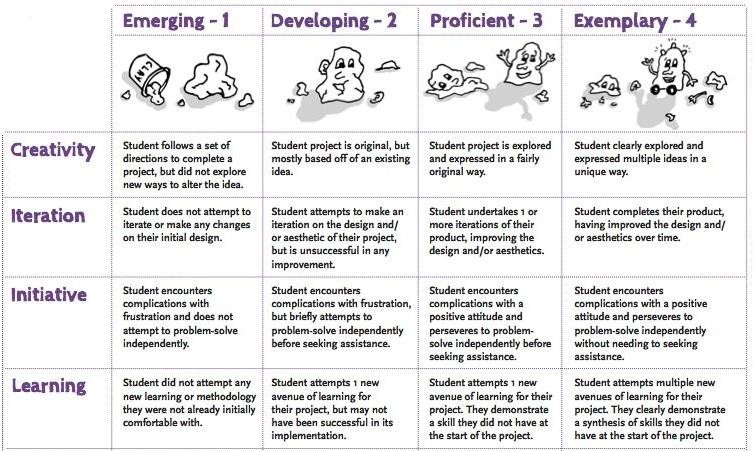
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**Preschool Professional Course**

**Activity Sheet of STEM/STEAM Lesson 3 (Part 2)**

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**Classroom evaluations using rubric**

Rubrics are a helpful tool that teachers can use to grade student work using an objective, fair assessment. The rubrics are a useful assessment tool for project-based learning implementations because they give a thorough understanding of a student's entire learning and skill-building process that takes place during project-building and take into account the real-world skills of collaboration, problem solving, and communication.

**The desired outcomes for student assignments are outlined in a rubric. A rubric includes:**

1. Particular performance standards that will be used to evaluate students.

2. Clearly defined performance ladders or levels.

The use of a rubric assessment tool makes it easier to communicate the standards for excellent performance, making it the ideal tool for student self-evaluation. It also gives students and teachers the chance to have a discussion about producing work of the highest caliber.

**What exactly is a rubric?**

The elements that will be evaluated, the performance levels, the performance criteria that specify the levels, and the score are all included in a rubric. The table below contains the learning performance and project requirements

**The Performance Criteria lists the performance areas on which students will be graded on.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Criteria** | **Below Standard**  **(1 Point)** | **Approaching Standard**  **(2 Points)** | **At Standard**  **(3 Points)** | **Score** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Levels of performance are listed on the top portion of the table, it shows the corresponding score per level**.

**The scoring measure for each performance criteria is defined in this section of the rubric.**

**Where the final performance score for each performance criteria is written**

**Designing a Rubric**

Starting with the end in mind is just as crucial when designing a student project. What sort of performance is you interested in seeing? Then, as students finish a solution or product to complete the task, clearly specify how they should demonstrate each performance criterion. To enable a more precise, detailed, and practical authentic assessment, create a rubric for the finished output and the numerous project work components.

**A rubric is a reliable method for evaluation that:**

• Specifies the precise requirements for a project.

• Looks at both the finished product and the complete project development process.

• Lists the performance standards by which students will be judged.

• Describes the evaluation criteria for each performance level.

• Assists kids in comprehending the standards they must reach to succeed.

• Prevents subjectivity, bias, and ambiguity in the evaluation process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Example of Rubrics** | | | |
| **Performance Criteria** | **Below Standard (1 Point)** | **Approaching Standard (2 Points)** | **At Standard (3 Points)** |
| **Developing and Revising Ideas** | I still need to learn how to identify the reasons and evidence an author or speaker uses to support a point.  I still need to learn how to use feedback from other students and teachers to improve my writing or my design for a product. | I can identify some of the reasons and evidence an author or speaker uses to support a point.  I can sometimes use feedback from other students and teachers to improve my design for a product. | I can explain how an author or speaker uses reasons and evidence to support a point that drives my project design.  I can use feedback from other students and teachers to improve my writing or my design for a product. |