



Developing Standards Based Rubrics & Data Reporting Guides

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Introductions



- Think/Pair/Share:
 - What work has your program, department or institution engaged in related to Program Level Assessment?
 - Is your program, department, college, unit or institution currently involved in an accreditation process?
 - What methods are you currently using to collect Program Level assessment data?

Workshop Objectives

- Describe curriculum mapping
- Develop data reporting and monitoring guides
- Define what a rubric is and multiple uses of rubrics
- Apply step-by-step procedures for developing a rubric
- Align rubrics with discipline standards

Curriculum Mapping



- Program Level assessment planning **STARTS** with *Curriculum Mapping!*
 - 1) Map discipline standards to courses/program of study learning activities.
 - 2) Create *Data Reporting Guide*.
 - 1) [Educational Technology, Graduate Certificate](#)
 - 2) [Bilingual & Multicultural Education, MEd](#)
 - 3) Determine how existing assignments/assessments align with standards mapped to course or program of study learning activity.

Current Evaluation Methods?

- Interview:
 - How are you or faculty members in your program currently evaluating student work?
 - Are rubrics being used?
 - If yes, why did you decide to develop and use a rubric to score an assignment?
 - What have been some of the benefits?
 - What have been some of the challenges?

Rubrics

- Definition: "At its most basic, a rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts." (Stevens & Levi, 2005, p. 3)

Rubrics

- Benefits
 - Improve students' end products & increase learning
 - Assists with clearly communicating assignment expectations to students and teaching assistants
 - Improve consistency of grading
 - Speed up grading
 - Once a quality rubric is created it can be adapted to new situations or assignments

Developing Rubrics

- **Step 1:** What are the essential learning objectives of your assignment/assessment?
 - These are found in your assignment description and/or listed in the objectives of your course.
 - In the case of a summative assignment for Program Level Assessment, the discipline standards you hope to measure by selecting this assignment should be used.

([Communicating Best Practices Assignment Example](#))

([Communicating Best Practices Rubric Example](#))



Developing Rubrics

- **Step 2:** Choose the criteria to be evaluated. Name the evidence to be produced.
 - Describe the best work you could expect
 - Describe the worst acceptable work you might expect
 - Develop intermediate-level descriptions

HINT: These criteria can be developed based on past student work on similar projects, observation of presentations, interviews with students, tutors, TAs, in cooperation with instructors of similar courses, adaptation of other rubrics, or SPA provided definitions.

Developing Rubrics

- **Step 2 (cont.):**
 - An alternative is for student's to help generate the rubric criteria.
 - Why? To improve the student's motivation, interest, and performance in the project through increased participation and control.
 - A second alternative is to adapt an existing rubric to the specified assignment
 - Resources:
 - [Professional Association web sites](#)
 - RubiStar: <http://rubistar.4teachers.org/index.php>
 - University Rubric Banks



Developing Rubrics

- Example:
 - Original Rubric, Participation Rubric for Unit Development created by Dr. Barbara Frandsen at St. Edward's University,
 - [St. Edward's University.htm](#)
 - Adapted Participation Rubric created for group project in ETC 545: Internet for Educators
 - [Group Participation Rubric.htm](#)



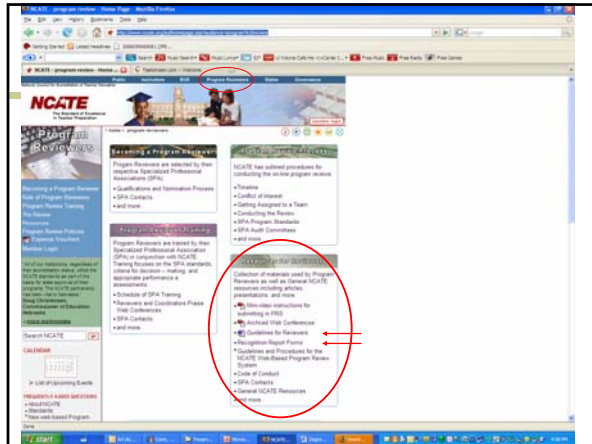
Developing Rubrics

- **Step 2 (cont.):**
 - Choosing number of levels for summative/signature assignments:
 - Levels should correspond with the categories put forth by the accreditation agency (if any). For example, NCATE's categories are Approaches, Meets and Exceeds

(Example Reviewer Forms: [National Recognition Report & Reviewer Worksheet](#))

(<http://www.ncate.org/subhomepage.asp?audience=program%20review>)





Developing Rubrics

- Step 3:** Pilot the Rubric. Apply the rubric to a sample of student work; ask a colleague for feedback; and ask accreditation coordinating staff members or assessment office at your institution (if available) to review.

