

# Bookmark File Grading Rubric For Research Papers Pdf File Free

*The Impact of Rubric Use and Lab Report Performance in Biology Students* Feb 02 2021 The research topic chosen is related to the use of rubrics and how using a rubric for scoring lab reports might impact student performance on lab reports. I also wanted to see if rubric use could improve their knowledge of science content as well. I chose this as my topic because for the past 12 years as a science teacher, I have noticed inadequacies in student performance on lab reports. The students seem to enjoy the lab experiments, but when it comes to the lab report there are some obvious deficiencies in lab report writing skills. I have also noticed that students do not seem to make connections between the labs and the science content.

What are the Effects of Using a Rubric for Writing a Five-paragraph Research Paper with 9-12th Grade High School Students in an Independent Study Program? Sep 21 2022

**THE IMPACT OF THE USE OF PROFICIENCY-BASED RUBRICS ON STUDENT GRADING.** Aug 08 2021 The purpose of this study is to determine impact of the proficiency-based rubric on student learning, the teacher's ability to provide consistency in student grading, and communication to parents regarding the child's academic achievement in kindergarten, first and second grade in one Local Education Agency (LEA) in eastern North Carolina. Based on literature review, proficiency-based rubrics are an effective tool for teachers to use to help promote clarity and consistency in grading. Marzano (2000), Brookhart (2009), Guskey and Bailey (2001), and O'Connor (2002) are just a few of the researchers that provided examples of how rubrics assist teachers in effectively measuring student achievement. Therefore, this research study examined whether proficiency-based rubrics were effective in: (1) producing consistency in grading, (2) equipping teachers with a tool to convey to parents their child's proficiency and (3) producing a positive

impact on student achievement. The data used for this research study were collected from one LEA in eastern North Carolina. Teacher and principal perception as to the impact of the use of the proficiency-based rubric was collected through survey and focus group interviews. To answer the research questions, data were analyzed from surveys and focus group interviews given to both principals and teachers within the Pitt County School District. In order to provide findings regarding the research questions, survey and interview questions were categorized under the classifications of impact, consistency or communication. The data from the surveys and focus group interviews were triangulated in order to effectively summarize the data that were collected. The data from K-2 principals and teachers revealed that both participant groups perceived the proficiency-based rubrics had a positive impact on student grading. However, the data revealed a higher percentage of principals believed the use of the rubrics a more positive effect on student grading as compared to teachers' beliefs. Based on the findings, consistent grading policies and procedures need to be established by the district as well as continuous professional development for principals and teachers. Additionally, teacher and principal preparation programs need to ensure pre-service candidates are exposed to, and know the value of proficiency-based rubrics on student learning.

**Leadership and Cooperation in Academia** Jan 01 2021 Leadership and Cooperation in Academia focuses on the place and the role of universities in different societies, including their influence on the socio-economic development of those societies. Across the world academic institutions are being questioned by their stakeholders and pressured to change. Answering these questions requires that academics and professional managers in universities think about their work, its value and organisation. The book highlights the need for space and stimulus to

reflect on the responsibilities, roles and expectations that they identify for themselves, and that others place upon them. Then, they might be better able to understand and to act. Similarly, policymakers and higher education commentators need the space and stimulus to reflect on the role of universities. This book will provide this space and an invaluable contribution to the stimulus. This innovative volume will be enriching to academics and professional managers who are interested in leading, managing and contributing in an academic environment. Policymakers and higher education commentators concerned with the development and impacts of universities will also find plenty of insightful information in this timely study.

**Creating & Recognizing Quality Rubrics** Nov 18 2019 Teachers learn to choose or develop sound instructional rubrics and to use rubrics effectively with students to maximize learning. An accompanying CD-ROM contains more than 25 sample rubrics.

**Research Methods for Librarians and Educators: Practical Applications in Formal and Informal Learning Environments** May 25 2020 Using an innovative, real-world approach that makes the research problem and method relevant and valuable to the reader, this book provides a broad overview of research methods used in library and information studies and associated fields.

