Rubrics in UDL to Support Learners

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Universal Design for Learning Center

UDL Webinars

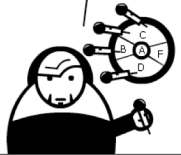## A poll question

Who uses rubrics now?

Digging Deeper

Rubrics & the Secret to Grading

Rubrics?! I never give my students rubrics! That's equivalent to cheating! I might as well write their essays for them!

College students should understand that they're expected to perform certain undisclosed outcomes. The point of learning is to keep them guessing about the criteria, so they'll work harder in their desperation not to fail. Stress facilitates success.

Besides, if I gave them a rubric, I'd have to admit that I decide their grades with a dart board.

www.stripgenerator.com

http://stripgenerator.com/

What Success have you had with Rubrics

Please take one minute for silent think time. You are now invited to share with us in the question area how you have used rubrics in the past. How successful were you?

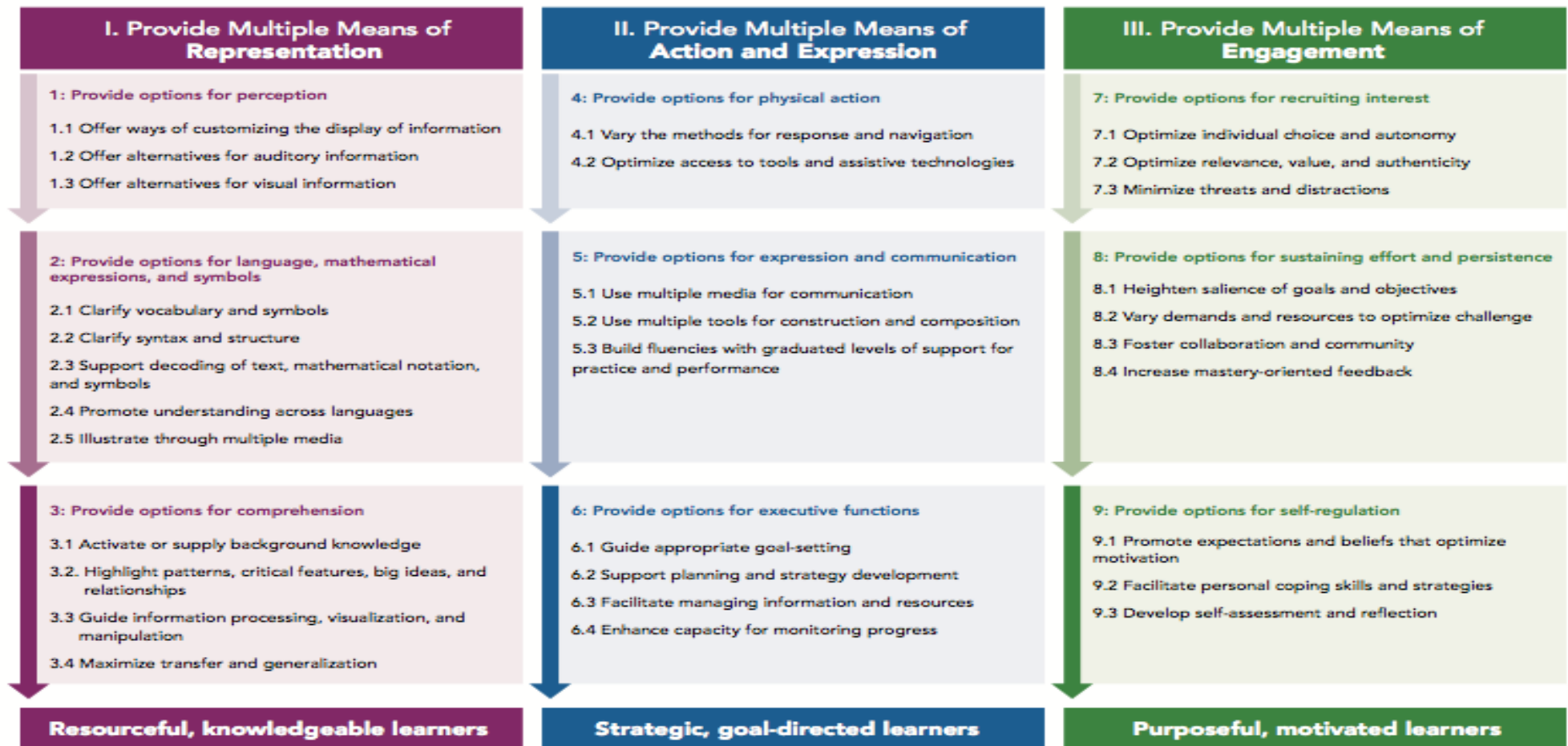# Universal Design for Learning Guidelines
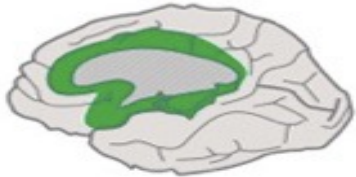
I. Provide Multiple Means of Representation

