

## EDU-966: Rubrics: Good for Students, Good for Teachers

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** TK - 14 Teachers/Instructors  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

As a teacher at any grade level or any subject matter, the use of rubrics to both front-load expectations of student work and for evaluating student submissions for assignments or projects of any kind can absolutely revolutionize your student progress and success while at the same time, making the grading process for you much more focused, non-prejudicial, and easier. This course will cover the different types of rubrics and when to use each type as well as: The benefits of using rubrics for students; The benefits of using rubrics for teachers; Writing and creating good rubrics; Grading with rubrics; Using rubrics with different Learning Management Systems on other online tools; Moving to the future with your rubrics; and, Using rubric resources. The overall goal of the course is to show teachers the many benefits of using rubrics to enhance student learning and success and how to focus that learning on the actual course learning objectives, whether they be State Standards, District SLO's (Student Learning Outcomes), or simply curriculum learning objectives.

**Note:** Required book must be acquired separately.

#### Required Texts and Course Materials

**Textbook:** Brookhart, S. M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. ASCD. ISBN-13: 978-1-4166-1507-1. <https://www.amazon.com/gp/product/B00B8ZZRMC>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase a new book or used or ebook versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

This course is self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible. This course will include content that correlates with all five propositions:

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

## Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.
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### Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
1. Differentiate between assignment checklists, instructions, and various types of grading rubrics	NBPTS 2, 3, 4	CE 2, 4, 6
2. Evaluate the best type of rubric to use for different assignment types	NBPTS 2, 3, 4	CE 2, 6
3. Write directed and measurable criterion within a rubric for specific course learning objectives	NBPTS 1, 2, 3, 4	CE 2, 4, 6
4. Create qualitative and differentiated descriptions on a continuum of performance standards as measurable levels	NBPTS 2, 3, 4	CE 1, 2, 6
5. Apply a self-created rubric to an assignment grading process	NBPTS 1, 2, 3, 4	CE 2, 4, 6
6. Replicate the rubric creation process	NBPTS 1, 2, 3, 4	CE 1, 2, 4, 6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

### Topics, Assignments, and Activities

<b>Module Title</b>	<b>Module Assignments and Activities</b>	<b>Points Possible for Each Assignment</b>
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1 – What are Rubrics and Why Should We Use Them?</b>	<ul style="list-style-type: none"> <li>Read Introduction and Chapters 1 &amp; 2 (Brookhart)</li> <li>Video Instruction: Rubrics Explained</li> <li>Video Instruction: Why Use Rubrics?</li> <li>1.1 Assignment: Did Anything Change?</li> <li>1.2 Assignment: Knowledge Check: Types of Rubrics</li> <li>1.3 Reflection: Discussion on Past Use of Rubrics</li> <li>1.4 Quiz: What are rubrics and why do we use them?</li> </ul>	20 pts 20 pts 10 pts 12 pts

