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Make-up assignment for session #4

The Arts in STEM: Advancing Meaningful Integration

Upon viewing the recording of session four, I learned that the it included a review of the 5E learning cycle, exercises differentiating between holistic and analytical rubrics, and valuable NASA resources. As a closing, the presentation reviewed the upcoming assignments of the engineering design challenge, due July eleventh, the final rubric, due July eighteenth, and the final integrated arts lesson plan that is due July twenty fifth.

Part one of the online session focused on the 5E learning cycle. Five different statements were presented, and the task was to identify which one of the 'Es' was represented. I played along and was correct with my answers, although the statement "In what phase are students evaluated on their learning of new understandings?" made me think of the continual formative assessments that are used throughout all of my lessons to check the student's understanding at that moment and not just during the evaluate portion.

Part two was the largest portion of class. To begin the section on rubrics, several cartoons were presented as perhaps an 'engage' or what we used to call 'the hook'. The cartoon that spoke to me the most was the second one featuring all of the different animals being told to climb a tree. I am a big fan of differentiated instruction and assessment and this cartoon screams to me the importance of assessing students in a valid and accessible way for each student.

The two main categories of rubrics were discussed. Holistic rubrics tend to be more general, representing an overall picture of student performance. Analytical rubrics are usually more specific and detailed with intricate criteria. Four rubrics were shown, and the task was to identify them as holistic or analytical and to give reasons why. Number one was holistic because it was generalized. Number two was analytical because it showed specific criteria required for the assignment. Number three was identified by the instructor as more holistic but I originally identified it as analytical because of the detailed criteria. Number four was analytical because of the specific categories.

Should a student's grade in science reflect appearance grades, like in rubric four? My response is perhaps, but not with more or even equal points as the actual science material. What does an A in science represent? It should represent the student growth in science learning. Weighted rubrics and standards-based assessment can help maintain the purity of assessment. The school system I work for is moving to standards-based grading next year and the students will get two grades. One for attainment of mastery in the standards and one for things like compliance, behavior, neatness, etcetera. Having the later grades averaged in with standards-based grades is a way to water-down grades and manipulate them away from authenticity.

What type of rubric do I think is best in STEM/STEAM courses? I prefer categories with details on a rubric because these give more information to the students and are not as subjective.