1: Provide options for perception

1.1 Offer ways of customizing the display of information
1.2 Offer alternatives for auditory information
1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols
2.2 Clarify syntax and structure
2.3 Support decoding of text, mathematical notation, and symbols
2.4 Promote understanding across languages
2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge
3.2. Highlight patterns, critical features, big ideas, and relationships
3.3 Guide information processing, visualization, and manipulation
3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

4.1 Vary the methods for response and navigation
4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication
5.2 Use multiple tools for construction and composition
5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting
6.2 Support planning and strategy development
6.3 Facilitate managing information and resources
6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy
7.2 Optimize relevance, value, and authenticity
7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives
8.2 Vary demands and resources to optimize challenge
8.3 Foster collaboration and community
8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation
9.2 Facilitate personal coping skills and strategies
9.3 Develop self-assessment and reflection

Purposeful, motivated learners

CAST

Universal Design for Learning Guidelines

Provide Multiple Means of **Engagement**	Provide Multiple Means of **Representation**	Provide Multiple Means of **Action & Expression**
Purposeful, motivated learners	*Resourceful, knowledgeable learners*	*Strategic, goal-directed learners*

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reaction

Provide options for comprehension
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+ Highlight patterns, critical features, big ideas, and relationships
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Rubric Definition

A rubric defines the features of work that constitute quality. It is the mechanism for judging the quality of student work.
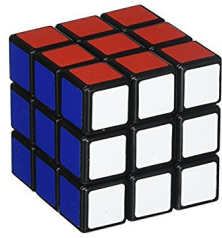
Source: Arter, J. A., & Chappuis, J. (2007). Creating & recognizing quality rubrics. Upper Saddle River, New Jersey: Pearson Education.
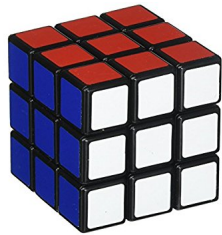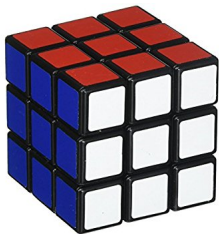
Types of Rubrics

- Analytic
- Holistic
- Task-Specific
- General Rubrics

Holistic - Whole

When we consider the parts all together to come up with a single judgement of how good the product or performance overall is then its Holistic.

Analytical - Parts

When we analyze the product or performance by looking at each of its relevant component parts.
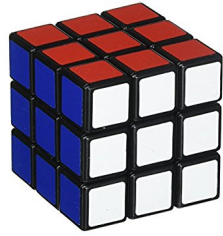
Consider a Car Engine

How well the engine runs overall can be judged. Such a judgement is holistic. The engine consists of parts that work together to make the whole engine run well or poorly; they can be examined separately for quality. This would be analytic.

Task Specific Rubric

Those specific to a single task. There would be a unique scoring guide tailored to each individual task.
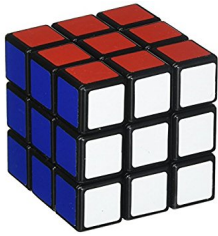
General Rubrics

Those that can be used to judge quality across <u>similar</u> tasks.

Rubrics and UDL

Students can use the rubrics to self-assess. The students can answer the Essential Questions, with their own Big Ideas. This empowers the students.

Principle: Engagement
Guideline 7: Provide options for recruiting interest
Guideline 8: Provide options for sustaining effort and persistence

Ultimately

We want students to grow to be independent. For them to do that, they have to have a sense of what the criteria (are) that make them successful. For a long time, the criteria (have) been a mystery to students.

UDL Guideline 9: Provide options for self-regulation

When is a rubric needed?

Any assessment or project that asks students to construct a response longer than a few words rather than selecting an answer from a list.

Rubrics and UDL

Rubrics took away all the fear of the unknown, took away all the worry of failing, and opened up the students' minds to the joy of the creative process and learning... It puts control back into the students hands. Engagement soars!

Rubrics and UDL

Students can use the rubrics to self-assess. The students can answer the Essential Questions, with their own Big Ideas. This empowers the students.

