

THE USE OF RUBRICS IN *REIMAGINE*

Executive Summary

In 2014, Parish Episcopal School in Dallas, Texas decided to transition from standards-based education to adopt competency-based education with the goal of creating an educational environment where students are able to demonstrate mastery and progress at a personalized pace through their education; the title of this transition is *ReImagine*. Moving toward this overall goal involves many aspects of reconfiguring the school, including curriculum development, grading and assessment procedures, and a technology platform that manages the new grading protocols in addition to fulfilling the other needs of registration, course management, and communication.

The administration at Parish Episcopal has broken down the larger multi-year vision to more manageable units, yet many of these units are progressing without an established strategic plan for their development and execution. For this year, year 3 of the overall 5-year plan of *ReImagine*, teachers in the Upper School and Middle School have been tasked with developing rubrics that align with the competency statements they created in years 1 and 2. Additionally, the in-house educational technology specialists have been tasked with integrating said rubrics into the current online grading system. The scope of my project is to assess the best practices for designing rubrics that align with competency-based education and our internal competency statements. This assessment includes examining the at-large literature and research on rubrics as well as extensive conversations with teachers from a range of disciplines, who are using rubrics. The strategic plan is being developed to identify a process or processes for creating rubrics, utilizing them in the classroom, and sharing them online with students, parents, and other teachers.

Boundaries

Parish Episcopal School is a K-12 educational institution with over 150 teachers and administrators. All levels of the school (Lower, Middle, and Upper) are developing competency statements and rubrics. My strategic plan, however, focuses only on the Middle and Upper School teachers, and especially the teachers who are currently using self-created rubrics. These teachers have been asked to run a prototype class in the spring for a handful (25) of juniors at Parish. This fall is the perfect time to work with these individuals as they are finalizing their class structure and assessments for spring prototypes. Therefore, this strategic plan will focus on the use of rubrics by Upper and Middle School teachers participating in the spring prototype of *ReImagine*. These teachers are drawn from Art (Ingrid Geisler), English (Chris Schmidt), World Languages (Isobel Betzler), Dance (Dru Stine), Math (Caroline Robb), Social Studies (Jania Hoover), and Science (Tricia Neuhoff). I am coordinating with our educational technology specialists in the Upper School, Paul Tidmore and our academic dean of

Upper School, Marc Addington, and our Assistant Head of School, Michelle Lyon, who is the architect of *ReImagine*.

Working with all of these individuals, the strategic plan will propose a process for Middle and Upper School teachers for creating and utilizing resources and a means for integrating them into our current online LMS. The technology concerns include the actual creation of the rubrics (templates), the storage of shared rubrics in an online, searchable database, and the application of the rubrics to assignments and competencies within the online gradebook, so that rubrics, grades and comments are visible and understandable to parents and students. The overall timeframe is to complete the strategic plan before our holiday break on December 15th so that all teachers will have the break to finalize rubrics before classes start in the spring semester.

INTRODUCTION

Organization

Parish Episcopal School is an independent, K-12 school in North Dallas, which prides itself on its innovative and progressive approach to teaching and learning. Two years ago, Parish launched an ambitious curriculum redesign entitled, *ReImagine*. This redesign, influenced by recent studies on best practices in education, focuses on a shift from a standards-based traditional education paradigm to one built on competency-based education. Now in its third year of implementation, teachers at Parish are transforming old and developing new rubrics in order to measure directly competencies, essential standards, and performance indicators (known as “I can” statements) through the use of rubrics. But what exactly these rubrics look like and how they will relate to current teaching practices and our online learning management system has yet to be determined. The purpose of this strategic plan is to identify the best practices for the creation and storage of rubrics online, as well as the application of rubrics to competency-based grading in an online gradebook/LMS. For this specific strategic plan, only the classes of the Middle and Upper Schools are being considered.

Rationale

The rationale for this strategic plan derived from the recognition that competency standards, and in particular the “I can” statements that teachers have been working on, should be measured by consistently scored rubrics. Yet, what still needs to be determined is the nature of that rubric—how is it formatted? How is it scaled? How does it apply to assignments versus performance indicators? How does it translate to a grade (if at all)? And many more questions remain regarding the development of integration of rubrics into the Parish classroom and into our online gradebook and Learning Management System (OnCampus). Not only do these questions exist, but the institution also lacks a comprehensive understanding of how rubrics are presently

being used in the classroom. In other words, we are missing a clear picture of where we are and where we want to go. For this reason, there is an identifiable and beneficial need for developing a strategic plan on the use of rubrics in the Parish *ReImagine* curriculum shift.

Overall, Parish needs a strategic plan to help guide its implementation of rubrics into the *ReImagine* curriculum shift. The strategic plan will be able to provide information about how rubrics are currently being used and what the needs of the current users—teachers—are. By understanding these needs as well as understanding the various ways other institutions have used rubrics, the strategic plan intends to propose a process for creating and formatting rubrics, using them in the classroom, and sharing them with students. Moreover, the strategic plan also will determine the best practices for digitally storing and accessing said rubrics, and applying rubrics in an online gradebook that ultimately links to competency standards. This focus in particular involves an emphasis on technology because it requires online creation and storage, searchable databases, and an online gradebook that allows students and teachers to easily access rubrics, grade and view rubrics, and link rubrics to performance. It could be used to also translate performance on a rubric to a grade for a transcript or other measurements as needed.

TECHNOLOGY VISION

Stakeholders

The vision of *ReImagine* originated with Parish's Head of School, Dave Monaco, and it was tasked to Assistant Head of Upper School, Michelle Lyon to turn this innovative vision into an achievable and manageable course of action; and thus, the five-year plan began. Ultimately, the stakeholders involved in the broader project of *ReImagine* are all of those who make up the Parish community: the teachers, staff, and students, the administration and board members, as well as the parents of Parish students. For a strategic plan regarding rubrics, however, the primary stakeholders are the teachers, administration, and staff (particularly, our educational technology specialists). Additionally, to create a more cohesive and manageable dataset, the stakeholders for this project have been limited to the teachers, administration, and staff associated with the Middle and Upper Schools of Parish (grades 5-12). The main teachers participating in the earliest stages are Ingrid Geisler (Art), Chris Schmidt (English), Isobel Betzler (World Languages), Dru Stine (Dance), Caroline Robb (Math), Jania Hoover (Social Studies), and Tricia Neuhoﬀ (Science). The administration includes Michelle Lyon and Marc Addington, a leader on the technology committee and the Dean of Academics in the Upper School. Paul Tidmore is the educational technology specialist at Parish and is working closely with me on this project. Most meetings for this strategic plan comprised of myself, Marc Addington, and Paul Tidmore. Michelle Lyon authorizes

final approval and will ultimately implement the ideas. Paul will serve as the project manager of the final strategic plan.

Overview of Vision

As Parish embraces a curriculum shift toward Competency Based Education, it recognizes the opportunity and benefit provided by educational technologies to assist in this process and ultimately to implement successfully. Through the use of technology and in particular an online gradebook and LMS that addresses our specific needs, as identified through this strategic plan, the Parish faculty will be able to easily create consistent, yet personalized rubrics for their courses. And they are able to manage and store those rubrics in an easy-to-navigate database. Finally, the faculty will be able to link rubrics to an assignment and an “I can” statement with easy-to-read comments for feedback.

These decisions were developed during a small group meeting that included myself, Marc Addington, Michelle Lyon, Paul Tidmore, and 4 other faculty members in the Upper School and Middle Schools. Through group discussion of critical issues—(consistency vs. individualization) was a major theme—and personal reflection with partnered sharing, we determined that the above accomplishments were integral to our technology vision and should guide the strategic plan.

