# Assessments and Grading

## Discussion Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timely discussion contributions</strong></td>
<td>• 2-4 postings well distributed throughout the week</td>
<td>• 1 posting at the end of the week</td>
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</tbody>
</table>
| **Student’s responses**                        | • The participant demonstrates an observable understanding of the issues being discussed by asking probing questions or contributing insightful ideas and analysis.  
  • The participant provides references to relevant literature and scholarly articles to support statements. Participant shares resources of interest to others.  
  • The quality of writing reflects that of a professional educator.                                           | • The participant’s responses are unclear, unfocused, and do not reflect all parts of discussion questions asked. Participant questions and contributions are superficial.  
  • The participant provides minimal or insubstantial contributions with little relevant support.  
  • The quality of writing reflects that of a chat room in its informality, incomplete sentences, and use of abbreviations |
| **Student’s responses to others**              | • The participant helps clarify or synthesize ideas                                                      | • The participant was non-responsive, rude, or abusive to other course participants.                      |
| **Students’ contribution to the flow of the discussion** | • The participant stays on topic and adds to the flow of the discussion.  
  • The participant connects ideas expressed among other group members and helps keep the discussion on track. | • The participant frequently attempts (success is irrelevant) to draw the discussion off-topic, even if the participant’s participation otherwise conforms to meeting expectations. |
## Assignments Rubric

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<thead>
<tr>
<th>Meets Expectations</th>
<th>Below Expectations</th>
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<tr>
<td>• Assignments demonstrate appropriate and correct use of technology tools and software.</td>
<td>• Assignments reveal incorrect or inappropriate use of technology tools and software. It is clear student needs to work more at an introductory level with tutorials.</td>
</tr>
<tr>
<td>• Effective use of design principles (contrast, repetition, alignment, proximity). Work is professional, organized, and unified.</td>
<td>• Few or no design principles considered. Assignment is more a work-in-progress where the reader must work hard to find organization and the most important information.</td>
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<tr>
<td>• Accurately interprets information and concisely synthesizes it.</td>
<td>• Makes errors in interpreting information or synthesizes the information imprecisely or awkwardly.</td>
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<tr>
<td>• Written reflection provides thoughtful, specific and accurate analysis, grounded in course readings and theories.</td>
<td>• Written reflection is too brief or general to provide much insight and fails to demonstrate student application or understanding of course readings or theories.</td>
</tr>
<tr>
<td>• Writing is clear, concise and demonstrates correct use of conventions.</td>
<td>• Writing is vague, confusing, or wanders, and demonstrates lack of attention to conventions.</td>
</tr>
<tr>
<td>Component</td>
<td>Meets Expectations or **Exceeds Expectations</td>
</tr>
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<td>-----------</td>
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| **Stage 1: Desired Results** | • Unit is clearly aligned with Alaska State Standards, including technology standards  
• The targeted understandings are enduring ideas that need un-coverage  
• Unit is framed by provocative essential questions | • The unit aligns with State Standards, including technology, although too few or too many standards have been targeted.  
• The targeted understandings will lead to some discovery but may not be enduring or at the heart of the discipline  
• The essential and unit questions serve as guides, but might not provoke student engagement, connections or inquiry. | • Unit is not aligned with Alaska State Standards, and/or includes no technology standards  
• The targeted understandings are too specific or too simplistic to allow for work with depth  
• The essential and unit questions have right answers and are dead-ended versus door opening. |

**Exceeding these expectations could additionally include:**

• Enduring understanding is enduring across contents or is at the heart of the discipline  
• The essential question is in kid-friendly language, engages students, aroused their curiosity and helps them uncover the complexities of the enduring understanding

| **Stage 2: Assessment Evidence** | • Performance task asks students to exhibit understanding through an authentic performance. A task exemplar that shows the highest expectations of the students is shared.  
• The task assesses the targeted understandings  
• Scoring guide clearly states what it looks | • Performance task offers an opportunity for students to exhibit their understanding, but the setting is contrived or forced. The task example provided by the teacher is an adequate example of what is expected from students  
• The culminating | • Performance task could be completed without students gaining understanding. The task is contrived or forced and no task exemplar is provided  
• The knowledge and skills outlined for
like when students meet the targeted standards in their performance task

- Frequent student assessment & self-assessment enable teacher to monitor and adjust learning experiences and help students own their learning

**Exceeding these expectations could additionally include:**

- Performance task is exciting, engaging and challenging for students. Students share their learning with an authentic audience. Task exemplar is inspiring

- Scoring guide is user-friendly for teachers & students with different levels of understanding related to the standards clearly described.

- Well-developed plan of formative assessments to ensure students have the knowledge & skills needed to do the final task well.

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<tr>
<th>Stage 3: Learning Plan</th>
<th>Learning plan provides scaffolding of skills &amp; knowledge necessary to complete performance task. Task exemplar gives students a clear vision of how they’ll use what they’ll be learning for their performance task.</th>
<th>Learning plan omits some instructional pieces that would help ensure student success.</th>
<th>Sequence of instruction leaves gaps in building required skills and knowledge for successful performance.</th>
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<td>• Learning plan provides scaffolding of skills &amp; knowledge necessary to complete performance task. Task exemplar gives students a clear vision of how they’ll use what they’ll be learning for their performance task.</td>
<td>• Learning plan omits some instructional pieces that would help ensure student success.</td>
<td>• Sequence of instruction leaves gaps in building required skills and knowledge for successful performance.</td>
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<td>• Lesson sequence, with the help of technology, provides some differentiated instruction.</td>
<td>• Lesson sequence, with the help of technology, provides differentiated instruction to meet the needs of some of the learners.</td>
<td>• Lesson sequence provides little or no differentiation.</td>
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</table>
|                        | • Sequence of instruction leaves gaps in building required skills and knowledge for successful performance.                                                                 | • Sequence of instruction leaves gaps in building required skills and knowledge for successful performance.                                                                 | • It is unclear

The unit might be superfluous to the performance task or the connections might be weak.

- The scoring guide presents an unclear picture to students of what it looks like when they meet the standards. The language may not be developmentally appropriate.

- Student assessment and/or self-assessment don’t match the unit experience and will not provide helpful feedback for teacher or students.
<table>
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<tr>
<th><strong>Updated 8/06</strong></th>
<th><strong>Instruction to meet the needs of most learners.</strong></th>
<th><strong>Technology supports student learning, but the unit would support stronger use.</strong></th>
<th><strong>how technology enhances learning. Use seems to be an “add-on” versus an authentic piece of the unit.</strong></th>
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<td>• Use of technology resources assists students in problem solving, communication, collaboration research and/or exhibitions of understandings. <strong>Exceeding these expectations could additionally include:</strong></td>
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</table>
|  | **•** Thorough scaffolding of skills and knowledge for a high degree of student success  
**•** Differentiated instruction is clearly used to meet the needs of all learners  
**•** Scoring guides help create an ethic of excellence |  |  |
Final Course Grade

To earn an A in this course, your work:
- Meets expectations for discussion and assignments
- Exceeds expectations for unit design in at least one of the three stages of the Understanding by Design unit design, while the other stages meet expectations.

To earn a B in this course, your work:
- Meets most expectations for both discussions and assignments
- Is “in progress” on more than one stage of your unit design with no areas falling in the “Does not meet expectations” category

To earn a C in this course, your work:
- Is below expectations in discussions and assignments
- Does not meet expectations in one or more stages of unit