


Oral Interpretation	
 <h2 style="text-align: center;">Performance</h2> <p style="text-align: center;"><i>EQ: How do you begin to select a piece of literature? How does rehearsal change the performance? How do evaluations/critiques improve the performance?</i></p>	<p>Enduring Understandings Performing different genres to acquire appreciation of and deep understanding of literature Learning rehearsal techniques to enhance performance Evaluate performances to improve critical thinking and to become informed consumers of artistic expression</p>
	<p>Concepts Important to Know and Understand Creating professional portfolios</p>
<p>Targeted Skills <u>Thinking and Reasoning</u></p> <ul style="list-style-type: none"> • Critical Thinking <ul style="list-style-type: none"> • evaluate and reflect • Creative Thinking <ul style="list-style-type: none"> • construct meaning and movement <p><u>Communication</u></p> <ul style="list-style-type: none"> • Reading/Viewing <ul style="list-style-type: none"> • apply message 	<p>Broad Brush Knowledge Understanding the importance of self-assessment, peer assessment and justifying learning growth</p> <p>TEKS 8.C.8.D</p>

Teacher Management

This lesson is instruction for the students in creating rubrics for self-guided projects and in creating a performance portfolio.

Estimated Time

1 Day

Instructional mode

Individual

Materials

Handout – Creating a Rubric

Engaging Focus

Give Students Handout on Speech Independent Studies Four

Experience – Students will learn how to create a rubric and then create one for their Independent Studies experience.

Handout – Creating Your Own Rubrics

- Creating Your Own Rubrics -
Planning Worksheet

	(1) Weak	(2) Basic	(3) Proficient	(4) Strong
Assessment Outcomes	Little or no evidence of the outcome	Beginning of or some evidence of the outcome	Detailed and consistent evidence of the outcome	Highly creative, inventive, mature presence of outcome
Outcome 1				
Outcome 2 etc.				

7. Apply your rubric and then consider....Do you need to make any revisions?

Five Easy Steps to Creating a Rubric from Scratch

- 1) **Describe the product/performance to be assessed.**
- 2) **Define the characteristics of a quality product.**
- 3) **Develop a scale for describing the range of products/performances for each characteristic. You may choose a checklist rather than a scale.**
- 4) **Test your rubric on a product/performance.**
- 5) **Revise.**

Creating A Rubric for a Given Task

Step 1. Generate Potential Dimensions

This first step is the most important. To start the process, take out a sheet of paper and look at the task you've chosen as the culminating activity. Work your way through the table below and jot down the names of dimensions that might make sense as part of your rubric.

If the Task has these elements...	then consider these as possible dimensions:
Oral Presentation	Voice projection Body language Grammar and pronunciation Organization
PowerPoint or HyperStudio Presentation	Technical quality Aesthetics Grammar and spelling
Written products	Grammar and spelling Organization Formatting
Creative products	Surprise quality, novelty Technical quality Adherence to conventions of the genre
Collaboration	Cooperation Taking responsibility Conflict resolution
Design	Solution effectiveness Solution creativity Justification of solution
Persuasion	Quality of argument Match of appeal to audience Organization & sequence
Analysis (Scientific or otherwise)	Data gathering and analysis Inferences made
Judgment	Adequacy of elements considered Articulation of ranking criteria
Compilation	Selection criteria Organization
Journalism	Accuracy Organization Completeness

Step 2: Select a Reasonable Number of Dimensions

In Step 1, you probably listed more dimensions than you really need, so now it's time to weed it down. How many is enough? Some recommend that your rubric should fit on one printed page. Others say that 4 to 8 dimensions is about right. There's no one correct answer, but it might help if you consider your purpose for this measurement. If it's diagnostic and formative, err on the side of more dimensions rather than fewer. If you just want to be able to give a summative evaluation of your students' performance for this particular lesson, fewer dimensions are OK.

Ask yourself what the most important aspects of this task are and rank your dimensions from most important to least.

Eliminate those dimensions that are at the bottom of your list until you've determined the most important 4 to 8 dimensions.

Step 3: Write Benchmark Descriptions

Now think about each dimension. What would a superb example of each dimension look like? Describe it succinctly and clearly and write each description in the rightmost column of the rubric.

What would a slightly less example look like? Fill out the next column, and so on until you've got each cell of the matrix filled.
