

Activity B

Part One: You will work as a team to complete this activity. No Internet searches are permitted for this.

Fill in the blanks. Record the answers on the **Team Answer Sheet** provided.

1. Educators can refer to a _____ while scoring assignments to keep grading consistent between students.
2. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular _____ of achievement, and a scoring strategy.
3. A scoring rubric can also provide a basis for self-evaluation, reflection, and _____ review.
4. A scoring rubric is a set of criteria and standards typically linked to learning _____.
5. Multidimensional rubrics also allow students to compensate for a lack of ability in one strand by improving another one. For instance, a student who has difficulty with sentence structure may still be able to attain a relatively high mark, if sentence structure is not weighted as heavily as other dimensions such as _____, perspective or time frame.
6. Instructors can also use rubrics to keep their scoring consistent between other instructors who _____ the same class.
7. Students can test the scoring rubrics on sample assignments provided by the instructor. This practice can build students' _____ by teaching them how the instructor would use the scoring rubric on their papers.
8. *Analytic rubrics* describe work on each criterion separately. *Holistic rubrics* describe the work by applying all the criteria at the same time and enabling an overall judgment about the _____ of the work.
9. One problem with scoring rubrics is that each level of fulfillment encompasses a _____ range of marks.
10. Another advantage of a scoring rubric is that it clearly shows what criteria must be met for a _____ to demonstrate quality on a product, process, or performance task.
11. The word *rubric* comes from the Latin word for *red*. The online Merriam-Webster dictionary lists the _____ meaning of *rubric* as "an authoritative rule" and the fourth meaning as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests."
12. Rubrics give structure to observations. Matching your observations of a student's work to the descriptions in the rubric averts the rush to judgment that can occur in classroom evaluation situations. Instead of *judging* the performance, the rubric _____ the performance.
13. _____ *rubrics* use criteria and descriptions of performance that *generalize* across (hence the name *general rubrics*), or can be used with, different tasks.
14. Identify five benefits and five challenges of using a rubric.

Retrieved from [https://en.wikipedia.org/wiki/Rubric_\(academic\)](https://en.wikipedia.org/wiki/Rubric_(academic))

Retrieved from <http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx>

Part Two: You will assess your team's performance using this holistic rubric.

Learning Outcomes	Assessment Criteria
<p>1.1 Apply key components of effective team building process</p> <p>2.1 Utilize coordination and cooperation skills to achieve team goals</p>	<p>Excellent. Identifies the potential roles that team members can assume including facilitator, task master, time master, scribe, presenter, and leader. Determines when a team assignment requires coordination, cooperation, and/or collaboration. Prepares timelines to complete tasks required to meet assignment due date. Applies cooperative learning skills to allow each team member the opportunity to contribute their fair share to the team assignment.</p> <p>Good. Determines when a team assignment requires coordination, cooperation, and/or collaboration. Prepares timelines to complete tasks required to meet assignment due date. Applies cooperative learning skills to allow each team member the opportunity to contribute their fair share to the team assignment.</p> <p>Poor. No evidence of team process. Focus is on team deliverable only. All team members do not contribute.</p>