Long Term Needs

In addition to the needs to be met for the faculty, as listed above, the technology vision also includes long term needs that relate to the administration of Parish. The administration will be able to create relatively systemized approach to rubrics. Such an approach would produce consistency across departments and divisions, as well as between teachers in the Lower School (K-5), Middle School (6-8) and Upper School (9-12). The most important aspect, however, is to ensure that the system designed allows for individualization by each teacher (not just grade level or department); otherwise, there will be substantial push back from faculty and difficulty in successfully implementing across levels. In terms of how these rubrics relate to our broader strategic plan of *ReImagine*, the key will be to develop rubrics and purchase an LMS program that is able to identify and manage the success of students by means of competency standards. The LMS should also be able to easily track learning progression of individual students, as well as other skills such as work habits. Finally, we need to identify an LMS that can not only achieve the requirements above, but also includes a more sophisticated online database. As part of this online database, we need to determine the appropriate tags that a rubric would receive in order to make them more searchable and better organized.

TECHNOLOGY EVALUATION

Questions Asked

The first question is: how are you currently using Rubrics in the classroom and in the online learning management system? This question is attempting to gather a full assessment of how teachers in particular not only use rubrics, but how they see rubrics in relationship to their assignments and curriculum more broadly.

In order to discover information about the second topic about future possibilities, we developed the following question: What is the role of rubrics that you envision in the implementation of *ReImagine*? This broad question ultimately starts with the vision of *ReImagine* conceived by Dave Monaco and Michelle Lyon. Michelle has been actively engaged in recent literature on the topic of rubrics and has shared her resources with me, including Brookhart's *How to Create and Use Rubrics* (2013). But Michelle acknowledges that she does not want the future role of rubrics at Parish to be a top-down implementation or even heavily influenced by outside research. Ultimately, she—and Parish as an institution—wants to create something that works for Parish, the teachers, students, and school culture. For this reason, decisions about the future use of rubrics needs to involve conversations and opinions of the teachers that will be using them.

The third and final question identified for this project is what is the available technology for creating and storing rubrics online, and applying rubrics to grades? This question addresses the technological advantages and limitations of rubric use in *ReImagine*. Presently, teachers are creating rubrics in a few different platforms (although most in Microsoft Word). They are uploaded, stored, and applied to our gradebook through our current LMS, *OnCampus*. However, there have already been some noted limitations about the abilities of this LMS with regards to the rubrics (such as splitting a rubric to address two separate grades). It seems clear that as move more and more toward competency-based education, we will need a more dynamic LMS to manage the complicated, multi-tiered application of rubrics.

Two major barriers successfully answering these questions is consensus and technology. Consensus comes from the part of the teachers. These are educators who cover a wide range of subjects from dance to AP statistics and also from grades 5 through 12. Additionally, many of these teachers have been teaching for over a decade, and some for multiple decades. One of the goals in developing a strategic plan for rubric use will be to identify ways that rubric use can address the overall needs of Parish, but still be individualized for each teacher's classroom. Finally, concerning technology we are potentially faced with limitations or compromise. Preliminary analysis of what technology is available for this project means that Parish might need to

be creative in how we adopt a new system or perhaps even work with a company to develop a new platform to fully address our needs.

Data Gathered

The main sources of data include the faculty at Parish who are currently using rubrics, the administration involved in implementing the use of rubrics—Michelle Lyon, Marc Addington, and Paul Tidmore—and the available archival resources on the use of rubrics. This last category consists of Parish's online database of rubrics, reports on the use of rubrics in sister schools to Parish (i.e. other independent schools transitioning or using competency-based education), and current research on the use of rubrics in education. For the teachers at Parish, a Google form survey asked questions about their current use of rubrics, focusing in particular on how they applied to assignments and how they were scaled. The survey results were augmented by follow-up, one-on-one interviews. Individual interviews were conducted with all members of the administration. Small meetings also occurred with a few interested faculty members, myself, Paul, and Marc. A second focus-group meeting allowed us to determine the priorities of our tasks. I conducted the analysis of the archival records, which included an investigation of our current rubric database and scholarly research on the use of rubrics in education. Finally, Paul Tidmore and I developed a survey that was sent to the educational technology specialists at sister schools.

Techniques for Gathering Information

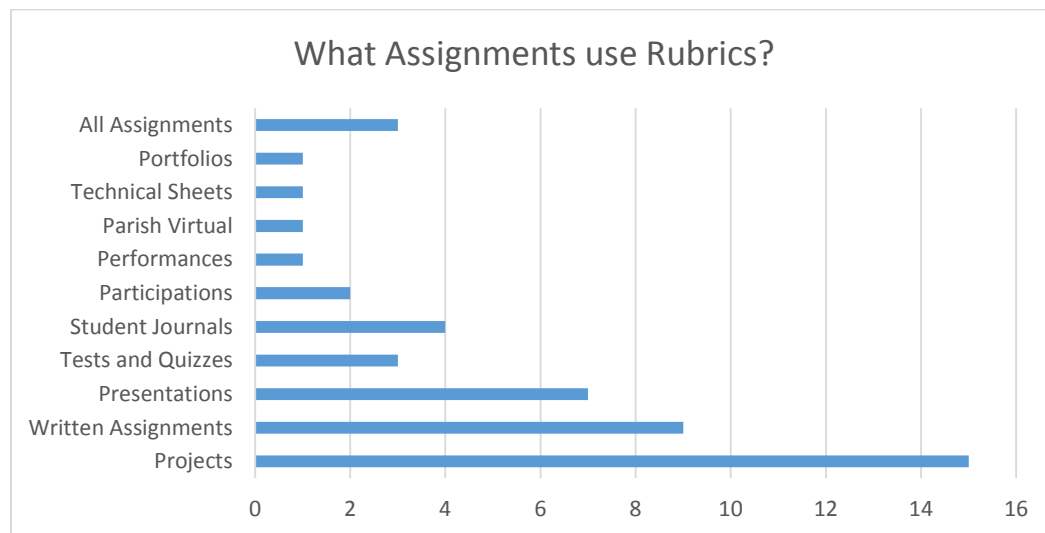
The gathering techniques used for this project are threefold. Much effort began with the development of an online Google survey that was distributed to teachers in the Middle and Upper schools at Parish. This survey focused on the current use of rubrics at Parish. Through this survey, we identified the range of ways that teachers are using rubrics in their classroom (from once a trimester to almost every class meeting) and the range of assignments rubrics are used for. Most interesting, however, was the wide variety of ways that teachers are scoring their rubrics; some were working with a 1 to 5 scale and some were using a traditional 0-100 scale. In addition to the broad survey, I also conducted archival research using our current online database of rubrics, which includes about 40 rubrics used by teachers at Parish, not all of whom responded to the survey.

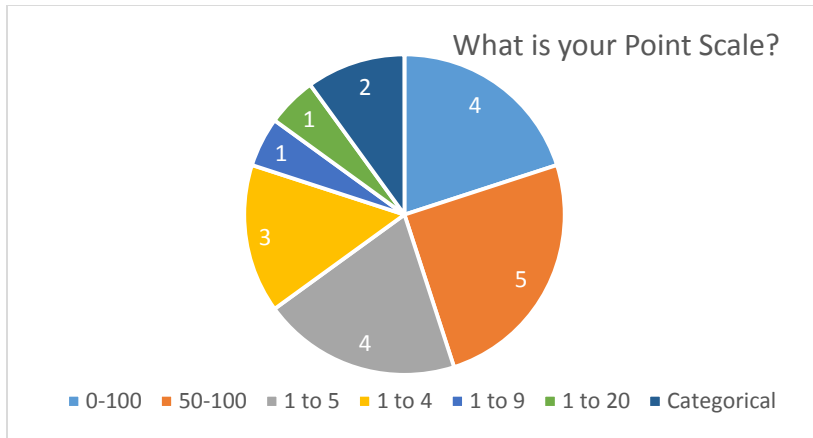
Another major technique for gathering information has been interviews, both one-on-one and focus groups with teachers. These interviews have been particularly helpful in addressing the question of future rubric use. An interview with Michelle Lyon on the overall vision of *ReImagine* and how she sees rubrics fitting into this new system was integral, as were interviews with Paul Tidmore, Marc Addington, and smaller groups of interested faculty members. This information was complimented by research on the

current academic scholarship regarding the role of rubrics. Additionally, I assessed the use of rubrics at other independent schools that have transitioned to competency-based education. Also, a short survey on rubric use was distributed to the educational specialist at a number of other independent schools in Texas as a means of understanding comparable practices. Finally, interviews with Paul and Marc have been informative on the range of LMS systems available and the limits (and advantages) of these different systems.

