



Portfolio Activity 9.6

DEVELOPING A SCORING RUBRIC

Materials Needed:

- Paper and pencil
 - The results of Portfolio Activity 9.4
- A. After completing Portfolio Activity 9.4 (or another performance-based activity), develop a scoring rubric to evaluate the performance. Use the following steps:
1. Collect samples of student work.
 2. Determine how an "expert" would perform in the situation. List the knowledge, skills, or dispositions an "expert" might have.
 3. If possible, examine work that students have completed to see the range of possible answers and responses.
 4. Identify the observable differences between "excellent" and "poor" performance.
- B. Work in teams to try to score the performance using the rubrics created. Did the rubrics seem accurate and fair? How might they be revised? If you need more information, see Arter, J., & J. McTighe, 2001. *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, Calif: Corwin Press, Inc.
- C. Record your observations in your portfolio.
5. Turn the "good" and "poor" performance into a range of possible performances.
 6. Try to assess students with the range of performances you identified.
 7. Revise the criteria as needed.