

Rubric Tuning Protocol and Evidence Chart

Purpose: To tune a rubric and ensure that the rubric is accessible and aligned with the intended proficiencies and transferrable skills at the appropriate level of rigor.

Norms:

- Honor our learning and be respectful of the work of the teacher and student.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator’s role and follow the guidelines.
- Keep feedback crisp and to the point.
- Don’t skip the debrief process.

Rubric title: _____

Grade level & content area: _____ Author: _____

Date of Rubric Tuning: _____ Participant name(s): _____

Process:

1. Choose roles and facilitator reviews norms. (3 min)
2. Presenter shares work and indicates the proficiencies and transferrable skills it is intended to be aligned to (5 min)
3. Participants examine the task and rubric, take notes, and ask any clarifying questions. (5 min)
4. Ground the tuning with student work. If student work is available, score and annotate the student work using the rubric. Where do you see *evidence* of alignment between the rubric and the evidence of the student work? Focus the discussion on where the alignment is tight, loose, or missing. (25 min)
5. Participants discuss essential rubric qualities taking notes on the evidence chart (p. 2 below) (15-20 min)
6. Debrief the process (5-10 min)
 - A. What went well? What could we do differently?
 - B. What are the implications of our discussion for:
 - i. Rubric design?
 - ii. Assessment design?
 - iii. Instructional practice?
 - C. What are our next steps?

Vermont Professional Learning Network
 Self-Paced Course: Developing and Applying Proficiencies
 Resource
 Evidence Chart

Criteria	Evidence from the Rubric	Questions/Gaps
<p><u>Alignment to Learning Goals/Proficiencies/Transferrable Skills:</u> Is the rubric aligned with the intended proficiencies and transferrable skills?</p>		
<p><u>Cognitive Alignment:</u> Is the rubric aligned with the intended Depth of Knowledge (DoK) or Cognitive Rigor levels?</p>		
<p><u>Appropriate Balance and Weight of Criteria Types:</u> What do you want to assess? 1. Process criteria: <i>Did you follow the right steps?</i> 2. Form Criteria: <i>Did you apply correct formats and rules?</i> 3. Accuracy of content criteria: <i>Is the answer correct? Is the concept understood and correctly applied?</i> 4. New knowledge criteria: <i>Did the student use the processes to attain new knowledge? Ask new questions?</i> 5. Impact criteria: <i>Did the product achieve its intended result?</i></p>		
<p><u>Coherence:</u> Is there coherence between performance levels? (i.e. Is the difference between a level 2 and 3 clear? Does the description focus on what students <i>can do</i> that the level of performance rather than what is missing?)</p>		