Developing Rubrics

- Step 4:** Distribute the rubric to students before they begin the assignment.
- Step 5:** Evaluate the end product. Compare individual students' work with the rubric to determine level of achievement.
- Step 6:** Revise and review the rubric based on the results of use.
 - Example: ISTE Assessment Report



Data Reporting Guide

- Step 7:** Update *Data Reporting Guide*
 - Document assignment/assessment aligned to standards
 - Data Reporting Guide* is critical for ensuring all standards are addressed and for producing program and unit level reports

Online Rubric Banks

- University of Wisconsin, School of Education: Professional Development: Rubric Bank
 - <http://www.uwstout.edu/soe/profdev/rubrics.shtml>
 - A listing and links to Seven-categories (many of the categories with 10-12+ rubrics each) of rubrics. Some of the rubrics are not specifically designed for higher education.
- University of Dallas, Educational Evaluation Course Resources (Khirallah, B, Spring 2008)
 - <http://dante.udallas.edu/edu5352/>, then click *Information on Rubrics* in the course menu
- Shrock's Rubric Bank
 - <http://school.discovery.com/schrockguide/assess.html#web>



Online Rubric Banks

- Northern Arizona University, Liberal Studies Writing and Oral Communication Rubrics
 - <http://www4.nau.edu/assessment/assessment/liberal/index.htm>
- Northern Arizona University, English 105 Essay Rubrics
 - http://dana.ucc.nau.edu/~shd2/eng_105.htm
- Northern Arizona University, Criteria for Reviewing Program Level Assessment Plans
 - <http://www4.nau.edu/assessment/assessment/degree/index.htm>

Developing A Rubric

■ Online Resources

- High Education Rubric Resources
 - <http://www4.nau.edu/assessment/resources/rubrics.htm>
- K-12 Teacher Rubric Resources
 - <http://www.kenton.k12.ky.us/tr/rubrics.html>

■ Electronic Rubric Tools

- RubiStar
 - <http://rubistar.4teachers.org/index.php>

"An online tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch. Start with the tutorial (it includes information on changing categories, their headings and content). Register (free) with them so that you can save & edit what you create." (Heidi Goodrich Andrade, Ohio University)
- Rubric Builder (Free trial)
 - <http://www.rubricbuilder.on.ca/>
- Rubricator (Fee)
 - <http://www.rubrics.com>

Sources

- Maki, P. L. (2004) *Assessing for learning: Building a sustainable commitment across the institution*. Stylus Publishing, LLC. Virginia.
- Allen, M. J. (2004) *Assessing academic programs in higher education*. Anker Publishing Co. Inc. Massachusetts.
- Stevens, D. D. & Levi, A. J. (2005) *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Stylus Publishing LLC. Sterling, Virginia.
- *Creating rubrics: Inspire your students and foster critical thinking*. (2000-2005) Pearson Education, Inc.
<http://www.teachervision.fen.com/page/4521.html>

Program Rubric-Standard Alignment (Graduate Certificate in Educational Technology)

General Program Rubric Information

Describe performance level values and labels (Add more levels if needed; indicate which level(s) indicate "Meeting" the standard):
 The following is an example that should be edited.

**Perf
Level**

Approaches: 1 (or range, 0-70)
 Meets: 2 (or range, 71-89)
 Exceeds: 3 (or range, 90-100)

;

*NOTE: For Professional Skills, Initial Programs should be aligned to Arizona's Professional Teachers Standards; Advanced Programs should be aligned with the National Board of Professional Teaching Standards. State: <http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>
 NBPTS: http://www.nbpts.org/the_standards/the_five_core_propositio
 **NOTE: Professional Knowledge refers to the historical, economic, sociological, philisophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Rubric-Standard Alignment

