

3.5 Using Rubrics to Share the Learning Target and Criteria for Success

Strategy	How to Use the Strategy
Ready, Steady, Pair-Share	<ol style="list-style-type: none"> 1. Give the rubric to students before a performance of understanding. 2. Students sit with a partner and take turns explaining the elements in the rubric. 3. Students begin the performance of understanding. 4. Halfway through the performance, students return to their pairs and explain how what they are doing meets the criteria for success in the rubric. 5. Students repeat step 3 at the end of the performance of understanding.
Strategic Goal Setting	<ol style="list-style-type: none"> 1. Give the rubric to students before a performance of understanding. 2. Students plan and list strategies for a successful performance, one strategy for each element in the rubric.
<p>“Traffic Light” Student Self-Assessment</p> <p>(based on Atkin, Black, & Coffey, 2001; Black, Harrison, Lee, Marshall, & William, 2002)</p>	<ol style="list-style-type: none"> 1. Give students a copy of the rubric. 2. Students work in pairs to discuss their understanding of the rubric. 3. Students engage in their performance of understanding. 4. At the midpoint of the performance, students stop and “traffic light” where they are using the rubric and red, green, and yellow dots to mark where they think their work is now: <ul style="list-style-type: none"> — Green = solid understanding—I’m ready to go. — Yellow = partial understanding—I need to slow down and think about this carefully. — Red = I need help and can’t do this on my own. 5. Students with green dots help the students with yellow dots in a specific area. 6. The teacher groups students with common red dots to reteach the skill or content.

Strategy	How to Use the Strategy
I Can . . . Now I Can Self-Assessment	<ol style="list-style-type: none"> 1. Give the rubric to students. 2. Partway through the lesson or task, ask students to mark the level of the rubric that shows their present level of performance—their “I can.” 3. Ask students to list a strategy for an area where they should improve or revise their work. 4. At the end of the lesson or task, ask students to mark the rubric with a different color to show how their strategies helped improve their work—“Now I can.”
Teacher-Student Assess and Compare	<ol style="list-style-type: none"> 1. Give the rubric to students. 2. Students use a yellow highlighter to mark the levels in the rubric that best describe how they assess their performance. 3. The teacher assesses each student’s performance using the student’s rubric and a blue highlighter. 4. The places where “yellow and blue make green” show agreement on the student’s application of the criteria for success. 5. Areas that remain blue are places where the teacher can help the student better understand the criteria.
Student-Made Rubric	<ol style="list-style-type: none"> 1. Give students a blank table or template for a rubric. 2. As a whole class or in small groups, ask students what constitutes good work for the lesson (good writing, good eye contact, good participation, etc.). Students will use this list as the elements of their rubric. 3. Ask students to create descriptions of strong and weak work for each element to create a simple rubric.

ASKING TARGETED WARM-UP QUESTIONS. We commonly use warm-up exercises before physical activity to prepare our bodies for optimal performance. Think of targeted warm-up questions (Sato & Atkin, 2006/2007) in the same way. These questions share the learning target for today’s lesson to trigger student thinking about what they are going to learn, how they will be asked to demonstrate their learning, and what good work will look like.