

Figure 5.3: Protocol for Co-Creating Rubrics With Students

Activity	Evidence Produced	Team-Based Learning From the Collective Artifacts and Evidence
<ol style="list-style-type: none"> 1. Engage learners in examining various samples of work. Ask them to identify what makes some examples better than others. (Teachers should use the collaborative team-created rubric to guide the types of questions they ask and observations they cue their students to make so the process results in students developing a similar set of expectations.) 2. Generate a list of quality criteria for all to see. 3. Try using the developed list of criteria on some additional samples of work. Do the same criteria still hold up? Modify, add, or delete criteria as needed. (Teachers can use this process to begin asking the guiding questions that will steer the learners toward better understanding of the various degrees of proficiency in each criterion. Again, the goal is to help students match what the teacher team developed in the teacher-created rubric.) 4. Fill in the class rubric by formalizing what the various gradations of quality within each criterion will be. How good is good enough? What do proficiency levels of 1, 2, 3, and 4 look like? 5. Generate a published rubric. Let the learners know they will use the rubric often. <i>Note: Individual teachers should plan to bring their class rubrics back to the team meeting for verification of alignment to the original source (the team-created rubric).</i> 	<ul style="list-style-type: none"> • A rubric from each participating classroom that <i>matches</i> the criteria and levels of proficiency on the team-created rubric that was developed in advance. • Consistent criteria on each rubric (though specific terminology may vary) • Consistent levels of proficiency on each rubric (though specific terminology may vary) 	<ul style="list-style-type: none"> • Examine each rubric. Explore the following questions as a team. <ul style="list-style-type: none"> • Do the rubrics have a consistent message even though the words might differ? • Are some rubrics better than others? • What do the rubrics suggest the learners now understand about the learning targets? • Would it be beneficial to share the rubrics with each classroom so the students can compare the options and make more decisions about quality? Could teachers possibly engage students in generating one classwide rubric, which all classrooms involved in the unit of study could use? • Consider bringing the rubrics back to class discussions to revise and improve them over time.