Program Attributes			Unit Attributes					Curriculum Attributes			
Code	Outcome	A#	A#	Diversity	Technology	Prof Skills*	Prof Knowl	Transition	Course	Assignment	
TFIA1	Assist teach	1						1	Admissions	Assessment & ETC 545	
TFIA2	Provide as	1						1	Admissions	Assessment & ETC 545	
TFIB1	Model app	1						1	Admissions	Assessment & ETC 545	
TFIIA1	Provide res	4	2		Yes	NBPTS #5		2	567	Website	
TFIIA2	Consult wit	5	2		Yes	NBPTS #5			547	Lesson Plan	
TFIIA3	Assist teach	4	2	Yes	Yes	NBPTS #1		2	567	Website	
TFIIB1	Assist teach	4	2		Yes	NBPTS #5		2	547	Lesson Plan Implementation	
TFIIC1	Assist teach	3	2		Yes	NBPTS #5		3	500B	WebQuest Proposal	
TFIIC2	Model tech	3			Yes	NBPTS #2		3	500B	WebQuest	
TFIID1	Provide tea	3	2		Yes	NBPTS #5		3	500B	WebQuest	
TFIIE1	Provide tea	5	2		Yes	NBPTS #5		2	547	Lesson Plan	
TFIIF1	Assist teach	4	2		Yes	NBPTS #5		2	547	Learning Theories Website	
TFIIIA1	Use metho	3	2		Yes	NBPTS #2		3	500B	WebQuest	
TFIIIA2	Use and ap	6	2		Yes	NBPTS #2		2	567	Scholarly Paper	
TFIIIA3	Use metho	3	2		Yes	NBPTS #2		3	500B	WebQuest	
TFIIIA4	Use metho	3	2		Yes	NBPTS #2		3	500B	WebQuest	
TFIIIA5	Use metho	3	2		Yes	NBPTS #2		3	500B	WebQuest	
TFIIIA6	Use and de	4	2		Yes	NBPTS #2		2	567	Website	

Program Attributes				Unit Attributes						Curriculum Attributes		
Code	Outcome	A#	A#	Diversity	Technology	Prof Skills*	Prof Knowl	Transition	Course	Assignment		
TFIIIA7	Use metho	4	2		Yes	NBPTS #2		2	547	School Board	Presentation	
TFIIB1	Use metho	4	2	Yes	Yes	NBPTS #1		2	567	Website		
TFIIC1	Use metho	3	2		Yes	NBPTS #2		3	500B	WebQuest		
TFIID1	Use metho	5	2		Yes	NBPTS #3		2	547	Lesson Plan		
TFIIIE1	Describe a	3				NBPTS #2		3	500B	WebQuest	Concept Map	
TFIIIE2	Use major	6	2		Yes	NBPTS #4	Yes	2	567	Scholarly Paper		
TFIVA1	Model the	7	2		Yes	NBPTS #3		3	500B	WebQuest		
TFIVA2	Assist teach	7	2		Yes	NBPTS #5		3	500B	WebQuest		
TFIVB1	Guide teach	7	2		Yes	NBPTS #5		2	547	Data Report		
TFIVC1	Assist teach	7				NBPTS #5		3	500B	WebQuest		
TFIVC2	Examine a	7	2		Yes	NBPTS #3		2	567	Tech Plan		
TFVA1	Identify res	4				NBPTS #4		2	567	Website		
TFVA2	Disseminat	4				NBPTS #5	Yes	2	567	Website		
TFVB1	Continually	6				NBPTS #4	Yes	2	547	Data Report		
TFVC1	Model adva	2	2		Yes			2	547	Editorial		
TFVC2	Assist othe	4	2		Yes			2	547	School Board	Presentation	
TFVC3	Demonstra	3	2		Yes			3	500B	WebQuest		
TFVC4	Use a varie	3						3	500B	WebQuest	Implementation	
TFVC5	Use instruc	3						3	500B	WebQuest		
TFVC6	Select app	3						3	500B	WebQuest		
TFVC7	Use examp	4						2	567	Website		
TFVC8	Set and ma	4						2	547	Learning Theories	Website	
TFVD1	Model the	3	2		Yes			3	500B	WebQuest		
TFVD2	Communic	4						2	547	Learning Theories	Website	
TFVD3	Participate	3				NBPTS #4		2	547	Group Work		
TFVD4	Design and	4	2		Yes	NBPTS #5		2	567	Website		
TFVIA1	Develop st	6					Yes	2	567	Scholarly Paper		
TFVIA2	Assist othe	4					Yes	2	567	Website		
TFVIB1	Assist teach	4	2	Yes	Yes	NBPTS #1	Yes	2	567	Website		
TFVIB2	Identify, cla	4	2	Yes	Yes	NBPTS #1	Yes	2	567	Website		
TFVIC1	Assist teach	4	2	Yes	Yes	NBPTS #1	Yes	2	567	Website		
TFVID1	Assist teach	4	2		Yes		Yes	2	567	Website		
TFVIE1	Develop a	4		Yes		NBPTS #1	Yes	2	547	School Board	Presentation	
TFVIAA1	Use plans	2	2		Yes			2	547	Concept Map		
TFVIAA2	Use local n	4						2	547	Lesson Plan	Implementation	

