

Erie County Technical School Assignment Assessment Rubric

Instructional managers will review weekly assignments using the criterion listed below. The managers will use the results from the weekly assessments for research and data collection purposes only. No results will be directly used for teacher evaluation. The intent of the assessment is to build awareness, both campus-wide and individually, of the degree of rigor and relevance that exist in daily instruction. Faculty members are encouraged to provide responses to the assessor's conclusions.

Bloom's Taxonomic Levels			Degree Criterion is Evident in Assignment		
<i>Criterion</i>	<i>Description/Examples</i>	<i>Key Words</i>	<i>Fully</i>	<i>Moderately</i>	<i>Poorly</i>
Knowledge: Recall of data.	Recite a policy. Quote prices from memory to a customer. Know the safety rules.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, and reproduces.			
Comprehension: Understand the meaning, translation, and interpretation of instructions and problems. State a problem in one's own words.	Rewrite the principles of test writing. Explain in one's own words the steps for performing a task. Translate an equation into a spreadsheet.	Comprehends, converts, defends, distinguishes, estimates, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts.			
Application: Use a concept in a new situation or use of an abstraction. Applies what was learned into novel situations in the workplace.	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates.			
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gather information from a department and selects the required tasks for training.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects.			
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning.	Write a company process manual. Design a machine to perform a task. Integrate training from several sources to solve a problem. Revise a process to improve the outcome.	Categorizes, combines, compiles, composes, creates, devises, designs, generates, modifies, organizes, rearranges, reconstructs, revises, reorganizes, rewrites, summarizes.			
Evaluation: Make judgments about the value of ideas or materials.	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes.			

Assignment Features			Degree Criterion is Evident in Assignment		
Criterion	Description	Key Words	Fully	Moderately	Poorly
Requires the use of technology	Encourages the student to use more than a textbook or handout	Computer, Internet, CD, Video, Audio			
Requires the use of reference materials	Encourages the student to use professional reference materials in the career area	Dictionary, Trade reference manual			
Requires interaction with other students	Encourages the student to incorporate the views of other students	As a team, with another student, as a group			
Requires interaction with people outside of school	Encourages the student to incorporate the views of non-school people	Neighbor, parent, mentor, employee, employer			
Appeals to a variety of learning styles	Offering choices and varying presentation methods to appeal to students' different ways of learning	"hands-on", visual, auditory, group, independent, creative, analytical, competitive, expressive, concrete			
Instructions are clear and concise	The student is able to complete the assignment without clarification.	Assignment guidelines, directions for activities			
Instructions include evaluative criteria	Performance checklist or rating scale clearly outlines expectations	Due Date, level of performance			
Reflects alignment to a national skill standard	Reference is made to a skill standard either as a criteria or resource	NIMS, ACF, AWS, NATEF, ETA, NCCER			
Reflects alignment to an academic standard	Reference is made to an academic standard as a criteria	PSSA, Anchor, Mathematics, Reading, Science			
Reflects proper grammar	No misspellings, proper word usage	Communication			
Reflects a professional and current appearance	Clean copy, sharp graphics, no smudges, use of color, typewritten, use of graphics	State-of-the-art, current, relevant			
Teacher seeks feedback from students on the assignment's value and clarity.	Customer focus is apparent in assignments. Feedback used to improve instruction.	Student response, tell me how . . ., tell me what . . ., Rate this assignment			

Other Comments _____

Assessor _____ Date _____