

## 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.

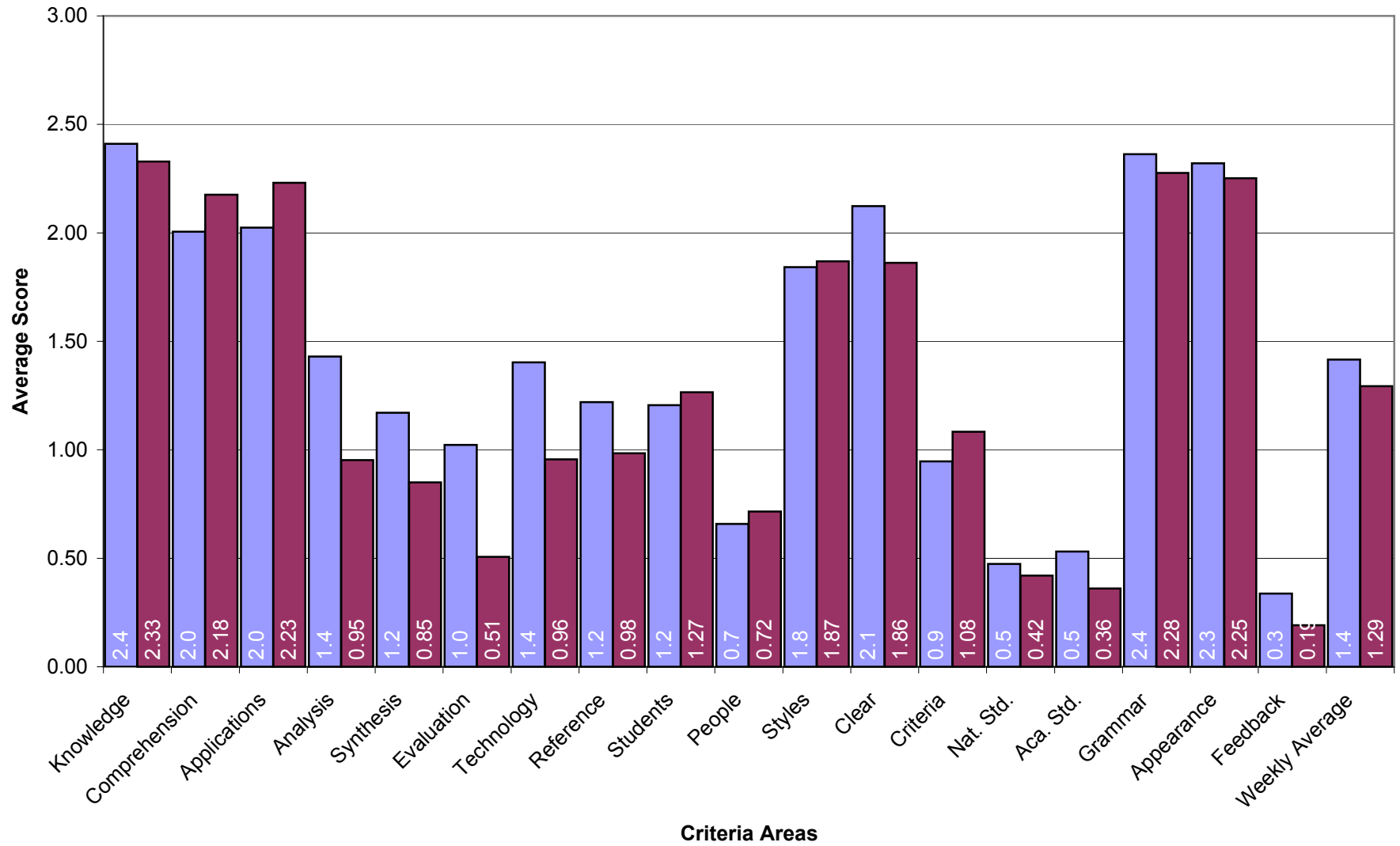
| <i><b>Bloom's Taxonomic Levels</b></i>                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                              | <i><b>Degree Criterion is Evident in Assignment</b></i> |                          |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------|-------------------------|
| <i><b>Criterion</b></i>                                                                                                                                                  | <i><b>Description/Examples</b></i>                                                                                                                                                | <i><b>Key Words</b></i>                                                                                                                                                      | <i><b>Fully</b></i>                                     | <i><b>Moderately</b></i> | <i><b>Minimally</b></i> |
| <b>Knowledge:</b> Recall of information                                                                                                                                  | Describe quality control methods for bound products; Define cosmetology terms; Identify names of hand tools.                                                                      | Defines, describes, identifies, labels, lists, matches, names, outlines, recalls, recognizes, and reproduces.                                                                |                                                         |                          |                         |
| <b>Comprehension:</b> Understand the meaning, translation, and interpretation of instructions and problems. State a problem in one's own words.                          | Explain in one's own words the steps for performing a task; Explain reasons for using standardized recipes; Give examples of safety hazards.                                      | Comprehends, defends, distinguishes, estimates, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, explains.                                   |                                                         |                          |                         |
| <b>Application:</b> Use a concept in a new situation or use of an abstraction. Applies what was learned into novel situations in the workplace.                          | Demonstrate the use of personal protective equipment; Calculate bend allowances for heavy and light gauge metals; convert fractions to decimal equivalents; Use rigging hardware. | Applies, changes, computes, converts, constructs, demonstrates, discovers, manipulates, modifies, operates, prepares, produces.                                              |                                                         |                          |                         |
| <b>Analysis:</b> 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; Prepare a curriculum web diagram based on a preschool theme; Test the operation of a mechanical limit switch.       | Analyzes, breaks down, compares, contrasts, diagrams, constructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects. |                                                         |                          |                         |
| <b>Synthesis:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning.                      | Fabricate a sheet metal project; Summarize a current event article; reassemble a piece of equipment; design a nutritional menu.                                                   | Categorizes, combines, composes, creates, devises, designs, generates, modifies, organizes, rearranges, reconstructs, rewrites, summarizes.                                  |                                                         |                          |                         |
| <b>Evaluation:</b> Make judgments about the value of ideas or materials.                                                                                                 | Select the most effective solution; Critique a job site for safety and cleanliness; compare benefit packages for employment; evaluate a senior portfolio against criteria.        | Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates.                    |                                                         |                          |                         |

