

Sarah Van Loo
 CEP813_Rubric 1.0

Skill	Practitioner - got it! - 3 points	Apprentice - almost - 2 points	Novice - getting started - 1 point	Newb - not started - 0 points	Teacher Comments
1.1 Direct & Specific Feedback					
1.2 Transparent Learning Targets					
1.3 Self-assessment Component					
4					
5					
6					
7					
8					
9					
10					

Skill 1.1: Feedback to students is direct and specific

According to Black and Wiliam (1998), feedback to students should focus only on the work of that student and should not involve comparisons with the work of other students. These kinds of comparisons can be damaging to students' self-esteem and turn the focus of the class toward competition, rather than collaboration and an emphasis on improving learning.

Black and Wiliam (1998) further point out that feedback to students should be direct and specific, giving advice to students so they know what can be improved. This leads students to believe that they have the ability to improve. When they receive low marks and vague feedback, they are led to believe that they lack ability and that the circumstances of their performance are beyond their control.

Skill 1.2: Learning targets/criteria are transparent

Students should have access to the criteria by which they will be graded. When criteria are transparent, "this satisfies a basic fairness principle," (Shepard, 2000, p. 11), allowing students to achieve excellence by knowing what the standards require. Conversely, according to Black and Wiliam (1998), when students do not have a clear picture of their learning targets, "they appear to become accustomed to receiving classroom teaching as an arbitrary sequence of exercises with no overarching rationale" (p. 143). Having transparent criteria also allows for self-assessment by the student, which is identified as Skill 1.3 within this rubric.

Skill 1.3: Component of self-assessment by student

When students have the opportunity to assess their own work, the criteria of the assignment and the feedback from teachers and peers becomes more important than the grade alone (Shepard, 2000). Students and teachers are able to develop a collaborative relationship in which students take responsibility for their own learning, appreciating "that standards are not capricious or arbitrary" (p. 12). Further, students become very honest about their own work and are prepared to defend their work with evidence (Shepard, 2000).

REFERENCES

- Black, P. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-144.
- Shepard, L. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.