

LA 5.2 Understanding Rubrics and Scoring Guides

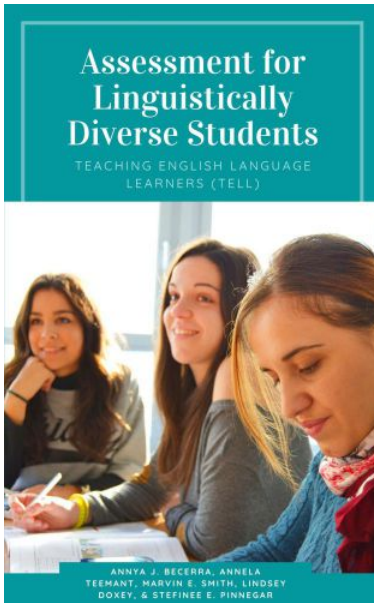


| Learning Outcome | Pedagogical Intent | Student Position |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>• Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: pts. TA: 20 Minutes</p> | <p>Teachers can assist student development and achievement as they create rubrics, scoring guides and checklists to enable their students to better understand assignments and assessment questions.</p> | <p>Students have learned about different types of assessments. They will learn more about rubrics, scoring guides, and checklists to inform their assessment practices.</p> |

Instructions

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1. Read the article entitled [Scoring Guides and Checklists](#). Use the journal column in the reading to record your thoughts and reactions to what you are reading
2. Write a 1-paragraph summary of the purpose of scoring guides and how the use of completion checklists and quality rubrics can help second language learners be sure they fit their work to the standards.



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment