Assignment 4 – Performance Assessment

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As part of my nonfiction personal narrative assignment performance assessment, I want to create and complete a specific rubric which outlines different skill sets that will be judged. My intention is to have the rubric appear on the back of the assignment page so that students are clear on the instructions as well as the way in which they will be graded as they turn their work in. As a teacher in a high risk environment, clarity and consistency is even more important to the success of my students.

Because of the importance of clear instructions and Amy Brualdi’s emphasis on using scaled words, my rubric includes a scaled selection of words to describe the student’s ability to perform the task of writing an essay and includes the following descriptive vocabulary: Excellent, Proficient, Sufficient, Apprentice, Novice. In addition to these descriptors, the rubric for this performance assessment includes the numeric value of each category so that students understand what they need to accomplish in order to obtain the grade they want as well as the skill they need. This applies both the narrative and rating scale approaches to the assessment of each student skill. It also helps me improve the quality of my instruction by seeing a visual element of where my students need help improving their work the most.

After creating this rubric, I plan to implement small groups of students to assess the adequacy and viability of the rubric as they apply it to different levels of student work. Because I am a newer teacher, I plan on creating most of the assignments which the students will assess with the rubric, however, my plan is to allow students the opportunity to apply the rubric to other work so that they understand how they will be graded as well as get the opportunity to critique the process of evaluating the work of their “peers.”