

Designing a rubric for the final assessment task: Writing a Fairytale

In line with constructivism, in which teachers encourage student autonomy and initiative, students will design their own assessment rubric for the end task of writing a fairytale in German.

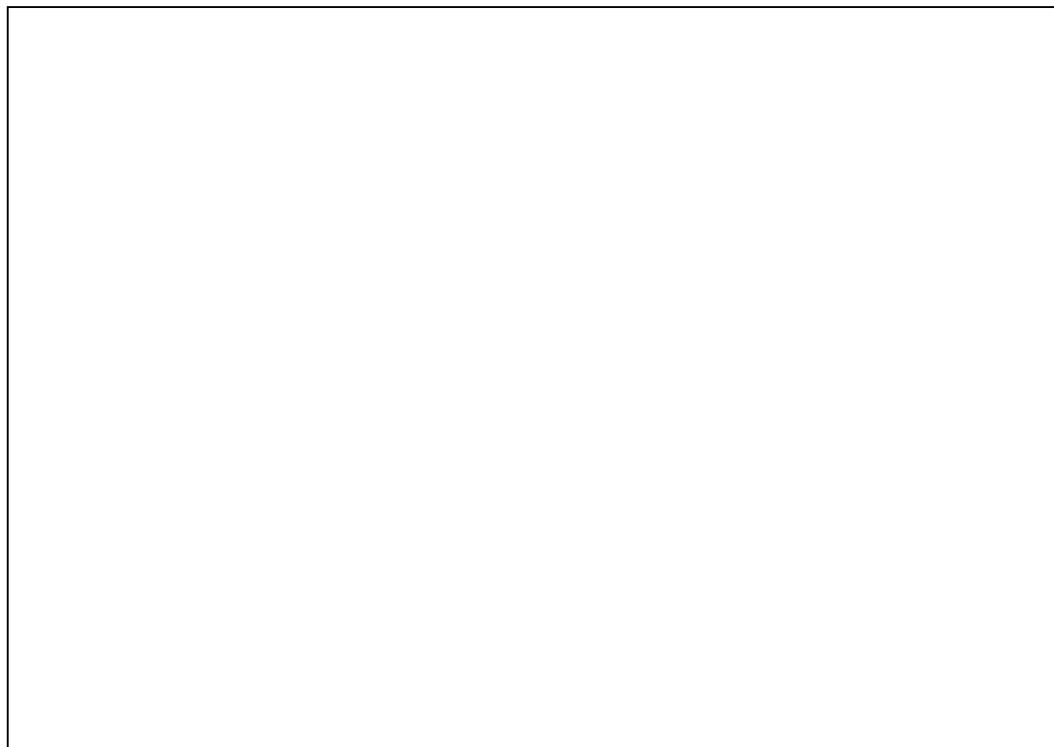
Aim: Through constructing their own rubric, students take ownership and pride in their work. In addition, they get to make an intellectual contribution to their learning which is empowering for students.

Pre activity:

The aim of the pre activity is for students to see the purpose of a rubric.

Ask students to draw picture of house

Draw a picture of a house here:



After 5 minutes, students award themselves points according to the following criteria:

.5 mark for each window
1 mark for door knob
2 marks for chimney
3 marks for stick figures
4 marks if it was three dimensional

Ask students to then raise hands if they got 10 (gradually reducing the marks), 9, 8.....

When a student says that's not fair, ask the class why it wasn't fair?

Expected answer: because we didn't know what was expected.

Teacher: how could I have done it better?

Students: By telling us how many points we would get for each feature, by giving us a rubric with criteria.

Activity: designing an assessment rubric

Students are then told they are going to design their own rubric for writing a fairytale:

The activity follows this sequence:

- Teacher gives out samples of students work from previous years (with students' names and marks removed): a high, average and low sample.
- Students are told to discuss which is the best, medium and lowest
- Once students have all agreed which is the best, get them to discuss in groups why – writing the points down.
- After 10 minutes get each group to report to class. As students give their reasons such as structure, imagination, use of descriptors, grammar, vocabulary etc., teacher writes them on the whiteboard
- Students are then told to award a percentage mark to each criterion – this is guided by the teacher.
- Teacher informs students that she/he will have look over the criteria and finalize them before next lesson.

Adapted from Classroom Dynamics: A Teacher's Handbook: Glen Pearsall 2012