



## ***Kathy W.'s Portfolio***

### ***Design a Rubric***

#### ***Week 8 - Activity 5***

This activity focuses on the course goals: Apply technology in assessing student learning of subject matter using a variety of effective classroom assessment techniques, and Understand and use the Five Standards of Assessment Quality.

#### **Persuasive Speech Rubric**

|                                   | Inadequate - 0   | Basic - 1   | Good - 2  |
|-----------------------------------|--|---|---|
| <b>Content</b>                    | <>Includes only one or two facts<br><>has information that does not relate to thesis<br><>multiple sources not used  | <>Includes three or four facts<br><>information included that does not relate to thesis<br><>multiple sources not used  | <>Includes at least four facts that relate to topic<br><>some content not related to position<br><>multiple sources used  |
| <b>Coherence and Organization</b> | <>No Introduction or Summary<br><>issues not stated<br><>facts not presented as substantiation of argument   | <>Missing introduction or summary<br><>some issues not clearly stated<br><>little substantiation for opinion  | <>Introduction included<br><>Summary included<br><>most issues stated<br><>most facts presented substantiate opinion  |
| <b>Preparedness</b>               | <>Drafts not submitted<br><>revisions not submitted<br><>no note cards<br><>no practice speech   | Missing two or more of:<br><>drafts<br><>revisions<br><>note cards<br><>practice speech   | Missing one of:<br><>drafts<br><>revisions<br><>note cards<br><>practice speech   |
| <b>Persuasiveness</b>             | Argument not presented clearly – <b>speech is missing:</b><br><>what they would do for “Stolen Generation”<br><>why they would do this<br><>if they believe reparations are important<br><>substantiations for positions taken | Argument presented but missing <b>more than one</b> of:<br><>what they would do for “Stolen Generation”<br><>why they would do this<br><>if they believe reparations are important<br><>substantiations for positions taken | Argument presented but <b>missing one</b> of:<br><>what they would do for “Stolen Generation”<br><>why they would do this<br><>if they believe reparations are important<br><>substantiations for positions taken |
| <b>Oral Presentation Skills</b>   | <>Poor voice projection<br><>does not look at or respond to audience<br><>no expression used   | More than one problem with:<br><>voice projection<br><>not looking at or responding to audience<br><>no expression used   | Delivery of speech affected by at least one problem with:<br><>voice projection<br><>not looking at or responding to audience<br><>no expression used   |

**Self Assessment of rubric:** I reviewed the above rubric that I created for a persuasive speech for our eighth grade social studies performance and based on the "Rubric for rubrics", I came up with these ideas for improving the rubric:

- I tried to keep the rubric succinct in an effort to not overwhelm students but I think more details could be provided in areas such as "substantiations for positions taken" and "issues clearly stated" to help students clearly understand the nature of a high quality performance.
- The same areas I felt could be enhanced above would provide clarity to multiple teachers using the rubric for assessment - if it's not entirely clear what "substantiations and "substantiations for positions taken" and "issues clearly stated" mean to students, it may not be clear across teachers.
- I do think the rubric is useful and would be helpful to students to review initially and as they work on writing and practicing their speech.
- The rubric needs to more clearly define the rating system and the importance of criteria. We want to stress the importance of research, writing, preparedness, and practice. Students tend to focus on their nervousness over presenting the speech and the rubric should clearly state the importance of all contributing factors. Each section could be divided into subsections and assigned points that indicate importance, or equal importance. The total possible points was not clearly defined.

I rated myself an 11.5 out of 15 on the rubric.

Personal Reflection on Activity: I found the "Rubric for rubrics" VERY valuable. I had just created the rubric so I thought to myself, how could I possibly assess this and change it before I use it? If I thought it should be different, I would make the changes at the time I create it. But working through the rubric provided valuable feedback and pointed out several areas that should be improved. I often show my rubrics to other teachers for feedback also and I definitely fine-tune them after use. This rubric will help me initially develop a better tool and I plan to share it with other teachers and administrators. Rubrics are widely used in our schools and they range widely in variety and quality. This tool will help us provide better assessment for learning tools.

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