| Assignment Features                                                                                  |                                                                                                     |                                                                                                           | Degree Criterion is Evident in Assignment |            |           |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------|------------|-----------|
| Criterion                                                                                            | Description                                                                                         | Key Words                                                                                                 | Fully                                     | Moderately | Minimally |
| Requires the use of <b>technology</b>                                                                | Encourages the student to use more than a textbook or handout                                       | Computer, Internet, CD, Video, Audio                                                                      |                                           |            |           |
| Requires the use of <b>reference materials</b>                                                       | Encourages the use of professional reference materials in the career area                           | Dictionary, Trade reference manual                                                                        |                                           |            |           |
| Requires interaction with <b>other students (may include a written or verbal presentation)</b>       | Encourages the student to incorporate the views of other students                                   | As a team, with another student, as a group                                                               |                                           |            |           |
| Requires interaction with <b>people outside of school</b>                                            | Encourages the student to incorporate the views of non-school people                                | Neighbor, parent, mentor, employee, employer                                                              |                                           |            |           |
| Appeals to a variety of <b>learning styles</b>                                                       | 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 <b>clear and concise</b>                                                            | The student is able to complete the assignment without clarification.                               | Assignment guidelines, directions for activities                                                          |                                           |            |           |
| Instructions include <b>evaluative criteria</b>                                                      | Performance checklist or rating scale clearly outlines expectations                                 | Due Date, level of performance                                                                            |                                           |            |           |
| Reflects alignment to a <b>national skill standard</b>                                               | Reference is made to a skill standard either as a criteria or resource                              | NIMS, ACF, AWS, NATEF, ETA, NCCER, PrintEd, NEC                                                           |                                           |            |           |
| Reflects alignment to an <b>academic standard (including written or verbal reports or summaries)</b> | Reference is made to an academic standard as criteria. Requires a written or verbal presentation.   | PSSA, Anchor, Mathematics, Reading, Science, Verbal or Written Report                                     |                                           |            |           |
| Reflects <b>proper grammar</b>                                                                       | No misspellings, proper word usage                                                                  | Communication                                                                                             |                                           |            |           |
| Reflects a professional and current <b>appearance</b>                                                | Clean copy, sharp graphics, no smudges, use of color, typewritten, use of graphics                  | State-of-the-art, current, relevant                                                                       |                                           |            |           |
| Teacher seeks <b>feedback from students</b> 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                           |                                           |            |           |

