

# LA 5.3 Developing a Rubric or Scoring Guide

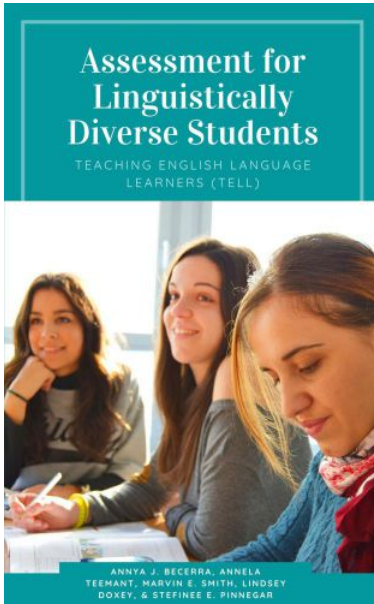


Learning Outcome	Pedagogical Intent	Student Position
<p>Course objective example (Apply the knowledge and...)                      Assessment: pts. 25                      TA: 30 Minutes</p>	<p>Teachers can use rubrics, scoring guides, and checklists to assist student development and achievement as they participate in learning and testing settings.</p>	<p>Students have learned about rubrics and scoring guides and will now apply their learning to creating a rubric and/or scoring guide for a task in the final project.</p>

## Instructions

1. Working Independently, but with your PLC group, you will begin to develop a rubric for you Formal Authentic Assessment. This assessment will be a performance assessment where the student will demonstrate their knowledge through a project or a presentation.
2. Using what you learned about constructing rubrics in LA 5.2 and your notes from Gottlieb M.(2016) Chapter 4 and your reading from HW 5.2, develop a rubric and or scoring guide for the task you identified.
3. Feel free to draw on the expertise of others in your group as

you develop the rubric or reconsider rubrics you are using for informal assessments in your unit.



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](https://edtechbooks.org/diverse_assessment)