<b>Module 2 – Formative Assessment vs. Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Read Chapter 7, 9 &amp; 10 (Brookhart)</li> <li>• Video Instruction: What Rubrics Are Not</li> <li>• Video Instruction: Checklists, Instructions &amp; Rating Scales</li> <li>• Video Instruction: Formative vs. Summative Assessment</li> <li>• 2.1 Assignment: Writing Instructions and a Checklist</li> <li>• 2.2 Assignment: Formative Assessments in the Future</li> <li>• 2.3 Forum: Formative and Summative Assessments in Classroom</li> </ul>	20 pts 20 pts 10 pts
<b>Module 3 – The Benefits of Rubrics for Students</b>	<ul style="list-style-type: none"> <li>• Video Instruction: The Benefits of Rubrics to Students</li> <li>• 3.1 Assignment: Create a Repetitive Assignment Rubric</li> <li>• 3.2 Reflection on How Your Students Can Benefit From Rubrics</li> <li>• 3.3 Quiz: Benefits of Rubrics for Students</li> </ul>	20 pts 10 pts 8 pts
<b>Module 4 – The Benefits of Rubrics for Teachers</b>	<ul style="list-style-type: none"> <li>• Instructional Lesson: The Thinking and Writing Process of Creating a Good General Rubric</li> <li>• Video Instruction: How the Use of Rubrics Benefits Teachers</li> <li>• 4.1 Assignment: Determining the Assignment/Project for Creating Your First General Rubric</li> <li>• 4.2 Forum: Reflection on How Rubrics Will Benefit Your Teaching</li> <li>• 4.3 Quiz: Benefits of Rubrics for Teachers</li> </ul>	20 pts  10 pts 8 pts
<b>Module 5 – How to Write a General Rubric (Part 1)</b>	<ul style="list-style-type: none"> <li>• Read Chapter 3 (Brookhart)</li> <li>• Instructional Lesson: Steps 1 and 2: Selecting Criteria</li> <li>• Video Instruction: Exactly What Are We Trying to Measure (1)?</li> <li>• Video Instruction: Example: Selecting Criteria</li> <li>• Video Instruction: Determining Point Values</li> <li>• 5.1 Assignment: Writing Good Criteria and Determining Point Values</li> <li>• 5.2 Forum: Process of Writing Criteria and Developing Point Values</li> </ul>	 20 pts  10 pts
<b>Module 6 – How to Write a General Rubric (Part 2)</b>	<ul style="list-style-type: none"> <li>• Read Chapter 4 (Brookhart)</li> <li>• Instructional Lesson: Steps 3 and 4: Identify and Describe Levels of Mastery</li> <li>• Video Instruction: Exactly What Are We Trying to Measure (2)?</li> <li>• Video Instruction: A Sample Rubric</li> <li>• 6.1 Assignment: Writing Good Descriptors and Levels of mastery</li> <li>• 6.2 Assignment: Finalizing Your General Rubric</li> <li>• 6.3 Forum: Reflection on the Types of Assignments for General Rubrics</li> <li>• 6.4 Quiz: How to Write a Rubric</li> </ul>	 20 pts 20 pts 10 pts  10 pts
<b>Module 7 – How to Write Other Types of Rubrics</b>	<ul style="list-style-type: none"> <li>• Read Chapters 5, 6 &amp; 8 (Brookhart)</li> <li>• Video Instruction: Writing Task-Specific Rubrics and Scoring Schemes</li> <li>• Video Instruction: Summary of the Steps: What's Different About Writing a Task-Specific Rubric?</li> <li>• 7.1 Assignment: Create a Task-specific Rubric</li> <li>• Video Instruction: Proficiency-based Rubrics for Standards-based Grading</li> <li>• Video Instruction: Searching for Rubrics</li> <li>• 7.2 Assignment: Searching for Rubrics</li> <li>• Video Instruction: What Type of Rubric Do You Want to Use?</li> </ul>	 20 pts   20 pts

	<ul style="list-style-type: none"> <li>7.3 Forum: Types of Assignments/Projects for Task-Specific and Other Rubrics</li> </ul>	10 pts
<b>Module 8 – Grading with Rubrics</b>	<ul style="list-style-type: none"> <li>Read Chapter 11 (Brookhart)</li> <li>Video Instruction: Grading with Rubrics</li> <li>Video Instruction: For Canvas Users: Grading Advantages with Rubrics in the Canvas LMS</li> <li>Instructional Lesson: More of Step 5: Testing &amp; Refining Your Rubric</li> <li>8.1 Assignment: Adjusting Your Rubric</li> <li>8.2 Forum: The Big Takeaway on Grading with Rubrics</li> </ul>	20 pts 10 pts
<b>Module 9 – The Future of Your Rubrics and Rubric Resources</b>	<ul style="list-style-type: none"> <li>Review Appendix A &amp; B (Brookhart)</li> <li>Video Instruction: No Rubric is Perfect Forever</li> <li>Instructional Lesson: Rubric Resources</li> <li>9.1 Assignment: Duplicating the Process</li> <li>9.2 Forum: Moving Forward from Here</li> </ul>	20 pts 10 pts
<b>Module 10 – Lesson Planning with Rubrics</b>	<ul style="list-style-type: none"> <li>Video Instruction: Creating a Classroom Environment with Rubrics</li> <li>Video Instruction: Lesson Planning with Rubrics in Mind</li> <li>10.1 Assignment: Lesson Plans with Rubrics</li> <li>10.2 Forum: Spreading Rubrics Throughout Your Teaching and Student Learning</li> </ul>	100 pts 10 pts
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>508 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

### Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.



FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.