

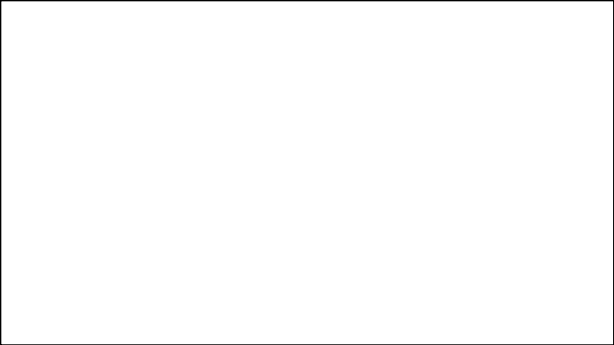


Rúbricas...

(Matrices de evaluación)

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La rúbrica es un
instrumento que se
usa en el **proceso**
de evaluación...



	Exceeds Expectations	Meets Expectations	Falls Below Expectations	No Credit
Focus	The main purpose is clear. All parts of the paper are clearly related to the main purpose. Thesis, topic sentences, and forecasting statements are used effectively.	The paper is controlled by one main purpose (main idea). The purpose/main idea is appropriate to assignment.	The paper is not successfully controlled by one main purpose, or the main purpose suggested by the content is at odds with the paper's stated or assigned purpose. Significant portions of content do not fit the assignment.	The paper has no clear main purpose or does something other than assigned task.
Development	Evidence and reasoning are entirely appropriate to the audience and purpose and are richly developed.	Evidence and reasoning are adequate to support claims. The assignment is complete.	Support for claims is inadequate or superficial, or significant portions of content are inaccurate in information or reasoning, or parts of the assignment are underdeveloped.	The assignment is incomplete or the paper shows little or no attempt to support claims.
Organization	The sequence of ideas supports development of the main idea; transitions and other features are used to reinforce organization.	Ideas are grouped into paragraphs, and paragraph breaks are used to indicate shifts in focus. The sequence of ideas is clear but not necessarily ideal.	The sequence of ideas is often confusing or apparently random, or paragraphing is inadequate.	The sequence of ideas shows no clear pattern.
Use of Sources	Source citations are used appropriately. Attribution phrases, if appropriate, are used effectively; source material is effectively integrated into and synthesized in the writer's own writing.	Source material appropriately supports the writer's claims or ideas. Source citations are used correctly although occasional errors may occur.	Source material frequently substitutes for the writer's own development of ideas; some source material is misrepresented; or source citations include frequent or serious errors.	Source material is missing; source material is frequently misrepresented; paper consistently fails to acknowledge and cite sources; or sources are acknowledge but not cited.
Style	Sentences are clear, effective, and coherent; vocabulary is broad. Tone, word choice, and syntax are appropriate for the paper's audience and purpose.	Word choice, sentence structure, and tone are generally successful at communicating the writer's intentions and are appropriate for college-level writing.	The document is understandable but is marred by confusing, ineffective, or inappropriate sentences; or word choice, sentence structure, or tone are inappropriate for college-level writing.	Noticeable portions of the document fail to convey their point due to dysfunctions at the sentence level.
Editing	The paper is nearly free of errors of spelling, grammar, punctuation, word choice, and formatting.	Errors of spelling, grammar, punctuation, word choice, and/or formatting may be present but are not intrusive.	Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive.	The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English.

¿Para qué es la evaluación?

¿Qué se evalúa?

¿Quién hace la evaluación?

¿Cómo sucede la evaluación?

¿Cuándo sucede la evaluación?

¿Dónde sucede la evaluación?

¿Por qué se evalúa?

El proceso de evaluación **no se puede** separar de los procesos de enseñanza y de aprendizaje

Se relacionan por:

- Actores
- Objetivos
- Metodologías (instrumentos)



Enseñar

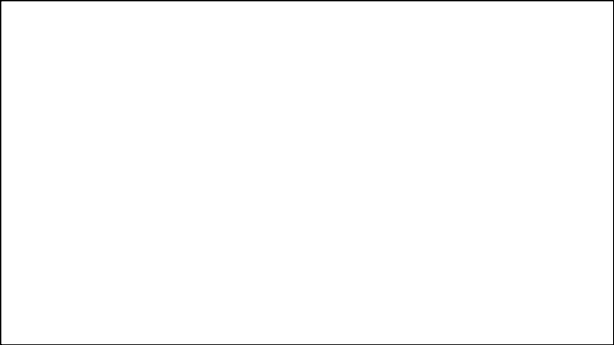
proponer y ser parte de un escenario en el que el estudiante va a tener una experiencia que favorece su aprendizaje

Este escenario propone una secuencia de aprendizaje, que da paso a momentos de revisión (proceso de evaluación)



Evaluar (evaluación formativa)

averiguar cuánto va aprendiendo
cómo ha aprovechado la escena
cómo la puede aprovechar mejor



Los objetivos de los tres
procesos son los del
proceso de **aprendizaje**

Los objetivos de los procesos educativos no son solamente que el estudiante sepa algo, sino también pueden ser que sepa hacer algo y, algunas veces, que el estudiante sea de alguna manera

Las competencias son unos objetivos que buscan que el estudiante sepa hacer algo en unos contextos determinados.

Implica ser capaz de poner en juego:

...**conceptos** que uno sabe

...**habilidades** que uno tiene

...**actitudes** que permiten actuar en ese contexto

La rúbrica es un instrumento que se usa en el proceso de evaluación...

...cuando los objetivos son complejos y se manejan varios criterios

La rúbrica es un **instrumento** que
se usa en el **proceso de**
evaluación...

...que hace explícitos los criterios y
categorías ligadas al **objetivo de**
aprendizaje y los niveles de
ejecución y puntuación

Para diseñar una rúbrica:

1. Resultados de aprendizaje
2. Criterios de evaluación
3. Actividad de evaluación
4. Indicadores de desempeño
5. Descriptores de calidad
6. Escala

Ventajas:

(Hay que mostrarla a los estudiantes)

Aclara objetivos

Orienta procesos

Sirve para realimentar

Facilita uso de TIC: eRubric

Rubric for Rubrics

		1 Below	2 Approaching	3 Meeting
D E S I G N	Criteria			
	Selection & Clarity of Criteria (rows)	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
	Distinction between Levels (columns)	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
	Quality of Writing	Writing is not understandable to all users of rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it has clear, specific language that helps different users reliably agree on a score
U S E	Involvement of Students in Rubric Development *	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
	Use of Rubric to Communicate Expectations & Guide Students	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work

**Considered optional by some educators and a critical component by others*
 Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ

Límites:

