Reflection 4

Rubric article:

Wow. This article was very different then the textbook. At times I was confused on the direction the text was meaning to take. At first it seemed to advocate the use of rubrics to uphold standardized testing and then it was using them to show the use of assessment. So do rubrics help with assessment or are they Evaluation based? The beginning of the article puts emphasis on the rubric as being necessary and in order to establish a structure where all students are the same. If students are not reaching the expectations they are pushed to do so.

They are also said to put teachers and student on autopilot. If this is the origins of the rubric I am not in concurrence with their notion. If they put everyone on autopilot where is the learning? Where are the risks? Where is the tolerance for mistakes? If true learning comes from the engagement of students and safety to take risks, pushing themselves to new limits why would we want students to be on autopilot? This makes no sense to me. It makes me question the why of rubrics.

Then it states how the rubric is not meant to help the improvement of a student’s writing skills. If we are meant to educate others and improve our skills, why then would we use a standard which would not help students increase and hone their skills? Furthermore why would you want to use one standard rubric when all students are different and location and atmosphere can determine where a student is academically on the knowledge scale? This notion of rubrics makes no sense to me at all. They speak of students as merely numbers, but they are not, they are individuals with individual needs. There is no science behind the merits and talents of an individual so I cannot agree with the origins of the rubric. It makes no sense.

What I do agree with, is the rubric as a guide not a blueprint. If we put in front of students a certain criteria or rubric in a descriptive assessment way, which can act as a guideline of expectations for what a teacher expects will allow students to use their skills to take risks, try new things and work toward their own goals. Their own blueprint which is guided by the assessment rubric will allow them the knowledge of having stake in their own learning. I believe it is important to have something in order to have some evaluation, but I believe there is more learning in the assessment tool then evaluation.

I believe when students can erase the stress of tests and evaluation they can focus on what they need to be learning and not what the teacher wants to hear. I know I struggle with test and evaluation myself. In high school and university they stressed me more than anything else. My grades were all that mattered, nothing else, so instead of focusing on what I could learn I focused on what I needed to know. I wonder what I could have learned if I wasn’t stressed but I was open to learning.