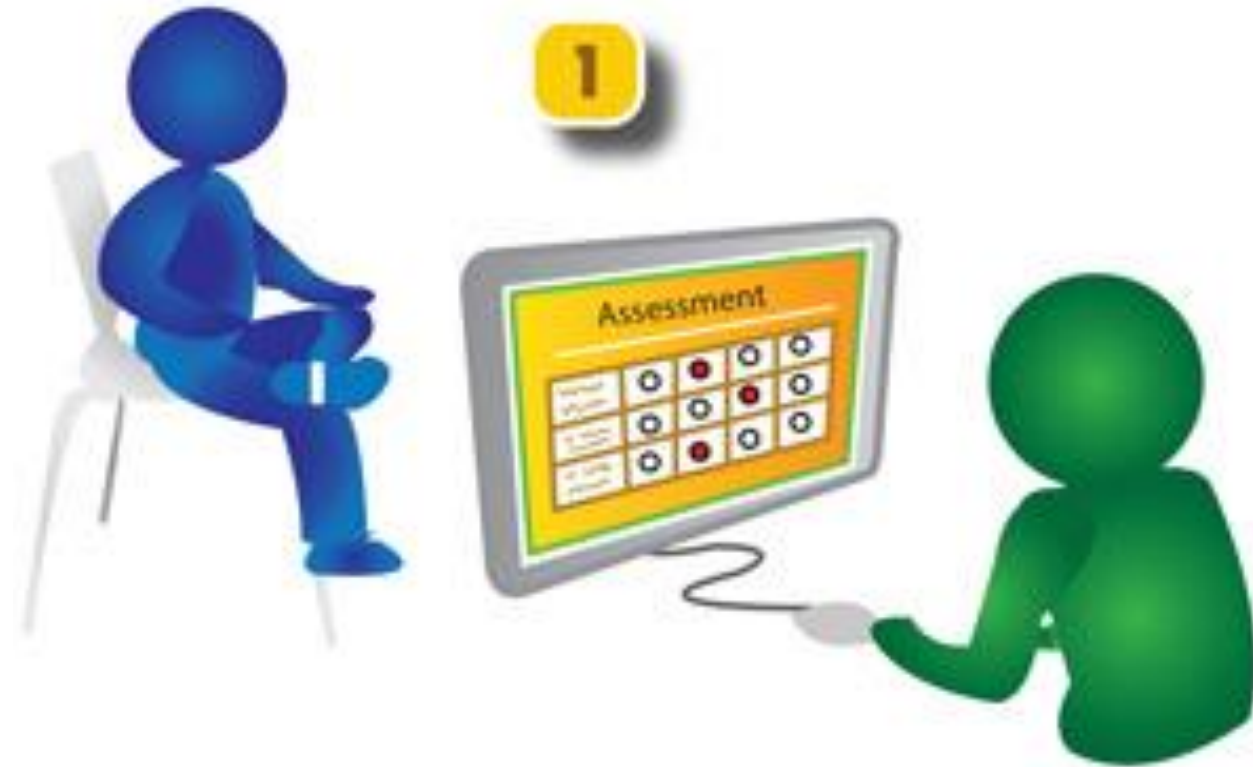


**Course:**  
**AB-1**  
**Critical**  
**Understanding**  
**of ICT**



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## MODULE I: ICT IN EDUCATION AND ITS IMPLICATIONS

### Unit 2: Designing Technology Integrated Learning Experiences

#### *UNIT 2.6*

*Online Assessment and*

*Rubrics*

**1.1 Introduction**

**1.2 Design**

**1.3 Implementation**

**1.4 Conclusion**

# 1.1 INTRODUCTION



## ONLINE ASSESSMENT SYSTEM

The act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.

Online assessment allows the system (computer) to check the progress of the person who is to be assessed. The system is provided with all the answers before hand hence human interface is not needed during the time of assessment.

## 1.2 Design (rubrics)



## RUBRICS

The word rubric comes from the Latin word for red. The online Merriam-Webster dictionary lists the first meaning of rubric as "an authoritative rule" and the fourth meaning as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests."

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

## 1.2 Design (rubrics)



## RUBRICS

A rubric is a great tool for teachers because it is a simple way to set up a grading criteria for assignments. Not only is this tool useful for teachers, it is helpful for students as well. A rubric defines in writing what is expected of the student to get a particular grade on an assignment.

## 1.2 Design (rubrics)



## WHY USE RUBRICS?

- ✓ Rubrics help students and teachers define "quality."
- ✓ When students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.
- ✓ Rubrics reduce the time teachers spend grading student work and makes it easier for teachers to explain to students why they got the grade they did and what they can do to improve.
- ✓ Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says: "They know exactly what their child needs to do to be successful."