Evaluation Findings

The initial findings from the survey to Parish faculty are included below, but I will briefly summarize here. Of the 25 respondents, almost all of the teachers are using rubrics in some capacity, although they vary in the software and method used to create them. Rubrics are used for all kinds of assignments, but especially for project, presentations, and written assignments. Most teachers use rubrics to produce a single grade for a single assignment, while a few produce multiple grades per rubric that link to “I can” statements, or another variation more closely aligned with *ReImagine* goals. The point scale and the grading of these rubrics vary greatly; almost everyone seems to have a slightly different version. However, there seems to be a general tendency to prefer a traditional grade of 60-100.





****50-100 category includes 3 respondents for 50-100, 1 that was 60-100, and 1 that was 1-50**

How do your scales/rubrics translate into the grade book?

- 9 respondents simply total the points (out of 100)
- 3 use a percentage to translate into a score out of 100
- Other models:

Example A	Example B	Example C	Example D	
1 = 69	1 = F	Needs remediation =	1 = 56	6 = 82
2 = 79	2 = C or D	50	2 = 62	7 = 86
3 = 89	3 = B	Needs Work = 75	3 = 66	8 = 92
4 = 100	4 = A	Basic competency = 81	4 = 72	9 = 100
	5 = 100	Proficient = 88	5 = 76	

The survey distributed to other schools returned three responses, all of which confirmed our survey results. Teachers have wide-ranging applications for rubrics and they also vary greatly in grading scales. Although it should be noted that two of the three schools had plans to develop their own rubric template in the near future. Additionally, all three schools are using LMSs and gradebooks (Blackboard, MyBackpack, and Google) in different ways.

An interview with Michelle highlighted the importance of grading scale and application of the rubrics. As we move to full implementation of *ReImagine*, what becomes of utmost importance is to determine how Competency Statements are met. The system developed is through student mastery of “I can” statements (performance indicators). Mrs. Lyon wants to see rubrics created to address directly these “I can” statements. Additionally, these rubrics should say something meaningful about a student’s mastery or competency of that indicator. This would be a movement away from debating over giving a student an 82 or an 83, and rather shift to “needs improvement = 2”, “proficient = 3” “mastery = 4” or some variation of a more concrete scale with less ambiguity and variation.

Interviews with Marc Addington and Paul Tidmore have demonstrated the difficulties and complexities involved in identifying an available LMS/gradebook that would address the full range of our technology needs. For rubrics in particular, the major difficulty is to find a gradebook that links to multiple levels of measuring competencies. Moreover, the interview with Mr. Tidmore also helped determine new ways of organizing our online database of rubrics, tagging rubrics more effectively for increased use, especially when the rubric would have applications in multiple disciplines, such as a rubric on public speaking.

Conclusions

Overall, my work thus far has identified the main areas of concern for determining best practices of rubric creation and application at Parish Episcopal School. We need to investigate more thoroughly the best ways to create rubrics in terms of point scale, which in turn means we also need to determine the best way to translate a rubric scale to a gradebook grade. We need to develop the best system for breaking down a rubric for an assignment into measure that relate to Competency Statements, which will inevitably result in one assignment producing multiple grades (one for each “I can” statement). Finally, we need to identify the best model of an online gradebook that can manage this complex application of rubrics and store these rubrics in an organized and easily searchable way.

TECHNOLOGY NEEDS

Questions Asked

There are three major types of questions that are being asked in this process, namely (1) how are rubrics currently being used? (2) what is the model for rubric use in competency-based education? And (3) what is technology available for managing rubrics online with a grading component? Each one of these broad questions has many different components that need to be understood before the overall question can be answered.