Program Attributes				Unit Attributes					Curriculum Attributes			
Code	Outcome	A#	A#	Diversity	Technology	Prof Skills*	Prof Knowl	Transition	Course	Assignment		
TFVIIA3	Discuss iss	4						2	547	Lesson Plan Implementation		
TFVIIA4	Model integ	4	2		Yes			2	547	Lesson Plan Implementation		
TFVIIA5	Utilize met	5						2	547	Lesson Plan Implementation		
TFVIIA6	Use and ap	4						2	547	Lesson Plan Implementation		
TFVIIA7	Utilize netw	5						2	547	Lesson Plan		
TFVIIA8	Work with t	4						2	547	Lesson Plan Implementation		
TFVIIIB1	Identify ins	3						3	500B	WebQuest Proposal		
TFVIIIB2	Discuss an	8						2	567	Tech Plan		
TFVIIIB3	Discuss an	4						2	547	Lesson Plan Implementation		
TFVIIIB4	Apply curre	8						2	567	Needs Assessment Analysis		
TFVIIIB5	Suggest pc	8						2	567	Tech Plan		
TFVIIIB6	Use distan	3						3	500B	WebQuest		
TFVIIIB7	Describe a	8						2	567	Tech Plan		
TFVIIIC1	Support tec	8				NBPTS #5	Yes	2	567	Needs Assessment Questionnaire		
TFVIIIA1	Discuss an	3				NBPTS #4	Yes	2	547	Scholarly Paper		
TFVIIIB1	Discuss the	3					Yes	2	547	Scholarly Paper		
TFVIIIC1	Discuss the	8				NBPTS #5		2	567	Needs Assessment Questionnaire		
TFVIIID1	Participate	3						2	547	Group Code of Conduct		
TFVIIID2	Conduct an	8				NBPTS #5		2	567	Needs Assessment Analysis		
TFVIIID3	Identify and	5	2		Yes	NBPTS #5		2	547	Lesson Plan		
TFVIIID4	Describe c	5				NBPTS #5		2	547	Lesson Plan		
TFVIIID5	Discuss iss	8				NBPTS #5		2	567	Tech Plan		
TFVIIID6	Discuss the	8				NBPTS #5		2	567	Tech Plan		
TFVIIID7	Examine is	8						2	567	Needs Assessment Questionnaire		
TFVIIIE1	Examine c	8						2	567	Tech Plan		

