize that obtaining services often requires self-advocacy		
Advocate for self when appropriate		
Evaluate situations and decide whether self advocating is worthwhile		
Make a plan for successfully advocating for self	5	_
 Recognize fears associated with self advocating and have methods of overcoming them 		
Carry out plan and advocate for self	5	_
Evaluate success in advocating for self		
Decide on how to better advocate for self next time		
Overall Total <u>Def Strength=18-20 Strength=14-17 Acceptable=10-13 Weak=6-9 Def Weak=4-5</u>	20 Rating	_

A -l. . - - - 4 - . 6 - . . - - 1.6

Print the Rubric

Be thorough		
Name Date		
Directions: Use the scale below to rate each item. Then total each group and the whole rubric.		
Legend: Expectations: 5=Exceeds, 4=Above, 3=Meets, 2=Approaches, 1=Not Close		
	Possible	Earned
Follow a plan to complete tasks thoroughly		
Think about how tasks should look when finished	5	_
Determine steps to be followed in completing tasks	5	_
Follow steps as determined in completing tasks	5	_
Make adjustments based on a specific situation	5	= = =
Subtotal for Group	20	_
Exceeds=18-20 <u>A</u> bove=14-17 <u>M</u> eets=10-13 <u>A</u> pproaching=6-9 <u>N</u> ot Close=4-5	Rating	
Work on tasks until they are finished		
Begin working immediately to complete tasks	5	_
Seek assistance when needed when completing tasks	5	_
Continue working through frustration and difficulty	5	_
Finish all aspects and details of tasks	5	
Subtotal for Group	20	=======================================
Exceeds=18-20 <u>A</u> bove=14-17 <u>M</u> eets=10-13 <u>A</u> pproaching=6-9 <u>N</u> ot Close=4-5	Rating	
Revise completed tasks to see they meet expectations		
Analyze completed parts to see they meet expectations	5	_
Improve parts to meet expectations based on analysis	5	_
Analyze the whole task to see if it meets expectations	5	_
Improve the whole task until it meets expectations	5	= = =
Subtotal for Group	20	_
Exceeds=18-20 <u>A</u> bove=14-17 <u>M</u> eets=10-13 <u>A</u> pproaching=6-9 <u>N</u> ot Close=4-5	Rating	_
Overall Total	60	_
Exceeds=55-60 <u>A</u> bove=43-54 <u>M</u> eets=31-42 <u>A</u> pproaching=19-30 <u>N</u> ot Close=12-18	Rating	_