- Explains the complex topic of research methodology and statistics in simple, straightforward language
- Provides examples that help clarify key concepts and points and answer potential questions
- Supplies guidance with practical applications, allowing readers to see how research methods may be applied to specific situations

**Professional Development in Higher Education** Feb 14 2022 This study offers a theoretical framework for professional development in higher education and examines the priorities for teachers' careers in the 1990s. It may be used as a companion volume to the author's work, "Action Research in Higher Education".

[How Can I Create a Developmentally Appropriate Rubric for Writer's Workshop in the Kindergarten Classroom?](#) Apr 16 2022 The research question addressed in this project was, how can I create a

developmentally appropriate rubric for Writer's Workshop in the Kindergarten Classroom? This project focused on the effectiveness of using rubrics to assess writers and to communicate expectations. The author created a rubric using research based on Neuman's developmental stages of writing and Calkin's and Ray's methods of Writer's Workshop. She used student work samples and academic standards to create a framework for the rubric. She then describes the completed rubric, the key components and the process used to create a developmentally appropriate rubric to assess kindergarten writing.

**Smoke Gets in Your Eyes** Jun 25 2020 Students are empowered or disempowered by the information that we provide or withhold from them; nowhere is this more significant than in assessment practices (Popham 1997). While some students are able to successfully navigate the nuances of assessment, others see assessment as a bamboozling array of "smoke and mirrors" designed to shroud achievement in mystery (Martin-Kniep 2000; Weiner 2000). In 2008 the academic staff of the School of Education and Humanities at Christian Heritage College, a private higher-education provider in South-East Queensland, initiated an action research project designed to address the gaps and silences evident in assessment processes in order to encourage justice in and equity of engagement with assessment practices for all students. The aims of this research were to: (1) Identify aspects of assessment practices that were not being overtly and openly communicated with students; (2) Consider the use of rubrics as an assessment tool to address these gaps, silences and inconsistencies between the declared and actual assessment processes; (3) Understand how students engage with rubrics as an assessment tool; and (4) Explore the potentialities of using rubrics as a means of leading students towards empowered understanding of assessment practices. To date, two cycles of action research have been completed (Freebody 2003; Kemmis & McTaggart 1988). The first involved a working party of three full-time lecturing staff; the purpose being to establish the scope of potential action through the undertaking of an audit of practice, a review of literature and the development of recommendations that would structure further action. The second cycle

involved five full-time staff in applying the nine recommendations with undergraduate students across all four years of the Bachelor of Education programs. Data was collected from participating lecturers and students across Years 2-4 by the means of email-back questionnaires. Lecturers were asked open-ended questions and the data was analysed by the identification and classification of unique meaning units leading to emergent categories (Glesne 1999; Johnson & Christensen 2004). Students were asked to respond to a yes/no survey questioning the nature of their engagement with the rubrics across six possible processes. This data was collated quantitatively then linked to the students' results for each task. Descriptive statistics such as frequency distributions and measures of central tendency were used to identify patterns in the data relating to rubric usage and corresponding assessment outcomes (Johnson & Christensen 2004). The data collected demonstrated that there were differential levels of engagement with rubrics within both the staff and student groups. For students, the data showed that while not using the provided rubrics did not automatically lead to lower levels of achievement, a greater level of engagement with the rubrics did correlate with higher levels of achievement. For lecturing staff, the level of engagement in the use of the recommendations was shown to positively affect the lecturer's impression of the quality of their linguistic clarity in and alignment of teaching and learning with assessment practices. The findings from the student data shows that there are, broadly speaking, three types of students in relation to assessment practices; the mystified, the intuitive and the empowered. Analysis of the data collected from both staff and students also supports the conclusion that rubric usage does affect learning and assessment outcomes, and that student knowledge of and engagement with rubrics will positively impact results. A process of learning was also evident in the differential processes and practices of lecturing staff as they engaged with creating, teaching about and teaching with rubrics. These findings have led to the initiation of a third cycle of action designed to engage with more lecturing staff to investigate what intuitive and empowered students actually do, in order to bring justice to the assessment practices

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of the mystified. (Contains 4 figures and 2 tables.).

**Introduction to Rubrics** Sep 28 2020 This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching. The authors go on to describe a variety of processes to construct rubrics, including some which involve student participation. They demonstrate how interactive rubrics--a process involving assessors and the assessed in defining the criteria for an assignment or objective--can be effective, not only in involving students more actively in their learning, but in establishing consistent standards of assessment at the program, department and campus level.

Introduction to Rubrics Jan 25 2023 This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: \* Expanded discussion on use of rubrics for grading \* Grading on-line with rubrics \* Wider coverage of rubric types (e.g., holistic, rating scales) \* Rubric construction in student affairs \* Pros and cons of working with "ready-made" rubrics \* Using rubrics to improve your teaching, and for SoTL \* Use of rubrics in program assessment (case study) \* Application of rubrics in the arts, for study abroad, service learning and students' independent learning \* Up-dated literature review

**Geography** May 05 2021

Designing Effective Teaching and Significant Learning Mar 23 2020 Designing courses to deliver effective teaching and significant learning is the best way to set students up for success, and this book guides readers through the process. The authors have worked with faculty world-wide, and share the stories of how faculty have transformed courses from theory to practice. They start with Dee Fink's foundation of integrating course design. Then they provide additional design concepts to expand the course blueprint to implement plans for communication, accessibility,

technology integration, as well as the assessment of course design as it fits into the assessment of programs and institutions, and how faculty can use what they learn to meet their professional goals.

[Rubrics for Assessing Student Achievement in Science Grades K-12](#) Jan 13 2022 Foreword by Jay McTighe This concise handbook offers over 100 ready-to-use performance lists, holistic rubrics, and analytic rubrics appropriate for K-12 science classroom programs.

*Student Affairs Assessment, Evaluation, and Research* Jan 21 2020 This unique book is a valuable tool for all student affairs educators. The text opens with an exploration of the history of assessment in higher education, in general, and then student affairs more specifically. Having established a historical perspective, the reader then delves into chapters that align with the Assessment, Evaluation, and Research (AER) competency and accompanying rubric. It provides the reader with a unique approach to learning and understanding AER. It is designed in a format that describes/defines this competency at the foundational, intermediate, and advanced outcome levels; suggests ways to apply this competency in practice through case studies from student affairs; and provides tools for the assessment of competency understanding. All chapters include relevant terminology necessary for understanding, the competency applied to a case study, and an opportunity for self-assessment. While the book is designed for those who are preparing to become student affairs educators and for those who are new to this discipline, it is certainly filled with information and resources for entry-level, mid-level, and senior-level professionals. The text is not only a blueprint but also a global positioning system on assessment, evaluation, and research in student affairs to guide the reader in the process of helping and educating students. The book bridges the gap between who one is today and who one wants to become as a future student affairs educator. As a guidebook, it is a unique and valuable source to aid the student in developing real professional competency.

**Using Rubrics to Communicate Unit Learning Goals to 6th Grade Science Students** Dec 24 2022

**I. Research-based Rubrics for Assessing Undergraduate Music**

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**Compositions** Mar 15 2022 Therefore, it was suggested a flexible rubric be created in which elements can be selected from a comprehensive list and which can be implemented in a personal, case-by-case manner.

Based on the responses of the participants, the rubric was revised by the researcher. Part II of this document is an original composition for wind ensemble, percussion, electric organ, and electric bass. It was inspired by research in creativity and authenticity.

*Assessment, Learning and Judgement in Higher Education* Nov 23 2022 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years. This interest has been expressed in various ways - through large scale research projects, international conferences, the development of principles of assessment that supports learning, a growing awareness of the role of feedback as an integral part of the learning process, and the publication of exemplary assessment practices. At the same time, more limited attention has been given to the underlying nature of assessment, to the concerns that arise when assessment is construed as a measurement process, and to the role of judgement in evaluating the quality of students' work. It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning, and to explicate the nature of assessment as judgement. Despite the recent growth in interest noted above, assessment in higher education remains under-conceptualized. This book seeks to make a significant contribution to conceptualizing key aspects of assessment, learning and judgement.