EXAMPLE: Program Rubric Alignment Outcome Table (MED Bilingual and Multicultural Education)																	
General Program Rubric Information																	
Rubric-Standard Alignment																	
Program Attributes		Unit Attributes						Curriculum Attributes									
Domain	SPA Outcome	A#1	A#2	A#3	A#4	A#5	A#6	Course	Assign	Course	Assign	Course	Assign	Course	Assign	Course	Assign
1.a.	Describing Lang	1	2	0	4	0	0	BME545	Language	Trans Pt. 2	Comp Q#1			BME647	Teaching Observation		
1.b.	Language Acqui	1	2	0	4	0	0	BME545	Language	Trans Pt. 2	Comp Q#1			BME647	Teaching Observation		
2.a.	Nature and Role	1	2	0	4	0	0	BME623	Communi	Trans Pt. 2	Comp Q#2			BME647	Teaching Observation		
2.b.	Cultural Groups	1	2	0	4	0	0	BME623	Communi	Trans Pt. 2	Comp Q#2			BME647	Teaching Observation		
3.a.	Planning for Sta	0	2	3	0	0	0			Trans Pt. 2	Comp Q#3	BME645	Lesson Plan				
3.b.	Managing and In	0	2	3	4	5	0			Trans Pt. 2	Comp Q#3	BME645	Lesson	BME647	Teaching Observation		Student Work Sample &
3.c.	Using Resource	1	2	3	4	0	0	BME695	Research	Trans Pt. 2	Comp Q#3	BME645	Lesson	BME647	Teaching Observation		
4.a.	Issues of Asses	1	2	0	4	0	0	BME632	Assessm	Trans Pt. 2	Comp Q#4			BME647	Teaching Observation		
4.b.	Language Profic	1	2	0	4	0	0	BME632	Assessm	Trans Pt. 2	Comp Q#4			BME647	Teaching Observation		
4.c.	Classroom-Bas	1	2	0	4	5	0	BME632	Assessm	Trans Pt. 2	Comp Q#4			BME647	Teaching Observation		Student Work Sample &
5.a.	ESL Research a	1	2	0	4	0	6	BME695	Prof Poi	Trans Pt. 2	Comp Q#5			BME647	Teaching Observation	BME540	Philosophy Essay
5.b.	Partnerships an	1	2	0	4	0	6	BME695	Prof Poi	Trans Pt. 2	Comp Q#5			BME647	Teaching Observation	BME540	Philosophy Essay
5.c.	Professional De	1	0	0	4	5	6	BME695	Prof Portfolio					BME647	Student Work Sample & Fieldwork Observation	BME540	Philosophy Essay

Content Editor (Preview)**Directions**

Text

Image

Standards

Attachments

Video

Web Links

Communicating Best Practices

The information below is provided to guide your response to this requirement. After reading, use the response tabs above to add your work.

Directions:

Develop a professional presentation using Microsoft PowerPoint that describes best practices related to ALL three components of Objective C and G.

Communicate research on best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. (TL-VI.B.1.)

Note: Make sure to address methods and strategies for integrating technology resources that support the needs of diverse learners including:

- special needs learners (i.e., adaptive and assistive technology)
- second language learners, and
- cultural differences.

(TL-III.B.1.)

The audience for this presentation is your colleagues (i.e., the teachers at your school, the teachers in the district where you work, the trainers or instructional designers in your department, etc.). In addition to presenting information on best practices related to supporting the needs of diverse learners, your presentation should include recommendations or ideas related to how technology might be used or integrated in instructional activities that promote best practices. NOTE: Even if one of the categories (i.e., adaptive and assistive technology, second language learners, or cultural differences) is not relevant for the intended audience of your presentation, all categories must still be addressed in the presentation.

Once your Professional Presentation is complete, submit it for EVALUATION.

ETC 666 Communicating Best Practices

	Novice value: 0	Mastery value: 1	Expert value: 2	Score
TL-VI.B.1.: Communicate research on best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	There is no clear plan for the organization of the instructional content. Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	Most of the instructional content is organized in a clear, logical way that is grounded in learning theory. One card or item of information seems out of place. Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Instructional content is organized in a clear, logical way that is grounded in learning theory. It is easy to anticipate the type of material that might be on the next card. Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	
TL-III.B.1.: Design methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology. TL-VI.B.2.: Develop policies and provide professional development related to acquisition and use of appropriate adaptive/assistive hardware and software for students and teachers with special needs.	Methods and strategies related to adaptive and assistive technology are included but could be improved in terms of content and/or presentation of information. References for some strategies and methods are included to demonstrate evidence of how each is grounded in the literature base.	Methods and strategies related to adaptive and assistive technology are included. References for most strategies and methods are included to demonstrate evidence of how each is grounded in the literature base.	Effective methods and strategies related to adaptive and assistive technology are included. References for strategies and methods are explicitly included to demonstrate evidence of how each is grounded in the literature base.	
TL-III.B.1.: Design methods and strategies for integrating technology resources that support the needs of diverse learners including second language learners.	Methods and strategies for integrating technology related to second language learners are included but could be improved in terms of content and/or presentation of information. References for some strategies and methods are included to demonstrate evidence of how each is grounded in the literature base.	Methods and strategies for integrating technology related to second language learners are included. References for most strategies and methods are included to demonstrate evidence of how each is grounded in the literature base.	Effective methods and strategies for integrating technology related to second language learners are included. References for strategies and methods are explicitly included to demonstrate evidence of how each is grounded in the literature base.	

