

Bob's Revision Process

Bob followed the following steps to create a wiki rubric that included a trait on information literacy.

1. Bob saved a wiki rubric to his Personal Library and created a folder for all the assessments used in his Enduring Heroes mythology unit.

The screenshot shows the Intel Teach Elements interface. At the top, there's a navigation bar with "Assessing Projects" and "Using Assessment to Improve Teaching and Learning". Below this, a sub-navigation bar includes "Overview and Benefits", "Try It", "Assessment Plans", "Assessment Strategies", and "Workspace". The main content area is divided into two panels. The left panel, titled "Personal Library", shows a tree view of folders: "My Assessments", "Poetry Unit", "Julius Caesar Unit", "Research Paper Unit", "Reading Assessments", "Writing Assessments", "Mythology Unit", and "Enduring Heroes Wiki Rubric". The right panel, titled "Personal Library > My Assessments", shows "No assessments to display". Below the "Personal Library" panel is the "Assessment Library" panel, which shows a tree view of folders: "Thinking Skills", "Processes", "Products", "Performances", and "Learning Log Rubric—Elementary".

2. Bob found a trait on research and added it to his rubric.

The screenshot shows the Intel Teach Elements interface with the "Research Rubric—Elementary" selected. On the left, a "Quick Search" box contains the word "research". Below it, a list of search results is shown, including "Brochure Rubric—Middle School", "Commitment to Critical Thinking Rubric—Elementary", "Commitment to Critical Thinking Rubric—Middle", "Expository Writing Rubric—High School", "Report Rubric—Elementary and Middle School", "Research Rubric—Elementary" (which is highlighted), "Research Rubric—High School", "Science Research Process Rubric—High School", "Timeline Rubric—High School", "Video Newscast Rubric—Middle School", and "Web Site Writing Rubric—Elementary". The main content area displays the "Research Rubric—Elementary" details. It includes a description: "A rubric in student language used by elementary students to reflect on their research skills and processes." Below this, the "Keywords" are listed: "Evaluate, analyze, organize, resources". The "Instructions" are: "Compare your work to this rubric as you do research." The rubric itself is a table with four columns representing performance levels (4, 3, 2, 1) and three rows representing different traits. The first row is "Generating a Question", the second is "Selecting, Sorting, and Evaluating Information", and the third is "Organizing Information". The first two rows have checkboxes in the first column, with the second row checked. The table content describes the student's ability to generate questions, select and evaluate information, and organize information at each performance level.

	4	3	2	1
<input type="checkbox"/> Generating a Question	I pose a thoughtful, creative question that interests and challenges me.	I pose a focused question that interests and challenges me.	I pose a question that is easy to answer.	I rely on the teacher to pose my question.
<input checked="" type="checkbox"/> Selecting, Sorting, and Evaluating Information	I collect, sort, and evaluate relevant, balanced, reliable information on my own.	I collect and sort relevant information on my own.	I collect and sort some information, but I am not sure if it is accurate or useful.	I go from source to source and have trouble determining what will be the most helpful.
<input checked="" type="checkbox"/> Organizing Information	I organize my ideas and important supporting information related to my question.	I organize information related to my question and look for missing information.	I try to organize the information I find, but I make some mistakes. I have difficulty staying focused on information.	I lose track of the most important information.

3. Bob deleted several of the traits from the original rubric and changed the trait name of the one he copied from another rubric. He also edited several of the descriptors.

4	3	2	1
Research			
I locate and evaluate relevant, balanced, reliable information and cite my sources.	I locate reliable information and cite my sources..	I have difficulty finding useful information, and I sometimes do not cite my sources.	I cannot find useful information without help, and I often forget to cite my sources.
Multimedia			
We effectively integrate multimedia features throughout our wiki. The graphics, sound, and video are high-quality, support our wiki's purpose, and are appropriate for our audience.	We use multimedia features effectively throughout our wiki. The graphics, sound, and video are high-quality and relate to the topic.	We try to use multimedia on our wiki, but some of the graphics, sound, and video are low-quality or do not relate well to the topic.	We do not use multimedia on our wiki.
Creativity			
We include surprising and original insights, ideas, language, and multimedia features to support our wiki's purpose.	We include some surprising and original ideas on our site that relate to our wiki's topic.	We try to include some surprising and original ideas, but sometimes our ideas take away from our wiki's content.	We do not try to present our wiki's content in original ways.
Audience			
We anticipate and thoroughly address our audience's questions and concerns in our wiki. We write in language our audience will understand. We define important technical terms.	We anticipate and answer our audience's questions in our wiki. We write in language our audience will understand.	We try to answer questions in our wiki, but we have not thought carefully about what our audience wants or needs to know about our topic.	We do not think about our audience when we put information on our wiki.