Techniques for Gathering Information

Initial information was gathered through the Google survey, one-on-one interviews, other school surveys, and archival research. Finalization of needs and prioritization were conducted through a series of small focus-group meetings. A focus group interview applying the DACUM method allows us to not only identify the range of tasks that need to be completed, but also the priority of those tasks. Additionally, the MoSCow method was applied to any additional tasks or needs, especially in the consideration of available technology. Through this process, we can determine what aspects of an online gradebook **MUST** be present for our rubrics, what **SHOULD** be present, and in an ideal world what **COULD** be present.

List of Needs

The primary technology needs for this strategic plan are threefold. First, we need to develop a shareable template for the creation of consistent, yet individualized rubrics. This need would be a compromise between establishing a campus-wide practice, while allowing for the personal preferences of each grade, department, and teacher. Second, we need to create a well-organized and easily searchable online database for managing the rubrics. In doing so, we would allow more collaboration and sharing of efforts between teachers. Finally, we need a functional and adaptable learning management system and gradebook that accommodates our determined use of rubrics. The adoption of an appropriate LMS would allow the new rubrics to directly apply to our “I can” statements that are embedded under our Essential Standards and Competency Statements.

ACTION PLAN*Gap Identification*

Through a campus-wide survey to Middle and Upper school teachers, we were able to identify the current uses of rubrics. This survey demonstrated a very wide-range of practices between grades, departments, and teachers. There was no consistency in the frequency with which rubrics were used in the classroom, how those rubrics relate to our established competency statements (developed last year), the point scale of rubrics, and how the rubrics are connected to our online gradebook. The information from this survey was augmented through individual interviews with teachers, interviews with the assistant head of school, Michelle Lyon, and external research into the scholarship on the use of rubrics in competency-based education. Through these conversations and data collection, we identified three primary areas for the implementation of rubrics. First, is the creation of a shareable template for rubrics that would allow for some consistency across levels and divisions, particularly in terms of scoring, but still be adaptable for individualization by teachers. Second, we recognize the need to augment our current online database of rubrics and to add additional filters to ease in the search and sharing of materials by teachers. Finally, we need to review and update our current gradebook so that a future one can accommodate our identified use of rubrics and align those scores with the levels of competency identified and articulated in our previous years of working on *Reimagine*

Hardware and Software

The hardware requirements for this plan are presently non-existent. All teachers and staff received new Microsoft Surfaces in August 2017, which will be more than capable of managing the creation of rubrics and running the online gradebook. The software for this gradebook, however, will be the main focus of technological adaptation. Our current software program for online grade management is OnCampus, which functions

as both a Learning Management System (LMS) for scheduling and course and assignment management, as well as a gradebook. However, the current software has limited storage capacity for our online database and it lacks the capability to split individual rubrics across multiple competencies. Part of our strategic plan is to continue to evaluate available LMSs and gradebooks and as well as have meetings with companies that are designing customized platforms for managing rubrics. Other schools are using programs such as Canvas, MyBackpack, Jump Rope, and even just Google resources. Through the evaluation of other LMSs, we hope to determine the proper LMS/gradebook combination that address our needs for storage and organization of rubrics, as well as functional application in our newly structured grading practice as it develops under *ReImagine*. This evaluation is taking place through interviews and surveys with sister schools, as well as demonstrations on site with software developers and visits to educational technology conferences.

Staff Development

One of the major features of effectively implementing the strategic plan on rubrics is to have an adequate amount of time set aside for faculty development. The current plan for this development is to integrate it into our set schedule of faculty development days. Early meetings and work has already begun on rubric development with the small, select group of teachers who are running a competency-based education protocol, including rubrics, in the spring. Based on our findings and evaluation from this experience, we will begin having broader faculty development opportunities and break-out sessions in our late spring training and early fall (2018) development days. There are also opportunities for departments to take retreat days in order to develop their rubrics as a division. Many of these faculty development opportunities will be run by Paul Tidmore, our educational technology specialists, with input from those early-adopting teachers running the protocol this spring.

Facilities and Maintenance

In terms of facilities and maintenance, we are lucky to have no identifiable gaps to be filled. The implementation of our strategic plan does require the use of current space and resources to be directed toward the new use of rubrics. For example, it is assumed that faculty will use their newly provided Microsoft Surface Pros to create, upload, and apply their rubrics. Moreover, the responsibilities of Paul Tidmore and other members of our instructional technology staff will increase as they must now be responsible for helping teachers navigate the new processes as they develop, particularly as it applies to storing the rubrics in the database and applying them to the gradebook. In terms our facilities themselves, our school has adequate meeting rooms of various sizes to hold both large and small scale development opportunities, discussions, and informative meetings.

Finances

The finances for this strategic plan are primarily allocated toward the purchase of a new LMS and gradebook to manage our identified needs. Presently, we have \$6,000 budget that covers our purchase, use, and maintenance of OnCampus. With the identification of a more suitable software system, we would be able to reallocate those same funds toward the new purchase. There is an additional \$3,000 in flex that could be allocated toward the purchase of a higher priced program or alternatively directed toward retreats or faculty development and training opportunities.

Budget Spreadsheet

		Available	In Use
Current Software	OnCampus		\$6,000
Future Software	To be determined	\$6,000	
Flexible Account		\$3,000	Used for faculty development
	Total Available	\$9,000	

Timeline

December 1, 2017: Propose new rubric prototype model

December 15, 2017: Introduce protocol teachers to strategic plan and model of rubric (Paul Tidmore, Marc Addington, and Michelle Lyon)

February 2018: for two weeks, teachers in prototype of *Reimagine* implement rubric use

March/April 2018: Evaluation interviews and surveys

Summer 2018: Purchase new LMS (Paul Tidmore and Marc Addington)

Fall 2018: Prototype teachers implement *ReImagine* courses for the trimester using rubrics

December 2018: Meeting with teachers and administrators about success.

Spring 2019: Expansion of rubrics to more participating teachers, begin to implement new grading system

April 2019: Meeting with administrators/teachers about successes and failures

Summer 2019: Faculty development on the new system and use of rubrics (Paul Tidmore and Marc Addington)

Fall 2019: Full implementation

December 2019: Collective meeting and discussion

EVALUATION PLAN*Methods*

An important aspect of the strategic plan is to make sure that it is accomplishing our set goals in the set amount of time. In order to ensure that the strategic plan is moving

forward as designed, we have developed a success map with the major milestones and progress points noted. Using this visual map of progress, Paul Tidmore and Marc Addington can periodically check in on the strategic plan to verify that we are making the projected progress.

Another important aspect of the strategic plan is to make sure that the plan as designed addresses the determined needs and achieves the set goals. The best method for evaluating this aspect is to interview and survey those stakeholders participating in the implementation of the strategic plan. For this project, the primary stakeholders are the teachers who are integrating the rubrics into their classrooms.

Implementation

Dec. 2017

- Propose the new rubric template to prototype teachers (Caroline Robb, Julie Kidder, Ann Morgan, Jania Hoover, Ingrid Geisler, Chris Schmidt)
- Introduce full strategic plan to Upper School faculty (Ann Morgan, Paul Tidmore, and Marc Addington)

Feb. 2018

- Two-week prototype of *ReImagine* using the new rubrics (Caroline Robb, Julie Kidder, Ann Morgan, Jania Hoover, Ingrid Geisler, Chris Schmidt)

March 2018:

- Conduct survey and interview of participating teachers (Marc Addington, Paul Tidmore)

Summer 2018:

- Purchase new LMS (Paul Tidmore, Marc Addington)

Fall 2018:

- Prototype teachers implement the new use of rubrics and *ReImagine* for the entirety of the first trimester (Caroline Robb, Julie Kidder, Ann Morgan, Jania Hoover, Ingrid Geisler, Chris Schmidt)

Nov. 2018:

- Conduct survey and interview of participating teachers (Marc Addington, Paul Tidmore)

Dec. 2018:

- Train new teachers in the use of rubrics and integration into *ReImagine* classroom (teachers to be determined on a volunteer basis, 10-15 teachers desired)

Spring 2019:

- Expand application of rubrics to new classes in trimester 3

May 2019:

- Survey new teachers (Paul Tidmore and Marc Addington)

Summer 2019:

- Faculty development sessions on rubric use and the new LMS (Paul Tidmore, Marc Addington, and original prototype teachers)

Fall 2019:

- Full implementation across Middle and Upper Schools (all faculty)

Dec. 2019:

- Collective meeting, interview, and analysis (Paul Tidmore, Michelle Lyon)

Materials

1. Google form survey to Upper and Middle School. See PDF.
2. Interview with interested teachers.
 - A. In creating a rubric, how much collaboration do you have with others at Parish?
 - B. How much do you borrow from pre-made sources (TurnItin.com? AP rubrics?)
 - C. What is the relationship in your classes between rubrics, assignments, and “I can” statements?
 - D. If your rubric presently does not match up to an “I can” statement, how would reconfigure the assignment or rubric to do so?
 - E. What point scale do you use for your rubrics? How does that point scale translate into a grade in the gradebook?
 - F. How do you talk to your students about rubrics?
 - G. Have you ever gotten any push back from students (or parents)? If so, about what?
 - H. Have you gotten positive feedback from students (or parents) regarding rubrics? If so, why?
 - I. What do you think the greatest advantage of rubrics are? Disadvantage?
3. Online database of rubrics
 - A. Teacher’s Name, grade, department
 - B. Type of assignment
 - C. Point scale
 - D. Level of feedback
 - E. Alignment with “I can” Statements/competency standards
 - F. Is this adoptable by others in the discipline? Outside the discipline?
 - G. How are the rubrics organized and how can they be searched?
 - H. Who is responsible for organizing and tagging rubrics for search?
4. Comparison Report from other Schools that use CBE
 - A. Name, location, and brief description of the school (esp. how many grades)
 - B. How long have they been using CBE?
 - C. Are they using rubrics exclusively?
 - D. How do their rubrics relate to their competencies (indicators? Standards?)
 - E. How are their rubrics scaled?
 - F. How do rubrics translate into grades? Does that vary depending on grade/level?
 - G. What do their transcripts look like?
 - H. Any perceived advantages or disadvantages to their rubric use?
 - I. How does their use of rubrics in CBE look in an online gradebook?
5. *How to create and use rubrics*, by Brookhart
 - A. What is benefit to using rubrics?
 - B. Why are rubrics a preferred grading model for competency-based education?
 - C. What are the different models of rubrics design?

- D. What are their advantages and disadvantages?
- E. Is there a consensus on how unique or consistent rubrics should be within an institution? Department? Grade? Etc.

6. Interview with Paul Tidmore

- A. What do you see your role as in the implementation of rubrics at Parish? And CBE more broadly?
- B. How are you presently assisting teachers in creating rubrics?
- C. Are there current tools available that you would like to see more teachers using? (does Parish already have access to those tools)?
- D. How are rubrics currently used in the gradebook?
- E. Are there aspects of this use that you would like to change or improve?
- F. Have you seen other models that you think would work better for Parish?
- G. Have you encountered any hesitation or push back from teachers about adopting more rubrics, uploading them, etc?

7. Interview with Michelle Lyon

- A. Briefly describe the importance of rubrics to Parish's transition to competency-based education.
- B. Based on your experience with rubrics in CBE and with Parish teachers, what are some models that stand out to you, especially regarding point scale, breaking points, and terminology?
- C. How much variety do you foresee between divisions (lower, middle, and upper)? What about between disciplines?
- D. Do you think there will be certain aspects that MUST be consistent between courses/levels?
- E. In what ways might the rubric translate into a numerical grade—would that be necessary? Would there be a processual change or immediate?
- F. How would you like to see rubrics align with competency standards in the online gradebook?

Survey to sister schools

- 1) Is there a set template for rubrics at your school or does each teacher/department create their own?
- 2) Are rubrics stored online for communal use? If so, how are they organized?
- 3) Are there rubrics that are shared between departments and courses (e.g. public speaking, work habits, etc.)
- 4) What is the point scale for your rubrics? (for example, a single point value from 1-5 or the ability to enter a value within a range, such as 3.8 or a number between 10 and 20)
- 5) How does that point translate to a grade in the gradebook?
- 6) Please add any additional comments regarding your school's use of rubrics.

