Rubrics in UDL to Support Learners

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A poll question

Who uses rubrics now?

Digging Deeper

http://stripgenerator.com/

Rubrics & the Secret to Grading

http://stripgenerator.com/

What Success have you had with Rubrics

Please take one minute for silent think time. You are now invited to share with us in the question area how you have used rubrics in the past. How successful were you?
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
   1: Provide options for perception
      1.1 Offer ways of customizing the display of information
      1.2 Offer alternatives for auditory information
      1.3 Offer alternatives for visual information
   2: Provide options for language, mathematical expressions, and symbols
      2.1 Clarify vocabulary and symbols
      2.2 Clarify syntax and structure
      2.3 Support decoding of text, mathematical notation, and symbols
      2.4 Promote understanding across languages
      2.5 Illustrate through multiple media
   3: Provide options for comprehension
      3.1 Activate or supply background knowledge
      3.2 Highlight patterns, critical features, big ideas, and relationships
      3.3 Guide information processing, visualization, and manipulation
      3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
   4: Provide options for physical action
      4.1 Vary the methods for response and navigation
      4.2 Optimize access to tools and assistive technologies
   5: Provide options for expression and communication
      5.1 Use multiple media for communication
      5.2 Use multiple tools for construction and composition
      5.3 Build fluencies with graduated levels of support for practice and performance

III. Provide Multiple Means of Engagement
   7: Provide options for recruiting interest
      7.1 Optimize individual choice and autonomy
      7.2 Optimize relevance, value, and authenticity
      7.3 Minimize threats and distractions
   8: Provide options for sustaining effort and persistence
      8.1 Heighten salience of goals and objectives
      8.2 Vary demands and resources to optimize challenge
      8.3 Foster collaboration and community
      8.4 Increase mastery-oriented feedback
   9: Provide options for self-regulation
      9.1 Promote expectations and beliefs that optimize motivation
      9.2 Facilitate personal coping skills and strategies
      9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners

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### Universal Design for Learning Guidelines

#### Provide Multiple Means of Engagement
*Purposeful, motivated learners*

- **Provide options for self-regulation**
  + Promote expectations and beliefs that optimize motivation
  + Facilitate personal coping skills and strategies
  + Develop self-assessment and reflection

- **Provide options for sustaining effort and persistence**
  + Heighten salience of goals and objectives
  + Vary demands and resources to optimize challenge
  + Foster collaboration and community
  + Increase mastery-oriented feedback

- **Provide options for recruiting interest**
  + Optimize individual choice and autonomy
  + Optimize relevance, value, and authenticity
  + Minimize threats and distractions

#### Provide Multiple Means of Representation
*Resourceful, knowledgeable learners*

- **Provide options for comprehension**
  + Activate or supply background knowledge
  + Highlight patterns, critical features, big ideas, and relationships
  + Guide information processing, visualization, and manipulation
  + Maximize transfer and generalization

- **Provide options for language, mathematical expressions, and symbols**
  + Clarify vocabulary and symbols
  + Clarify syntax and structure
  + Support decoding of text, mathematical notation, and symbols
  + Promote understanding across languages
  + Illustrate through multiple media

- **Provide options for perception**
  + Offer ways of customizing the display of information
  + Offer alternatives for auditory information
  + Offer alternatives for visual information

#### Provide Multiple Means of Action & Expression
*Strategic, goal-directed learners*

- **Provide options for executive functions**
  + Guide appropriate goal-setting
  + Support planning and strategy development
  + Enhance capacity for monitoring progress

- **Provide options for expression and communication**
  + Use multiple media for communication
  + Use multiple tools for construction and composition
  + Build skills with graduated levels of support for practice and performance

- **Provide options for physical action**
  + Vary the methods for response and navigation
  + Optimize access to tools and assistive technologies
Rubric Definition
A rubric defines the features of work that constitute quality. It is the mechanism for judging the quality of student work.


Types of Rubrics

• Analytic
• Holistic
• Task-Specific
• General Rubrics

Holistic - Whole
When we consider the parts all together to come up with a single judgement of how good the product or performance overall is then its Holistic.
Analytical - Parts

When we analyze the product or performance by looking at each of its relevant component parts.

Consider a Car Engine

How well the engine runs overall can be judged. Such a judgement is holistic. The engine consists of parts that work together to make the whole engine run well or poorly; they can be examined separately for quality. This would be analytic.

Task Specific Rubric

Those specific to a single task. There would be a unique scoring guide tailored to each individual task.
General Rubrics

Those that can be used to judge quality across similar tasks.

Rubrics and UDL

Students can use the rubrics to self-assess. The students can answer the Essential Questions, with their own Big Ideas. This empowers the students.

Principle: Engagement
Guideline 7: Provide options for recruiting interest
Guideline 8: Provide options for sustaining effort and persistence

Ultimately

We want students to grow to be independent. For them to do that, they have to have a sense of what the criteria (are) that make them successful. For a long time, the criteria (have) been a mystery to students.

UDL Guideline 9: Provide options for self-regulation
When is a rubric needed?

Any assessment or project that asks students to construct a response longer than a few words rather than selecting an answer from a list.

Rubrics and UDL

Rubrics took away all the fear of the unknown, took away all the worry of failing, and opened up the students’ minds to the joy of the creative process and learning... It puts control back into the students hands. Engagement soars!

Guideline 7: Provide options for recruiting interest
Guideline 8: Provide options for sustaining effort and persistence
Guideline 9: Provide options for self-regulation
Checkpoint 9.3 Develop self-assessment and reflection

Rubrics and UDL

Students can use the rubrics to self-assess. The students can answer the Essential Questions, with their own Big Ideas. This empowers the students.
Drop your rubrics here to share


Which of these reasons are important to you?
- Importance of Reliability
- Validity of the assessment
- Reduction of bias in grading
- Clarifying goals for you as the teacher
- Communicating expectations to students
- Improve students ability to judge their own performance
- Means for providing better feedback to students

What evidence would it take to convince you that using rubrics with learning-based criteria in your classroom would enhance learning of content outcomes and improve students’ learning skills as well?

How can you get that evidence in your own classroom?

Self-reflection

The Power of Questions in a UDL Environment

Tues, Feb. 13, 2018 3:30 PM - 4:00 PM EDT
https://attendee.gotowebinar.com/register/4899493464995767553
Join one of the best chats on Twitter #UDLchat
9PM E/T every 1st and 3rd Wed.
Goal:
Explore how rubrics can be utilized in the classroom.

I Can…
• discuss the importance of rubrics.
• explain the different types of rubrics and their uses.
• explore how rubrics can be incorporated into the classroom.
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