Guideline 7: Provide options for recruiting interest
Guideline 8: Provide options for sustaining effort and persistence
Guideline 9: Provide options for self-regulation
Checkpoint 9.3 Develop self-assessment and reflection

Drop your rubrics
here to share

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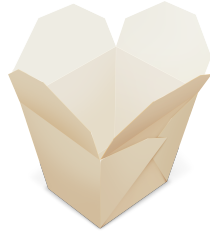
Which of these reasons are important to you?

Importance of Reliability
Validity of the assessment
Reduction of bias in grading
Clarifying goals for you as the teacher
Communicating expectations to students
Improve students ability to judge their own performance
Means for providing better feedback to students

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http://bit.ly/2qPJdqa

UDL Webinars

Rubrics
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Kathy Schrock's Guide for Educators: Assessment and Rubric Information:
All kinds of rubric examples.
http://www.schrockguide.net/assessment-and-rubrics.html

Exemplars: They consider the best rubrics
http://www.exemplars.com/resources/rubrics/assessment-rubrics

4 Teachers: This website includes Rubistar for rubric creation.
http://www.4teachers.org/tools/

Teachnology: A website to create rubrics.
http://www.teach-nology.com/web/tools/rubrics/

Teachervision: A website to help teachers create rubrics.
http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html

Edutopia: A website to create rubrics.
http://www.edutopia.org/assessment-guide-rubrics

Achieve: Highlights the work of three states with the common core.
http://www.achieve.org/EQuIP

Rcampus: 262,000 Rubrics and growing.
http://www.rcampus.com/indexrubric.cfm

University of Delaware: Links to rubrics.
http://ctal.udel.edu/assessment/resources/rubrics/

University of Wisconsin STOUT: Links to rubrics.
http://www.uwstout.edu/soe/profdev/rubrics.cfm

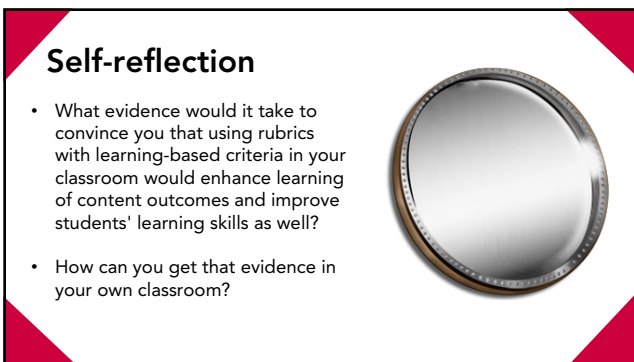**OCALI O**
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Resources

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Self-reflection

- What evidence would it take to convince you that using rubrics with learning-based criteria in your classroom would enhance learning of content outcomes and improve students' learning skills as well?
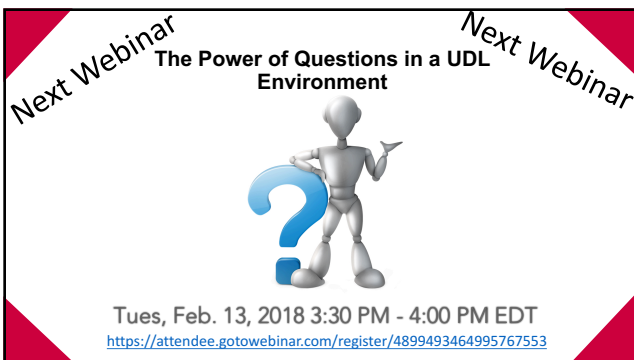
- How can you get that evidence in your own classroom?

Next Webinar

The Power of Questions in a UDL Environment

Tues, Feb. 13, 2018 3:30 PM - 4:00 PM EDT

https://attendee.gotowebinar.com/register/4899493464995767553

Join one of the best chats on Twitter **#UDLchat** 9PM E/T every 1st and 3rd Wed.
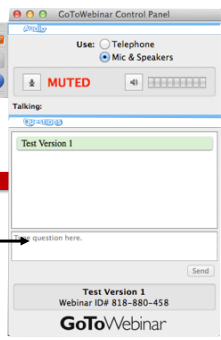
CHAT WINDOW

To raise
your hand

To interact
please type
in this box

If you would like to
TWEET feel free to use
the hashtag

#UDLpln

Goal:

Explore how rubrics can be
utilized in the classroom.

I Can…

- discuss the importance of
  rubrics.

- explain the different types
  of rubrics and their uses.

- explore how rubrics can be
  incorporated into the
  classroom.