

## NUFS Workshop 2009

*Newsletter No. 11***Workshop in January****<Part 1>****Date:** January 16, 2010**Venue:** NSC College, Room 31**Time:** 10:30-14:30**Instructor:** Paul Crane (Nagoya University of Foreign Studies)**Title:** “Rubrics for Busy Teachers: How to Create and Use Rubrics for Assessment and Grading”

**Abstract:** In Part I of this workshop, I will share with you my research on the usefulness of rubrics and how I use rubrics for assessment in my classes. I will also talk about how to develop your own rubrics based on your own class learning objectives and goals. In Part II, we will spend time creating rubrics which could be used in your classes for easier and more effective assessment of student assignments. [Teachers are strongly encouraged to bring samples of student assignments or homework in order to facilitate the development of your own rubrics.]

**The number of participants:** 19**1. Interesting activities you might want to use in your class. Why?**

- I would like to introduce ‘Rubrics’ to my students in order to understand what it is and how the teachers decide their scores.
- I’d like to use the rubrics I created for timed conversations with my group members. I’m hoping to give the rubric to my students for self-evaluation.
- The activity involving new year’s resolutions was fun. Having students think about how they can achieve their goals realistically is a good idea.
- Group work to make rubrics for certain activity. We exchanged ideas about dimensions and scales. All the members were very cooperative and so we came to compromise quite easily.
- Making rubric for the task is very practical. They are good training how we can set a goal and focus point. That made me feel that I can make a rubric for topics using the things I learned today. It is encouraging very much.
- I want to use rubrics to help evaluate my students work. I also want to try making a rubric with the next set of JETS I work with to evaluate our relationship. By doing this I hope to get a good understanding of expectations and build trust between us.
- I’m especially interested in the feedback to the students with rubric. I would like to arrange good one for my students’ essays.



## 2. What you learned from today's workshop.

- I learned it is important to make rubric with other teachers, because I found every teacher has different value. I think we should give same evaluation for students.
- Creating a rubric with other teachers is difficult, but can also have benefits.
- If we make clear goals in the rubrics, they will encourage the students to participate in the activity and they also help us teachers to evaluate students' performance.
- Rubric is necessary for both teachers and students. And also, they are connectors and communication tools between us.
- Rubric is important, especially to facilitate communication among staff members. We make the term test and have the student to make an essay. If there is no rubric or criterion among us, the assessment is different according to the teachers. I want to make a rubric with colleagues after April and before the term test.
- Verbalizing ideas into description for each level of performance will be useful to make my own ideas clear and persuade other teachers. In the last meeting of English Department in our school, I suggested performance test should be included in assessment. My colleagues were afraid whether we could do reliable assessment. What I learned here will be utilized in the next meeting.



## 3. Questions and Answers

**Q (1): In making a developing rubric, it's more important to set a goal and choose proper dimensions. According to the level of the students and aim of the task, rubric should be made. Why do you think about discussing the scales with students?**

**A:** Yes, I think this is a FANTASTIC idea. In fact, not only discussing the rubric with the students but also involving them in developing the rubric is strongly recommended in the literature. I thought I had mentioned this point during the workshop as one benefits of rubrics but if not, it's good that you asked this question!

**Q (2): Are there any good ways of interview test? I would like to know the rubric.**

**A:** I think the first thing is you need to decide what you mean by "interview test". Are students interviewing each other? Is the teacher interviewing individual students? What is the purpose of the interview? Why are you giving an interview test? By asking questions like these, you can begin to identify the purpose of the test, the expected outcomes and goals of the test, and what you think are the most important qualities of a good "interview". The next step then, is to describe and identify what aspects would make an interview good. You could start with a "scoring rubric" like the one I showed that I use for evaluating essays. This type of rubric is a little more basic but I think it more concretely evaluates the activity.

**Q (3): This was my first time to know about rubric, and the idea seemed very useful. However, when I was making our own rubrics in our group, I started to doubt the validity of rubrics because the definitions of some words in the description are unclear. For example, 'attractive' message**



or 'effective' gestures are included in the speech rubric, but what are the definitions of 'attractive' or 'effective'? It depends on the person, then rubrics can't be useful. What do you think?

**A:** I completely understand your concern and this is related to both reliability and validity. Without going too much into these issues here (this topic in itself would be an excellent workshop on its own!), more explicit description might help to solve this problem. For example, how do you define "attractive" or "effective"? If you could make a more accurate definition, this is the first step. For example, if you are using a rubric to evaluate student's work, like a poster, then "attractive" might mean that it is colorful, has 2 or 3 illustrations, and is neat and organized. If you develop the criteria with a colleague, then you can set the standards together and define the criteria more concretely. If two or more people can agree on the standards, this would increase the reliability of the rubric.

Here is a very useful site that I forgot to include with my other references on the handout given at the workshop. This site allows you to download rubrics made by other teachers or to create your own rubric online. The only problem is that some of the evaluation criteria might not be useful for your classes so you will need to modify according to your own needs.

<http://rubistar.4teachers.org/>



## <Part 2>

**Date:** January 16, 2010, 14:30-17:00

**Venue:** NSC College, Room 31

**Advisors:** Kazuyoshi Sato, Nancy Mutoh, Paul Crane (Nagoya University of Foreign Studies)

**The number of participants:** 17

**Abstract:** group discussion on action research



## **Workshop in February (Planned)**

**Date:** February 20, 2010 10:30-14:30, 14:30-17:00

**Venue:** NSC College, Room 31

**Instructor:** Junko Yamanaka (Trident College)

**Title:** "Extending Extensive Reading: *You Are the Key*"

**Please send an email to Chihaya ([chiha143\(at-mark\)nufs.ac.jp](mailto:chiha143(at-mark)nufs.ac.jp)) to attend this workshop.**