How to Assess Authentic Learning

PRIMARY

RUBRIC FOR ORAL READING

FIRST GRADE

Student:

Book:

Performance Task:

<table>
<thead>
<tr>
<th>Knows only beginning sounds of words and a few words</th>
<th>Knows how to read some words in text with help</th>
<th>Knows how to read most words with minimal help</th>
<th>Knows how to read entire book independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ September ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ January ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ June ___</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: 1 2 3 4 5

Date: September           January            June

Signed: (Teacher)

MIDDLE SCHOOL

WEIGHTED COMPUTER LITERACY SCALE

Name: __________________________ Date: __________

Type of Assessment: [ ] Self [ ] Group [ ] Teacher

Score 1 2 3 4 5

(1-5) Low High

Directions: Circle the score for each indicator.

Terminology Score: ___ x 1 = ______

- Understands Key Functions 1 2 3 4 5 (25)
- Relevant Key Functions to Others 1 2 3 4 5
- Used to Solve Problems 1 2 3 4 5
- Correct Spelling 1 2 3 4 5
- Appropriate to Level 1 2 3 4 5

Organization Score: ___ x 2 = ______

- Easy to Complex 1 2 3 4 5 (50)
- Each Card Complete 1 2 3 4 5
- Uses Graphics 1 2 3 4 5
- Key Ideas Covered 1 2 3 4 5
- Supportive Data Included 1 2 3 4 5

Creativity Score: ___ x 1 = ______

- Color 1 2 3 4 5 (25)
- Fashion 1 2 3 4 5
- Pattern 1 2 3 4 5
- Appropriate Use of Language 1 2 3 4 5
- Multiple Uses 1 2 3 4 5

Scale: 93-100 = A, 87-92 = B, 78-86 = C

Total Score: ______

Comments: [ ]

(Courtesy of Kathy Bartley and Jeanne Lipman, Gabbard Institute, 1994)

WEIGHTED WRITING RUBRIC

Name: __________________________ Date: __________

Piece of Writing: __________________________

Score 1 2 3 4 5

(1-5) Low High

CONTENT Score: Score ___ x 7 = ______

- evidence of reason 1 2 3 4 5 (35)
- key ideas covered 1 2 3 4 5
- appropriate quotes 1 2 3 4 5
- supportive statistics 1 2 3 4 5
- topic addressed 1 2 3 4 5

ORGANIZATION Score: Score ___ x 6 = ______

- creative introduction 1 2 3 4 5 (30)
- thesis statement 1 2 3 4 5
- appropriate support statements 1 2 3 4 5
- effective transition 1 2 3 4 5

USAGE Score: Score ___ x 5 = ______

- correct subject-verb agreement 1 2 3 4 5 (25)
- no run-ons, fragments, or comma splices 1 2 3 4 5
- correct verb tense 1 2 3 4 5
- mix of simple and complex sentences 1 2 3 4 5

MECHANICS Score: Score ___ x 2 = ______

- few or no misspellings 1 2 3 4 5 (10)
- correct use of punctuation 1 2 3 4 5
- correct use of capitalization 1 2 3 4 5

Scale: 93-100 = A, 87-92 = B, 78-86 = C

TOTAL SCORE: ______

Comments: [ ]

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SOCIAL SKILLS CHECKLIST

ASSessment of Social Skills

Teacher: Forbes

Ratings: Frequently, Sometimes, Not Yet

1. Lois
2. Connie
3. James
4. Juan
5. Beth
6. Michele
7. John
8. Charles
9. Mike
10. Lana

Notes: Work with Lois on a regular basis. Change her seat and group.

BASKETBALL SKILLS

Teacher: Ms. Moss

Class: 9th Period PE

Date: 11/2

STUDENTS DEMONSTRATE THE FOLLOWING:

<table>
<thead>
<tr>
<th>NAMES OF STUDENTS</th>
<th>Dribbling Skills</th>
<th>Passing Skills</th>
<th>Free Throw Skills</th>
<th>Team Spirit</th>
<th>Sportsmanship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toni</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casey</td>
<td>+</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juan</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>Real potential</td>
<td></td>
</tr>
<tr>
<td>Beth</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Practice free throws</td>
<td></td>
</tr>
<tr>
<td>Judy</td>
<td>+</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Does not like team sports</td>
<td></td>
</tr>
<tr>
<td>Dave</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>Excellent player</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

HIGH SCHOOL

WRITING CHECKLIST

Key:

= Good
✓ = OK
0 = Not Yet

Student: Robin

Class: English 102

Paper: Teaching for Transfer

Usage

1. Topic Sentence
2. Complete Sentences
3. Complex Sentences
4. Wide Vocabulary

Mechanics

5. Capitalization
6. Punctuation
7. Spelling
8. Grammar

Strengths: My topic sentences, sentence structure, and capitalization are good.

Not Yet: I need to write more complex sentences—most of my sentences are simple.