

Standards: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.11-12.1

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-LITERACY.SL.11-12.1.A

Objective: **SWBAT** create a rubric that will provide criteria to grade a recent class project by establishing at least four specific categories that will be used to evaluate the project in an accurate fair manner.

Do Now: Review examples of rubrics and answer the following questions in table groups

- What characteristics do you notice about these documents?
- What are these documents and why are they used?

APK: Think about a time when you were given a confusing grade on an essay or a project

- How were you graded? Was it an individual or a group grade?
- What criteria was used to record your grade?

EPK: Understanding Criteria to grade a class project

Here are the directions that were used to create your recent poster of a chivalric code

1. Create a code of chivalry for behavior at our school and/or our class
2. Include at least 6 characteristics or elements for your code
3. Prepare a poster that informs other students of what chivalric behavior should consist of at our school or for our class
4. Be creative with colors, drawings and your ideas

Now work with your table group to create a rubric you can use to evaluate your poster

- Include at least 4 categories for your rubric based upon the directions given
- Determine the total number of points and weight for the assignment
- Make sure the categories on your rubric add up to the total points of the assignment
- You may recommend changes or adjustments to the total points of the assignment
- Make changes to your poster if needed before presenting your poster to the class
- What should be done about absent students? Write an absence policy in your rubric

Assessment: How well did you do? Use your rubric to grade your poster project accurately and fairly. Present your chivalric code poster, and explain your criteria and grade to the rest of the class. Turn in your rubric with your recommended grade to the teacher. You may make changes at any time before presenting your poster and finalizing your rubric. The teacher will meet with your work group to arrive at a consensus and make the final judgment to determine your grade for this project.

CFU: How did this process work for you and what did you learn?

Example Class Rubric

Category/Score	4	3	2	1
Content	Poster has 6 chivalric characteristics that are not rule based; rubric has 4 clear categories with only 1 qualitative consideration	Poster has at least 4 chivalric characteristics with 2 rules; rubric has 4 mostly clear categories, 1-2 being qualitative	Poster has at least 6 characteristics that combine chivalry and rules; rubric has 4 vague quantitative or qualitative categories	Poster has 6 rule based characteristics; rubric has simple, lacking, vague or unrealistic categories that may total 4 or less in number
Grammar/Spelling	Poster and rubric have no major grammar, spelling or punctuation errors	Poster and rubric have only 1-3 minor grammar, spelling or punctuation errors	Poster and rubric have 2-4 obvious grammar, spelling or punctuation errors	Poster and rubric have more than 4 distracting grammar, spelling or punctuation errors
Participation	Group has collaborated enthusiastically with no waves, all members present some information; a clear absence policy is present and may be enforced	Group has collaborated well with only minor issues and most members present some information; a clear absence policy may be present	Group has relied mostly on 1-2 members and only half the group presents information; absences are an issue so an absence policy is not present or enforced	Group has worked mostly as individuals and only 1 or 2 members present information. No absence policy is present; multiple absences have limited the group participation

Creativity	Poster creatively uses color and graphics linked to class content; rubric is clear and designed to evaluate the poster objectively	Poster makes effective use of color and graphics; rubric is clear, easy to use, and mostly evaluates its poster objectively	Poster uses simple colors or graphics; rubric is simplistic in form and criteria; hard to evaluate poster objectively	Poster consists of a simple list of words with one color and no graphics; rubric is vage and mostly subjective
Revision	Group has taken every opportunity to change, add to and adjust their poster and rubric with thought, discussion and consensus	Group has taken most opportunities to change, add to or adjust their poster or rubric with thought and discussion	Group has taken minimal opportunities to change or add to their poster with little thought or discussion	Group has not taken any opportunities to change their poster or rubric in any meaningful way. Project was rushed 'to do the job'