<p>TL-III.B.1.: Design methods and strategies for integrating technology resources that support the needs of diverse learners including cultural differences.</p>	<p>Methods and strategies for integrating technology related to cultural differences are included but could be improved in terms of content and/or presentation of information. References for some strategies and methods are included to demonstrate evidence of how each is grounded in the literature base.</p>	<p>Methods and strategies for integrating technology related to cultural differences are included. References for most strategies and methods are included to demonstrate evidence of how each is grounded in the literature base.</p>	<p>Effective methods and strategies for integrating technology related cultural differences are included. References for strategies and methods are explicitly included to demonstrate evidence of how each is grounded in the literature base.</p>	
<p>Visual Appeal</p>	<p>The presentation only follows some of the visual message design principles (i.e., CARP - consistency, alignment, repetition, and proximity) in terms of layout, background, color choices, fonts, and navigation.</p> <p>OR</p> <p>The presentation does not follow visual message design principles.</p>	<p>The presentation follows visual message design principles (i.e., CARP - consistency, alignment, repetition, and proximity) in terms of layout, background, color choices, fonts, and navigation.</p>	<p>The presentation is professional looking and clearly follows visual message design principles (i.e., CARP - consistency, alignment, repetition, and proximity) in terms of layout, background, color choices, fonts, and navigation.</p>	
<p>Images, Sound and Animation</p>	<p>The presentation attempts to use images, sound, OR animation to enhance learning but is weak in terms of items included. The images and sounds are of low quality or not included. Most multimedia components do NOT include citations or reference information.</p>	<p>The presentation uses images, sound, AND/OR animation to enhance learning but could be improved. The images and sounds are of acceptable quality. Citations for most multimedia components are included.</p>	<p>The presentation effectively uses images, sound, AND animation to enhance learning without being overdone. The images and sounds are of high quality. Citations for all multimedia components are included.</p>	

Annotated Bibliography

1. WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations of books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Your annotated bibliography should include at least 10 sources on one research topic.

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic. Cite the book, article, or document using **MLA or APA style**. Write a concise annotation that **summarizes the central theme** and scope of the book or article. Include one or more sentences that

- evaluate the authority or background of the author,
- comment on the intended audience,
- compare or contrast this work with another you have cited,
- explain how this work contributes to your understanding of your topic.

Draft due: Thursday, 11/17

Final due: Monday, 11/ 21

Writing Assignment: Annotated Bibliography

Criteria	Levels of Achievement			
	4	3	2	1
Annotations:				
Evaluate the authority or background of the author.				
Comment on the intended audience.				
Compare or contrast work with another citation.				
Explain how this work contributes to your understanding of the topic.				
Language Use & Mechanics				
Citations				

Research & Collaboration: Group Participation Rubric

Using the following rubric, you will be asked to evaluate your peer's contribution to the group assignment. This peer evaluation is worth 25 points. Your score will be calculated by averaging the scores provided by the members of your group. This copy of the rubric is for your reference. Please submit scores for the members of your group via the designated survey.

	Excellent=5	Good=4	Average=3	Poor=2
EQUAL WORK	Did a full share of the work--or more	Did an equal share of the work	Did almost as much work as others	Did less work than others
EQUAL WORK	Took the initiative in helping the group get organized	Worked agreeably with group member(s) concerning times and places to meet	Could be coaxed into meeting with other group member(s)	Did not meet group member(s) at agreed times and places
EQUAL WORK/ COMMUNICATION	Provided many ideas for the development of the presentation	Participated in discussions about the presentation	Listened to others; on some occasions, made suggestions	Seemed bored with conversations about the presentation
EQUAL WORK	Assisted other group member(s)	Offered encouragement to other group member(s)	Seemed preoccupied with other assignments, classes, work, etc.	Took little pride in own tasks related to presentation
TIME	Work was ready on time or sometimes ahead of time	Work was ready very close to the agreed time	Work was usually late but was completed in time to be graded	Some work never got completed and other group member(s) completed the assignment

This rubric was adapted from a Participation Rubric for Unit Development created by Dr. Barbara Frandsen at St. Edward's University, downloaded from <http://www.stedwards.edu/cte/resources/grub.htm> on January 6, 2005.