



Utilizing RubricOne in the Classroom

Each year, 5th grade teacher Kim Klappauf takes her class on a field trip to one of the Challenger Learning Centers. These learning centers provide classes from 5th grade through 12th grade an opportunity to work on a simulated space mission. Needless to say, students thoroughly enjoy this field trip, but it's not all fun and games. The Center provides an overall Class grade on how each class performs the tasks of their mission, and beyond that, Mrs. Klappauf grades each of her students individually on how they perform on the project.

Each class is provided an assignment or program such as Rendezvous with a Comet, Voyage to Mars, or Return to the Moon. Mrs. Klappauf breaks the students into different groups with unique roles and tasks to make the overall class project a success. While the Center provides a grade for the overall class performance, Mrs. Klappauf grades each individual student on Problem Solving, Decision Making, Communication, and Interpreting Data.

She has utilized a rubric to provide grades and feedback to each of her students. In the past, she carried around two dozen grading sheets on a clipboard, one for each student. She did her best to try to keep track of everyone's performance but found she spent a lot of time shuffling through papers. She would complete as much as she could while monitoring the group, but then she would need to finish grading later, using a combination of her memory, her written comments, and any pieces the groups had to turn in through their work. After completing each student's grading sheet, Mrs. Klappauf would have to manually enter the grades into her gradebook and then give each student their grades and feedback. At times, it could take her a few days to deliver results to her students.

Last year, Mrs. Klappauf used RubricOne software to grade her Challenger Learning Center project. She logged into her account from home and entered the rubric into her Rubric List. Users own the option of using RubricOne to grade students through the website or by downloading the rubric onto a handheld computer – a PDA. After creating the rubric, she downloaded the rubric and her class from the website onto her Palm handheld.

Back at school, she printed out a copy of the rubric and provided it to each student along with the rest of the project information and requirements. Each student knew exactly what they needed to do to earn an A on the project. On the day of the field trip, Mrs. Klappauf only needed to take her handheld with her to grade students – no more papers and clipboards. As she observed the class and each student, she could simply tap on the student's name on her handheld and fill out the grading sheet. RubricOne also allowed her to either type in comments or to select from a group of precreated comments to add to each student's grading sheet.

"I was able to spend a lot more of my time actually observing the project and the kids rather than shuffling through papers," she said. "I could just tap on the level they attained for each objective and add any comments. Some comments



could be lengthy, so I would abbreviate, knowing that once I uploaded the information from the handheld back to my web account I could go back in and type the complete comment.”

Mrs. Klappauf would return to school and upload the data from her handheld to the RubricOne Web Companion through a quick hotsynch. Once the data was in her account, she completed the comments and printed out a grading sheet for each student. The Student Grading Sheet lists the student’s name, the name of the project, the complete rubric, indicates the level they attained for each objective, all comments, and their overall score.

“I would return to school, finish my comments, print out the reports, and hand back the grading sheets to each student before they left school that day,” she said. “It was amazing. While I try to provide my student’s their scores as quickly as possible, it used to take me a few days to complete everything and get it in the gradebook. With RubricOne, my job of grading and providing feedback was completed before the day ended. I wish I had a picture of the looks on my student’s faces when they received their grades so quickly. They were quite impressed.”

RubricOne software allowed Mrs. Klappauf to spend more time being involved with her students during the project yet still provide accurate, detailed observations of their performances. It allowed her to feel more organized on the trip, to reduce the amount of time grading and providing feedback to students, to reduce the amount of time entering the data into her gradebook, and to free up her time for other activities. Maybe most importantly, she looked very impressive in her parent’s eyes.

“I have received many compliments from my parents about the way I grade, the feedback I provide, and how professional the reports look,” she said. “Performance assessments can be very difficult to grade. They are not as cut and dry as multiple choice assessments. Parents often ask why their child received a B instead of an A. With the reports I get from RubricOne, parents see very clear feedback. They question me far less often, and they know the areas their child needs to improve upon for the next project.”

Mrs. Klappauf now uses RubricOne for nearly all of her performance assessments – from poster projects to powerpoint reports, to writing assignments to science fair. She says her students actually ask her for the rubrics now prior to each assignment.

“They want to know what they are being graded on, what it will take to earn an A. There aren’t any surprises before, during, or after the projects any more. I’m kind of shocked at how the students seem to like the program as much as I do.”

During one assignment last year, Mrs. Klappauf had the students create the rubric they would be graded on. As they developed it, she showed RubricOne on the overhead and typed in each piece of the rubric. When it was finished, she printed one out for each student.



RubricOne

Success Story

For this assignment, she split the team into groups of four students each. Each group could earn up to 600 points on the project. Mrs. Klappauf would provide each team with the total points they earned as a whole. In other words, after each team completed the assignment, she would give them a team score. For example, one team earned 555 points out of 600. Then, each team of four had to utilize the rubrics and determine how to split up the points among each of themselves. So within the group, the four students decided how to divide up the points for their own grades.

“I was amazed at how hard they graded themselves. After they decided how many points each person earned, I would have a discussion with each group to justify the scores. I had one group that earned an A as a team, but they gave a lower than expected score to one of the group members. She actually showed me with the rubric that she agreed with the score. She said she had other activities and was not able to put in as much time and effort as her teammates and deserved the lower score for this assignment. I honestly believe my students learned more from that project than any other during the year. It was really interesting.”