Developing Rubrics as Assessment Tool

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Introduction:

Rubrics are an assessment tool. It is commonly used but can difficult consuming to create. Really rubistar is a tool to help the teacher who wants to use this assessment tool. It provides generics rubrics which can simply be printed and used for research assignments time to time. This is a free, web-based tool which designed to help the teacher quickly and easily develop the quality rubrics. This is a modeling different ways to use rubrics which is to engage students in the systematic process. Rubric indicates achievement criteria across the entire component to asset the students' work. It may be written to oral or visual. This can be used for marking assignments, students' participation in the class etc. This is a scoring guide which provides to the students with a clear description of proficient students work, when current or past users are of Rubistar were surveyed and found that almost of half of the respondents were required to develop or make rubrics.

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found that almost of half of the respondents were required to develop or make rubrics.

How to Use and Apply a Rubric:

Rubrics are not self-explanatory. It needs to be introduced the context of the instructional objectives. Rubrics are also subject to issues of validity, reliability and fairness. Rubrics are not use easily. The learners need to how to use and apply a rubric. It should be devise that align with reasonable standards where the curriculum being taught time to time. Rubrics should be similar when they are used by different instructors. But rating should not be affected by students' gender or economic status. There are some criteria must be placed in the learners' work, which can consider selecting sample of exemplary their work.

Develop the process for Rubrics:

There are some processes to develop rubrics, when we can compare by another teacher to evaluate the students' performance. It can be assigned properly through the different ways. Generally, there are six steps to assess, such as :-

   a) To design the standard examples
   b) To enlist the criteria that matters for quality work
   c) To discuss the different models
   d) To practice implementing the rubrics
   e) To encourage the students for the use of rubrics
   f) To evaluate their work

Rubiser is a Web-based tool designed which is to help the teachers as instructor to develop the features of quality rubrics. This is one of the free assigned tool which is developed by ALTEC. But this tool is funded for ten years by U.S. Department of Education. Other tools also developed by ALTEC such as Trackstar, Quiz star, Note star and Web worksheet wizard.

When PBL (Project-based-Learning) had started in the area of teaching at that time rubistar was designed as a tool. PBL is the use of performance based assessments. At that time rubrics are essential to this process.

Rubuistar can not developed by a single min or one individual. The core of Rubistar is contained in the exemplar rubrics in different area of suggests, which was based on teacher a rubric using the tool, at that time he can print a copy. After that, he can save it for future. There are number of rubrics formed by time to time. These tools are promote a unique type of online learning community. This is an one example of technology which is being used to help teachers to carry out their job. It is a process used reflects how the design of interactive systems has changed over time.

The resources were based on solid content, which were based on curriculum standards. These were easy to implement, adaptable and applicable in the educational levels. The most important factor is that a teacher did not have to login to get results. They could save their work with an

account, but they did not have to register as a tool. They found that make it simple as a development guide. The choose different tools to develop and focoused as specific task. They developed their resources which is a community to interact monthly. Others having similar problems or solutions or use resources created by others. A major feature of their tool was the creation of templates that could them be costomised. It was created with the teacher's mindset. This was help to the teachers to create better rubrics. As a result, they find to evaluate the quality of their rubrics. Poor rubrics are only where students find their work falling between the lines that cannot easily categorize themselves based on the descriptions provided. So qusister was developed over a period of several years. Where a simple idea was presente and then continuously improved based feedback of teachers. It can easy to demonstrate where the teacher un quickloy tell their friends about the features of this tool. By which, It on be linked to promote with the Wed-site. In this process, it can update continuously and improve the tool time to time.

Findings:

A study has been conducted by the researcher to develop Rubister. This was popular to tool. This study was conducted in three phases. Such as to investigate the history of the tool to participate in a qualitative study and to validate the findings of the study. This study was conducted by random sample on a 5 point scale. The most of the teachers porefer to use Rubistar. The most of the respondents have positive think and strong attitude towards this popular tool. The following points assist to me which is discussed in below –

- ➤ To use more rubrics in the class room
- ➤ To develop better quality rubrics
- ➤ To move affective in duty
- ➤ To dasier to develop by the teacher
- ➤ To identity difference students' attitude towards learning

The above points, lead the researcher to calculate that what the respondents valued was what the tool could do for them or the results of using the tools and no the specific features of the tool. It revealey that Rubister as a teaching tool. Which can be used differently when it is used to teach others about rubrics rather than simply being used to create a rubric. As a teacher is make likely to use the whole renege of rethres available when they are teaching others about Rubistar.

The power of the tool's fieribility stems from its ability to scale across the user's level of experience with ruprics. It has been used to teach pre-service teachers how to create rubrics and as a result, some teachers learn about rubrics through Rubister. Some respondents learnt about Rubister through a course. The interaction of the tool eniourages one to look and explore. Some users have reported that it's an engaging way to learn something new.

Conclusion:

Rubister is set up the teachers to access easily put together a rubsis on a specific topic. This was not developed by one person or a small team of individual. The experience with this tool, which identifies the role of the teachers, They can administer when new teaching methods are introduced. It can be developed time to time. This tool to support the teacher in the class room teaching. They can properly mark on their teaching in our increasingly technological word, technology based solutions are frequently beingadopted. In the past, there was a significant amount of funding directed towards integrating technology into the classroom. Technology can be used to prepare their jobs easier and to make their efforts more effective. Now, this can be multiplied by the hundreds of teachers who use Rubister every year, the impact on teachers overall is dramatic.

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