## 1.2 Design (rubrics)



### HOW TO CREATE RUBRICS?

1. List the criteria that will be used in assessing performance in the first column
2. Determine your performance ratings / levels in the first row
3. Write a description for each performance level
4. After use, evaluate and revise rubric as needed

## 1.2 Design (rubrics)

SOME SAMPLES...





# RUBRICS FOR PROBLEM SOLVING IN MATHEMATICS

CATEGORY	Weight	4	3	2	1
<b>Mathematical Errors</b>	<b>30%</b>	90-100% of the steps and solutions have no mathematical errors.	Almost all (85-89%) of the steps and solutions have no mathematical errors.	Most (75-84%) of the steps and solutions have no mathematical errors.	More than 75% of the steps and solutions have mathematical errors.
<b>Explanation</b>	<b>20%</b>	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.
<b>Neatness and Organization</b>	<b>15%</b>	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.
<b>Diagrams and Sketches</b>	<b>15%</b>	Diagrams and/or sketches are clear and greatly add to the reader's understanding of the procedure(s).	Diagrams and/or sketches are clear and easy to understand.	Diagrams and/or sketches are somewhat difficult to understand.	Diagrams and/or sketches are difficult to understand or are not used.
<b>Completion</b>	<b>20%</b>	All problems are completed.	All but one of the problems are completed.	All but two of the problems are completed.	Several of the problems are not completed.

	Criteria				Points
	4	3	2	1	
<b>Introduction/ topic</b>	Student properly generates questions and or problems around a topic.	Student generates questions and or problems.	Student requires prompts to generate questions and or problems.	Questions or problems are teacher generated.	
<b>Conclusions reached</b>	Numerous detailed conclusions are reached from the evidence offered.	Several detailed conclusions are reached from the evidence offered.	Some detailed conclusions are reached from the evidence offered.	A conclusion is made from the evidence offered.	
<b>Information gathering</b>	Information is gathered from multiple electronic and non-electronic sources and cited properly.	Information is gathered from multiple electronic and non-electronic sources.	Information is gathered from limited electronic and non-electronic sources.	Information is gathered from non-electronic or electronic sources only.	
<b>Summary paragraph</b>	Well organized, demonstrates logical sequencing and sentence structure.	Well organized, but demonstrates illogical sequencing or sentence structure.	Well organized, but demonstrates illogical sequencing and sentence structure.	Weakly organized.	
<b>Grammar and spelling</b>	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.	
				<b>Total</b>	

## Informal Essay Rubric

<b>Features</b>	<b>4</b> <b>Expert</b>	<b>3</b> <b>Accomplished</b>	<b>2</b> <b>Capable</b>	<b>1</b> <b>Beginner</b>
<b>Quality of Writing</b>	<ul style="list-style-type: none"><li>• Piece was written in an extraordinary style and voice</li><li>• very informative and well organized</li></ul>	<ul style="list-style-type: none"><li>• Piece was written in an interesting style and voice</li><li>• Somewhat informative and organized</li></ul>	<ul style="list-style-type: none"><li>• Piece had little style or voice</li><li>• Gives some new information but poorly organized</li></ul>	<ul style="list-style-type: none"><li>• Piece had no style or voice</li><li>• Gives no new information and very poorly organized</li></ul>
<b>Grammar, Usage &amp; Mechanics</b>	<ul style="list-style-type: none"><li>• Virtually no spelling, punctuation or grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• Few spelling and punctuations errors, minor grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• A number of spelling, punctuation or grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• So many spelling, punctuation and grammatical errors that it interferes with the meaning</li></ul>

Name:

Grade-Teacher:

Project:

	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>
<b>Following Project Directions</b>	All directions were followed.	You followed most directions.	You followed some directions.	None of the directions were followed.
<b>Use of Creativity</b>	You used your own ideas and imagination.	You used your own ideas most of the time.	You used some imagination.	You did not use your own ideas or imagination.
<b>Behavior in Class</b>	You were respectful and well-behaved.	You behaved well for most of the class.	You misbehaved during most of class.	You were not respectful and behaved poorly.
<b>Effort put into project</b>	You took your time and worked hard on the project.	You worked hard for most of the time.	You put a small effort into the project.	You rushed through and did not work hard.

Circle the box for each category that you believe describes your quality of work for this project.

Comments: \_\_\_\_\_

# 1.4



**KEEP  
CALM  
AND**

**LISTEN TO THE  
CONCLUSION**

A good rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1). Under mechanics, for example, the rubric might define the lowest level of performance as "7-10 misspellings, grammar, and punctuation errors," and the highest level as "all words are spelled correctly; your work shows that you understand subject-verb agreement, when to make words possessive, and how to use commas, semicolons and periods."

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