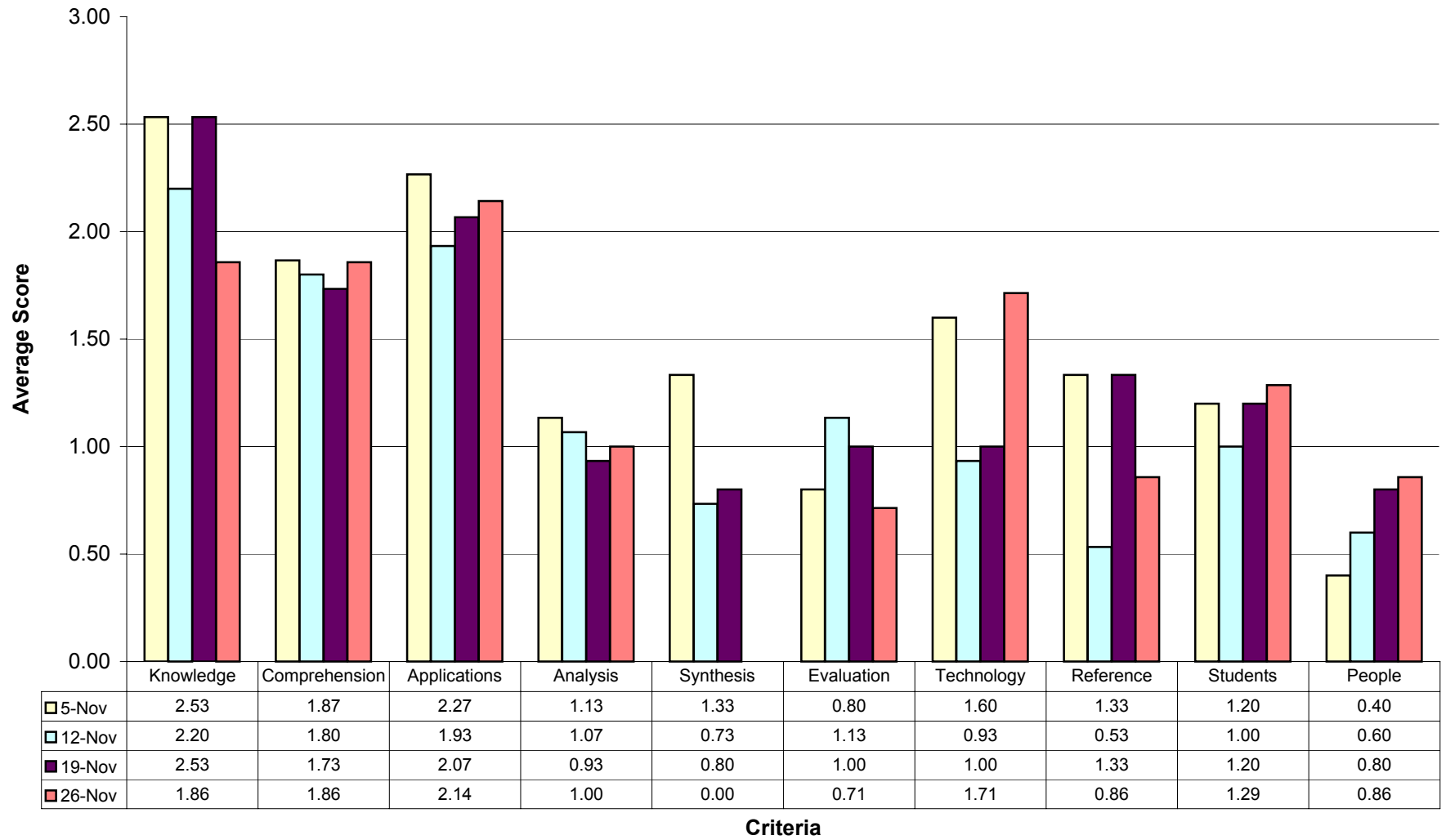
Other Comments \_\_\_\_\_

Instructor \_\_\_\_\_ Assessor \_\_\_\_\_ Date \_\_\_\_\_

## Summary Averages



# Rigor & Relevance Grid November 2004



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