**Rubrics** Feb 20 2020 Rubrics are commonly used to assess individuals in the field of education. Although rubrics are frequently used as data sources for research studies, the creation and validation of rubrics have not been common experiences for most researchers. There are many practical issues, such as requiring ongoing training by the evaluation team, in order to ensure accurate data collection. In this case study, we share our personal experiences and impressions of literally starting from scratch on a 5-year grant funded by the U.S. government. Starting from

scratch included identifying and/or creating assessment rubrics, training individuals to collect data, and rubric validation. We hope our perspectives identifying criteria, determining word choices, constructing valid and reliable rubrics, and scoring rubrics harmoniously will shed light on issues that may arise when working with rubrics in data collection for research projects. The data for this study were acquired amidst grant work funded by the U.S. Department of Education Investing in Innovation (i3) under grant number u411c110102. Any opinions, findings, and conclusions or recommendations expressed in this document are those of the authors and do not necessarily reflect the views of the U.S. Department of Education.

Academic Writing Essentials: A Guide for Postgraduate Students (UUM Press) Oct 10 2021 Academic Writing Essentials is a writing reference for masters and doctoral students whose first language is not English. This book will assist you in adjusting to the expectations of writing in English for a higher degree. It offers guidance on strategies and conventions that apply in most forms of postgraduate-level writing. Academic Writing Essentials is designed to facilitate self-study. Annotated examples from journal articles, writing frames and simple explanations help you to understand language, style and organizational features, and to apply the knowledge directly in your own writing. Features : Planning writing, Developing ideas, Integrating sources, Documenting sources, Synthesizing literature & Writing analytically. Highlights: Research proposal, Article review, Case analysis report & Literature review paper. Academic Writing Essentials is designed to facilitate self-study. Annotated examples from journal articles, writing frames and simple explanations help you to understand language, style and organizational features, and to apply the knowledge directly in your own writing.

**Library Lessons I** Jul 07 2021

**Assessing Student Learning** Nov 30 2020 The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark

book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

**Scoring Rubrics in the Classroom** Apr 04 2021 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance, and help your students become more effective at assessing their own learning This book o

**HOW TO WRITE RUBRICS** Jun 18 2022 This is a complete Rubric writing guide. Describes what a rubric is; how to use it to also as a student engagement piece; how to design a rubric, the four different types; how to use rubrics for formative and summative assessments; template examples and blank templates of the two major rubric forms; and other online resources about everything you could possibly know about rubric design and assessments.

*The White Giraffe* Sep 09 2021 When Martine's home in England burns down, killing her parents, she must go to South Africa to live on a wildlife game preserve, called Sawubona, with the grandmother she didn't know she had. Almost as soon as she arrives, Martine hears stories about a white giraffe living in the preserve. But her grandmother and others working at Sawubona insist that the giraffe is just a myth. Martine is not so sure, until one stormy night when she looks out her window and locks eyes with Jemmy, a young silvery-white giraffe. Why is everyone keeping Jemmy's existence a secret? Does it have anything to do with the rash of poaching going on at Sawubona? Martine needs all of the courage and smarts she has, not to mention a little African magic, to find out. First-time children's author Lauren St. John brings us deep into the African world, where myths become reality and a young girl with a healing gift has the power to save her home and her one true friend.

Using Rubrics to Monitor Outcomes in Occupational Therapy Apr 23

2020 Every practice setting that an occupational therapist, or any other health care provider, works in is demanding accountability and transparency. School-based practice is not immune, gone are the days of a teacher's or therapist's opinion. Reports are now required to be a balanced assessment of a student's abilities, strengths and weakness including both formative and summative data. Occupational therapists need to know how to meet the demands of today's data driven environment. As a research emergent profession, we are called upon to take data systematically. In an educational environment, occupational therapists should be aligning their data collection methods and documentation style with teachers. By aligning our documentation style and data collection methods, a more cohesive picture of the student emerges. This allows for more concise development of the IEP and goals targeted toward the student's individual needs. Data collection need not be difficult. With a little preparation and smart organization planning, data collection becomes easy. When annual review time comes around, goal progress is also easy to report. This allows better planning for the coming year by the Committee on Special Education. Students also benefit by using rubrics in an occupational therapy setting. Some students cannot see or understand the "hidden curriculum." These students need the guidelines for achievement that others may not. In using a rubric, you are defining the rules by which you consider a goal achieved. This can potentially improve goal progress and decrease the student's anxiety about being pulled out or having a therapist in the classroom. For some students, a rubric provides the light at the end of the tunnel. With systematic data collection through the use of rubrics, occupational therapists have a unique opportunity to review and interpret the data collected from his or her students to create pilot or ex post facto studies. This can potentially lead to further research. Rubrics can be a win-win situation.

