

Preparing to Collect Data

INFORMATION BRIEF:

Developing rubrics for student or teacher artifacts

Analysis of teacher products/artifacts

Analyzing teacher products is an evaluation strategy that can yield helpful information and potentially serve to extend the learning and reflection of educators in the process. This strategy involves selection and analysis of teacher products that will shed light on the progress or impact of a school initiative. These products may range from reflective journal entries, focused professional portfolios, videotapes, lesson or unit plans, and student project designs to course or presentation designs. Analysis is generally achieved with the use of a collaboratively designed rubric that addresses agreed upon criteria, or, in the case of written reflections, through basic content analysis. (See section on analysis of qualitative data.) This method is good for measuring teacher attitudes, perceptions, questions, and concerns, as are questionnaires, interviews and focus groups. Analyzing teacher products such as lesson or unit plans is particularly effective in order to determine teacher application of professional development learning as well as teacher plans for action. See example rubric.

Analysis of student products/artifacts

Analyzing student products is an evaluation strategy that can yield helpful information and potentially serve to extend the learning and reflection of educators in the process. This strategy involves selection and analysis of student products that will shed light on the progress or impact of a school initiative. These products may range from content area notebooks, tests, portfolios, to group or individual projects, presentations, or performances. Analysis is generally achieved with the use of a collaboratively designed rubric that addresses agreed upon criteria (ideally shared with the students). This method is good for providing evidence of student application of learning and skills, use of problem-solving techniques, performance to standards, and use of higher order thinking. See example rubric.

Pointers for developing rubrics

- Be sure to revisit your overall evaluation questions to make sure the focus for your product analysis addresses one of your questions.
- Begin by identifying the major aspects or components of a teacher or student product on which you want to focus your analysis. For instance, you may want to focus on the components of science inquiry in a biology teacher's lesson plan. Or, if you are analyzing student mathematics journals, you may want to focus on specific components of the explanations students give for answers to problems.

- For each component of the product on which you want to focus your analysis, develop a four-point rubric, with headings and descriptors that clearly describe four distinctively different levels of quality and comprehensiveness.
- Together with your scoring team, discuss carefully the meaning of each level of the rubric for each component. Then do practice runs to make sure all of your scorers agree on the definitions within the rubric and can come to consensus on how test documents are scored with the rubric.