

### Sample #13: My Fifth-Grade Movement Routine Self-Assessment

| Criterion                 | Indicator                                  | Rating | Rationale (use words and phrases from the <i>Rubric for Rubrics</i> )   |
|---------------------------|--|--------|---|
| Coverage/<br>Organization | 1A: Covers the Right Content               | 3?     | <ul style="list-style-type: none"> <li>This is hard to judge because it does not refer to any content standards. There is no description of the features that make a good "traveling sequence" or "ending balance." The features that describe quality on the other moves seem reasonable.</li> </ul>   |
|                           | 1B: Criteria Are Well Organized            | 5      | <ul style="list-style-type: none"> <li>Each move has its own rating.</li> </ul>   |
|                           | 1C: Number of Levels Fits Targets and Uses | 5      | <ul style="list-style-type: none"> <li>This seems appropriate for student self-assessment. Four levels are sufficient to show progress without being too many to distinguish among.</li> </ul>  |
| Clarity                   | 2A: Levels Defined Well                    | 1      | <ul style="list-style-type: none"> <li>Only the top level has descriptors. Terms describing levels are vague: what, for example, is the difference between a Wow! level and a Yes! level? Also, other terms are not well defined. For example, when feet are apart, how far apart should they be? Or, when you land quietly, how quietly? Presumably these were modeled as part of instruction; would a reminder on the rating form be useful?</li> </ul> |
|                           | 2B: Levels Parallel                        | ??     | <ul style="list-style-type: none"> <li>There is no description of levels, so it is hard to determine if the levels are parallel.</li> </ul>   |