*Famous Inventors & Inventions* Oct 30 2020 Famous inventors and the inventions they develop is a fascinating area of historical study that is usually far too advanced for young children. However, a Famous Inventors & Inventions Picture Book breaks that information down in a

way that is interesting and engaging to young boys and girls. Instead of pages and pages of text that makes no sense to them, children can see a picture of the inventor alongside the invention they created. This helps to begin laying the foundation for this knowledge in children at a young age and may even spark their interest and imagination in this area.

[Rubric Assessment Goes to College](#) Dec 12 2021 Do you want to expand working knowledge of how to construct, revise, and implement rubrics with specific how-to's and plenty of examples? Rubric Assessment Goes to College provides effective college-level rubrics that are the right tools for the job of objective, comprehensive assessment and can be constructed almost as easily as constructing an ice cream sundae!

**Teaching at Its Best** Dec 20 2019 Teaching at Its Best This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more. Praise for the Third Edition of Teaching at Its Best Everyone veterans as well as novices will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation." Wilbert McKeachie, Department of Psychology, University of Michigan, and coauthor, McKeachie's Teaching Tips This new edition of Dr. Nilson's book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also for us veterans!" L. Dee Fink, author, Creating Significant Learning

Experiences This third edition of *Teaching at Its Best* is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn, how students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions." Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, McKeachie's *Teaching Tips*

[DEVELOPING A RUBRIC FOR THE EVALUATION OF READING PROGRAMS FOR JOHNSTON COUNTY SCHOOLS](#) Mar 03 2021 The Superintendent of Johnston County Schools requested a program evaluation rubric for the selection of core reading programs. This final reading evaluation rubric allows users to measure the six key components of an effective reading program and provides descriptors and examples of each key area. This study was conducted using the methodology of improvement science as an approach to improving practice. In this specific case, improvement of the practice of reading program selection through restructuring of the evaluation process and the development of an improved evaluation rubric. Improvement science is explicitly designed to accelerate learning 03by-doing (Carnegie Foundation, 2014). The plan, do, study, act cycle was followed by stakeholders in the developing of the final reading rubric. Research and data results from local school professionals were analyzed to develop the rubric. The final rubric provides ten descriptors in each of the six essential areas of reading, as determine by stakeholders, and can be used as a check 03 off list to ensure the program of choice has as many research based components as possible. Stakeholders revealed, through the use of the rubric, that several reading programs being used by the county did not include all of the key components of an effective reading program as determined by the National Reading Panel of 2000. Results of the study indicate that the use of the developed reading rubric would establish a standardized program evaluation process by reducing the number of programs that do not meet the criteria for program effectiveness.

**Effective Scoring Rubrics** May 17 2022 "In the following paper the

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concept of effective scoring rubrics is being discussed. One critical question guides this literature review: How is an effective scoring rubric best constructed? Research shows that in order to answer this question we should first begin by defining the word rubric, look into the different types used in today's classrooms, discuss their different components and the different approaches used in developing them. The research also shows that it is important to look into the qualities that distinguish the different types of rubrics, as well as discuss the pros and cons of rubric use, the pitfalls teachers might fall into while creating their own rubrics and what students think about the use of these rubrics. The literature review ends with no definite answer for the guiding question, but it highlights the important points that should be taken into consideration before teachers decide to use and develop a rubric."--leaf 3.

**Guiding School Improvement with Action Research** Aug 20 2022 Action research, explored in this book, is a seven-step process for improving teaching and learning in classrooms at all levels. Through practical examples, research tools, and easy-to-follow "implementation strategies," Richard Sagor guides readers through the process from start to finish. Learn how to uncover and use the data that already exist in your classrooms and schools to answer significant questions about your individual or collective concerns and interests. Sagor covers each step in the action research process in detail: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action. Drawing from the experience of individual teachers, faculties, and school districts, Sagor describes how action research can enhance teachers' professional standing and efficacy while helping them succeed in settings characterized by increasingly diverse student populations and an emphasis on standards-based reform. The book also demonstrates how administrators and policymakers can use action research to bolster efforts related to accreditation, teacher supervision, and job-embedded staff development. Part how-to guide, part inspirational treatise, *Guiding School Improvement with Action Research* provides advice, information, and encouragement to anyone interested in reinventing schools as

learning communities and restructuring teaching as the true profession it was meant to be.

