

Single Point Rubric and Virtual Reality Projects

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What will we answer in this workshop?

What makes a rubric effective?

What is a single point rubric and how could I use it?

What makes an effective rubric?

Rubric Design Principles:

A clear progression of learning/skill from one column to the next.

Describes what is there, not what is missing.

Utilizes objective language.

Aligns with the assignment's learning goals.

Is written in student-friendly language.

Minimize ableism, racism, “othering.”

Clear Progression: Example

A rubric for rubric design!

Beginning	Progressing	Mastering
Uses “checklist” language/numbers	Describes a list of qualities a product needs.	Describes the product so that the details could be replicated or applied to a sample to have collective understanding.

Describes what is there

Not helpful to students:

Does not address the question.

Missing information.

Does not include a reference section.

Instead:

Response is confusing/unclear/unconnected.

Additional details/theories would help the reader understand the point.

Cites sources used in the paper. (if they are missing- no mark on rubric)

Utilizes Objective Language

Scoring consistently requires attention to subjective language.

Instead of:

“Enough” “Minimal” “Poorly” “Well-done”

Be specific about what the product does (or does not) do for a reader/listener/viewer...

Aligns with Learning Goals

DO NOT ASSESS WHAT YOU DID NOT (and are unwilling to) TEACH.

Keep the purpose in mind with assessment. Is neatness an issue, or clarity to be able to see the learning?

Let's take a moment to develop or review our criteria...

Thinking/Imagining what a final product for our project, that meets our expectations, might be...

- a. What are the form elements of the product you expect for a passing piece of work? (look, sound, feel, style)
- b. What are the functional elements of the product you expect for a passing piece of work? (content, user experience, action outcome)
- c. What standards (of practice) need to be met in a passing piece of work? (industry or academic/accreditation expectations, ADA)

In a small group (15 minutes):

Share what your project/product is (1 minute per person)

What would a student need to produce to meet your expectations? (2 minutes each)

Listeners: ask clarifying questions, attend to subjective descriptors. (2 minutes each)

How can we use the criteria we generate to design a single-point rubric?

Project: Virtual Field Trip			
Criteria to Illustrate Learning	Below Expectations	At Expectations	Exceeds Expectations
Interface (form)		Colors and layout facilitate intuitive use of the VR project. Graphic elements are crisp and use contrast to increase visibility.	
Navigation (function)		Users are able to move about the virtual space smoothly. Controls are responsive. Motion and camera angles minimize movements that could induce dizziness.	
Transformational/Redefinition Affordance of using the tech (SAMR) (function)		Users are able to interact with artifacts/displays to gain background information. Interactions with NPCs allows users to ask questions and receive logical, accurate information that deepens the learning experience.	
Accessibility (standards)		Voice over and/or descriptive text are used to ensure access for visually impaired users. Navigation using assistive devices is enabled and supported. Closed captioning and text are clear and easy to read.	

Write/Revise in student-friendly language

Consider:

This tool is for STUDENTS TO USE to check their work-in-progress.

If they cannot understand it, you are setting them up to fail.

You might need to both teach and give examples of language in the rubric.

Beware of colloquial language!

Beware of penalizing students for physical, linguistic, emotional, and cultural factors.

Using the Single Point Rubric

As a generative or self-evaluative process:

As you read through initial student work, compare it to the central column.

Describe what you are seeing in the blank columns as appropriate.

To involve students more actively in the assessment process*:

Find (or make) a sample to look at that is not clearly bad or good.

Share the rubric and the sample with students, have discussions to fill in the blank columns.

*do this EARLY in the project- it helps students understand the expectations!

Questions and Idea Sharing!

Additional Slides I use with my MA students

PRACTICE: Evaluate and Modify (based on the principles you just learned!)

Let's look at Read-Write-Think's Oral Presentation Rubric.

http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

Specifically- look at and suggest modifications to the criteria of body language, enthusiasm, and elocution. “Through an equity sieve!” (Ervin-kassab, 2021)

Best Practices in Student Self-Assessment

Student Self-Assessment is about STUDENTS.

Chunk and Chew.

Calibrate to a sample.

Determine checkpoints in the development of the product and give time/space for student self-assessment.

Have a way for students to share their reflection and goals (strengths and where they want to grow). Exit ticket? Journal? Vlog? Planning convo with you or peer?

Chunk and Chew: With a Sample

An entire rubric can be overwhelming when faced all at once.

Plan to roll-out your rubric throughout the unit in which students produce the work.

So my unit plan might look like:

Super shorthand week overview:

Monday: Introduce project, review first 2 criteria with students using a sample project to calibrate conceptions of quality.

Tuesday-Wednesday: students work on that section of project.

Thursday: Review 2 criteria with students, have them compare their work-in-progress to the criteria. Students turn in an “exit ticket” that lists what they are doing well, what they want to fix, and what they want to learn next to progress.

Friday: Revision and moving forward. 1:1 touching base with students about their exit ticket responses and planning next steps.

Following Monday: Introduce the next criteria and calibrate!

Calibrate!

To truly understand what the rubric means, we need to calibrate, or come to consensus on what each level of performance looks/sounds like.

You will need:

The rubric (modified)

A sample of work to look at together (Make or find one if you don't have one!)

Let's try it together using the read-write-think rubric!

Chunk: We are going to just look at the body language criteria as we watch the clip.

Prepare: Read the criteria, check that all terms are understood, keep this in mind as we watch.

<https://youtu.be/dh0pJdgY6Lc?t=35>

“Calibration” Process part 1:

1. Take 1 minute to quietly look at the rubric. Circle or highlight the areas* where you saw/heard evidence.
2. “Turn to a partner and share your marking and reasoning.”

“Calibration” Process part 2:

1. Class discussion: Where did we land?
2. As a class, come up with a set of recommendations OR questions you would provide to this student to help her increase her skills. (Specific, Measurable, Actionable, Relevant, and Time-bound feedback)

Self-Assessment Process:

After calibration on ONE OR TWO of the criteria, provide students with time and support (sentence starters? Reflective questions?) to ***assess themselves at least twice before the final product/presentation is due.***

Look over student notes on self assessment (or exit tickets, or listen in conversations, etc.) noting individual and group patterns and trends.

USE THIS INFO TO DETERMINE:

- 1. Was the lesson I taught to support this skill successful? For whom? How do I know?**
- 2. What do I need to do, for whom (individual, group, whole class) to support my students in moving along the rubric?**
- 3. (Portfolio Option) What does this tell me about my own strengths and growth goals as a teacher?*
- 4. (Paper option) What qualitative data (student notes, teacher notes, etc.) informs your research question? How?*