



## Support: Using Rubrics

| ELA  | Math  | Science   | Social Studies   |
|--|---|---|--|
| <ul style="list-style-type: none"><li>→ answering questions/responding to prompts:</li><li>◆ constructed response</li><li>◆ multi-paragraph response</li><li>◆ essays</li><li>◆ narratives</li></ul> | <ul style="list-style-type: none"><li>→ word problems involving reasoning (MP2&amp;3) or modeling (MP4)</li></ul> | <ul style="list-style-type: none"><li>→ revising a consensus model</li><li>→ presenting data or claims for peer review</li><li>→ constructing coherent explanations for understanding of a phenomenon</li><li>→ designing solutions that meet specific design criteria or constraints</li></ul> | <ul style="list-style-type: none"><li>→ anytime the students write and the teacher intends to use the Content and Claims Rubrics</li></ul> |

### Who could this support?

Any student who is being introduced to a new type of writing, whether it's disciplinary or a different mode, as well as any student who needs additional support on the writing using the rubrics for that content area.

### Purpose:

- to make students aware of the criteria for the type of writing
- to help students develop their ability to write clearly and logically
- allows students to see what writing looks like at the highest level of the rubric so that they can duplicate it

### Communicating the purpose:

It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.

## Process

### Prework

- Read the rubric yourself first to familiarize yourself with it and ask yourself what does writing look like in the highest category on the rubric. This is a great activity to do within the content to ensure inter-rater reliability and that all teachers are on the same page regarding the characteristics of each bullet listed on the rubric you are using.

### Step 1

- Communicate the purpose of this support (Using Rubrics) with the students.



## Process (continued)

- Step 2** Hand out the rubric so that students can independently read the rubric in its entirety. Ask students to focus on the column with the highest ratings and jot down at least one thing for each indicator that is included within the different bullets or domains. Ask students to brainstorm what these bullets look like in their writing and jot those ideas down as well. Model the first bullet for the students so that they can determine what information might be essential, and an example of what it would look like in their writing. There may also be a need for scaffolding here with either stems to fill in or a partner activity to brainstorm before sharing out. Inform students that they will share their brainstorming with a partner for the next part of their activity. This activity can be done on an anchor chart or in student's notes so that they can refer back to it.
- Step 3** Put students in pairs or small groups and have them share out and collaborate with what they wrote down for each indicator on the rubric. Write the look-fors for each indicator down on a board or chart paper so that students can refer back to the criteria as they write. Clear up any misconceptions the students may have or add any missing information that is essential to meeting the evaluation criteria.
- Step 4** Give students an opportunity to tag the criteria from the rubric in either a student exemplar (done whole class, in pairs, or independently, depending on the needs of the students) or one of their own writing samples, and provide feedback as part of a guided practice. This feedback should be in reference to the look-fors that were labeled and modeled above. Feedback can either be peer feedback or feedback from the teacher as they circulate, or if the samples are collected, the teacher can provide written feedback on the accuracy of their criteria.
- Step 5** Refer back to the rubric and the criteria that students outlined once students begin to write after this activity. Also, consider giving the students the opportunity to rate themselves on the rubric or have a peer critique them using the rubric. Model peer review process as needed if this process has not been explicitly taught before. See step 2 for where this should be done in order to refer back to it.
- I know I'm successful when...**
- Students are able to extract the most essential information from the rubric and define what it looks like in real-life examples. The students are also able to show how the criteria are represented in their own personal writing samples. Students should score higher on their writings as they become more proficient with understanding and using rubrics.

## Additional Considerations

- Students who need additional support may need this modeled again either as a whole class or in a small group setting. They may need additional probing questions to walk them through the process or additional practice before they are able to implement the rubric and criteria.
- Teachers can hold a conference with individual students to monitor their understanding as needed.