*Teaching Writing With Rubrics* Oct 18 2019 The step-by-step instructions, scheduling guidelines, rubric assessments, & reproducible forms in this guide are the result of years of research, planning & fine-tuning in the classroom.

How to Create and Use Rubrics for Formative Assessment and Grading Nov 11 2021 Whether you're already familiar with rubrics or not, this book is a complete resource for writing rubrics that assist with learning as well as assess it. Plus, you'll learn how to wisely select from among the many rubrics available for classroom use.

**Designing Rubrics For Quality-Driven Evaluation** Jul 19 2022 About the book The importance of rubrics, their uses in the classroom, rubrics as an evaluation tool as well as a learning tool, rubric construction and validation, and future options in the development of rubrics are all covered in this book. Rubrics are useful at all stages of education, from elementary school to higher education, and they help to make the assessment process fairer and uniform. The rubric as an assessment tool that can be presented as a simple Rubric [yes/no performance indicators], or as a complex Rubric [descriptive banded performance indicators] since it must be in accordance with the learning outcomes or objectives. Teachers and students in higher education, as well as aspiring teachers, can benefit much from the book.

Research-based STEM Educator Professional Development Rubrics for the Selection of High-quality Professional Development Jul 27 2020 "Idahoans failed to recognize approximately \$240M in 2016 when over 3,800 STEM (science, technology, engineering, and math) jobs, with a median wage of \$30 per hour, went unfilled. This further caused Idaho to lose \$14M in state income tax receipts from these unclaimed positions (Idaho Department of Labor, 2016). To mitigate these economic losses, the Idaho STEM Action Center (STEM AC) was created to develop the STEM-skilled workforce that Idaho employers demand. High-quality, STEM-educator professional development (PD) is a critical component in ensuring students are equipped with the skills required to successfully

thrive in the workforce and fill industry demands. Because of this imperative need, STEM AC has undertaken the development of tools for selecting high-quality PD via both the Change the Equation (CTEq) and Idaho-specific rubrics. Utilizing a mixed methods approach, STEM AC operated three PD opportunities for fiscal year 2017 involving over 100 Idaho educators. Through extensive data collection and analyses of educator inputs, research revealed the need for modifying PD selection rubrics to further emphasize Idaho STEM educators' needs by 1) increasing the weighting of 'relevance' on the CTQ rubric; 2) adding 'resources' to the Idaho-specific rubric; and 3) decreasing the rubrics' emphases of other specified PD aspects. Overall, the rubrics did select what the majority of participants considered to be high-quality PD; therefore, this study indicates that STEM AC should continue utilizing this process for the future selection of high-quality PD opportunities for Idaho STEM educators. The culmination of this effort will produce a future workforce equipped with the level of STEM competence that moves Idaho to the forefront of economic development and prosperity."-- Boise State University ScholarWorks.

**Rubric Goes to Work, an Action Research Study Using Rubrics with an Intact Team in Conflict** Feb 26 2023

Rubric Nation Oct 22 2022 What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible



in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

Worldwide Commonalities and Challenges in Information Literacy Research and Practice Aug 28 2020 This book constitutes the refereed proceedings of the European Conference on Information Literacy, ECIL 2013, held in Istanbul Turkey, in October 2013. The 73 revised full

papers presented together with two keynotes, 9 invited papers and four doctoral papers were carefully reviewed and selected from 236 submissions. The papers are organized in topical sections on overview and research; policies and strategies; theoretical framework; related concepts; citizenship and digital divide; disadvantaged groups; information literacy for the workplace and daily life; information literacy in Europe; different approaches to information literacy; teaching and learning information literacy; information literacy instruction; assessment of information literacy; information literacy and K-12; information literacy and higher education; information literacy skills of LIS students; librarians, libraries and ethics.

**Research Initiative on Education and Skills (RIES): Proposal Evaluation Rubric** Jun 06 2021