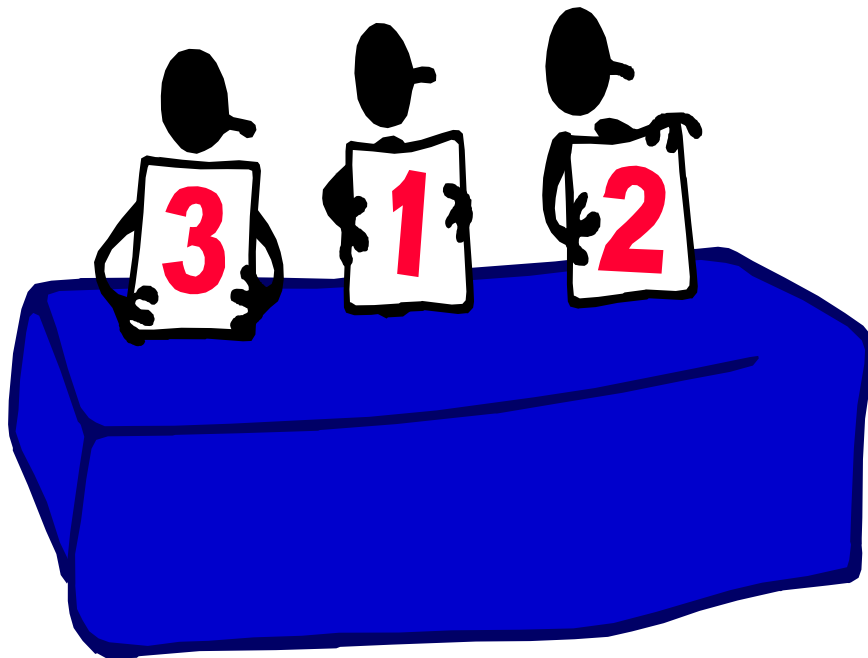


Developing and Using Quality Rubrics to Evaluate *and* Improve Student Performance



presented by

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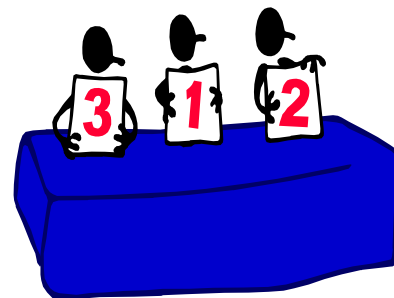
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RUBRICS



Definition

Rubrics are criterion-based evaluation tools used in conjunction with “open-ended” performance tasks and projects, which do not have a single, “correct” answer or solution process.

Two general types of rubrics – holistic and analytic – are widely used to judge student products and performances. A holistic rubric provides an overall impression of a student’s work. Holistic rubrics yield a *single* score or rating for a product or performance. An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each.

A third type of rubric -- longitudinal -- describes growth along a fixed, novice-expert continuum, in which each level represents a key benchmark on the road to exit-level performance. These longitudinal rubrics provide a basis for designing backward from mastery performance so that teachers and learners at all levels know where they stand along a developmental continuum against exit-level performance goals. Longitudinal rubrics are not tied to any particular performance or assessment task. Rather, they enable teachers, parents, and learners to chart progress toward desired accomplishments.

Purpose

Effective rubrics:

- clearly define criteria for judging student performance based on targeted standards/outcomes;
- promote more consistent evaluation of student performance;
- help clarify instructional goals and serve as teaching targets;
- provide specific feedback to learners and teachers;
- help students focus on the important dimensions of a product or performance;
- enable criterion-based evaluation and standards-based grading; and
- support student self- and peer-assessment.

Performance List for Graphic Display of Data (elementary level)

Key Criteria	Points Possible	Self	Other	Teacher
1. The graph contains a title that tells what the data shows.	<input type="text"/>	_____	_____	_____
2. All parts of the graph (units of measurement, rows, etc.) are correctly labelled.	<input type="text"/>	_____	_____	_____
3. All data is accurately represented on the graph.	<input type="text"/>	_____	_____	_____
4. The graph is neat and easy to read.	<input type="text"/>	_____	_____	_____
Total	<input type="text"/>	_____		






















Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements or traits and a rating scale. The rating scale is quite flexible, ranging from 3 to 100 points.

Teachers can assign points to the various elements, in order to “weight” certain elements over others (e.g., accuracy counts more than neatness) based on the relative importance given the achievement target. The lists may be configured to easily convert to conventional grades. For example, a teachers could assign point values and weights that add up to 25, 50 or 100 points, enabling a straightforward conversion to a district or school grading scale (e.g., 90-100 = A, 80-89 = B, and so on). When the lists are shared with students in advance, they provide a clear performance target, signaling to students what elements should be present in their work.

Despite these benefits, performance lists do not provided detailed descriptions of *performance levels*. Thus, despite identified criteria, different teachers using the same performance list may rate the same student’s work quite differently.

Performance List for Writing Fiction

Primary Level

	Terrific	O.K.	Needs Work
1. I have an interesting setting and characters for my story.			
2. The problem in my story will be clear to my readers.			
3. My story events are in order.			
4. The solution will be clear to my readers.			
5. I used many describing words to tell what is happening.			
6. My words "paint a picture."			
7. I have a title that goes with my story.			

What will you try to do better the next time you write a story?

Holistic Rubric for Graphic Display of Data

3	All data is accurately represented on the graph. All parts of the graph (units of measurement, rows, etc.) are correctly labelled. The graph contains a title that clearly tells what the data shows. The graph is very neat and easy to read.
2	All data is accurately represented on the graph OR the graph contains minor errors. All parts of the graph are correctly labelled OR the graph contains minor inaccuracies. The graph contains a title that suggests what the data shows. The graph is generally neat and readable.
1	The data is inaccurately represented, contains major errors, OR is missing. Only some parts of the graph are correctly labelled OR labels are missing. The the title does not reflect what the data shows OR the title is missing. The graph is sloppy and difficult to read.

A holistic rubric provides an overall impression of a student’s work. Holistic rubrics yield a *single* score or rating for a product or performance. Holistic rubrics are well suited to judging simple products or performances, such as a student’s response to an open-ended test prompt. They provide a quick snapshot of overall quality or achievement, and are thus often used in large-scale assessment contexts (national, state or district levels) to evaluate a large number of student responses. Holistic rubrics are also effective for judging the “impact” of a product or performance (e.g., to what extent was the essay persuasive? did the play entertain?).

Despite these advantages, holistic rubrics have limitations. They do not provide a detailed analysis of the strengths and weaknesses of a product or performance. Since a single score is generally inadequate for conveying to students what they have done well and what they need to work on to improve, they are less effective at providing specific feedback to students.

A second problem with holistic rubrics relates to the interpretation and use of their scores. For instance, two students can receive the same score for vastly different reasons. Does an overall rating of “3” on a 4-point holistic writing rubric mean that a student has demonstrated strong idea development (“4”) and weak use of conventions (“2”), or vice-versa? Without more specific feedback than a score or rating, it is difficult for the student to know exactly what to do to improve.

Holistic Rubric for Reading – Comprehension of Key Ideas and Details (grades 4-5)

Score Point 3

The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s).

Score Point 2

The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s).

Score Point 1

The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s).

Score Point 0

The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).

Source: PARCC –Partnership for Assessment of Readiness for College and Careers

Analytic Rubric for Graphic Display of Data

	title	labels	accuracy	neatness
weights –				
3	The graph contains a title that clearly tells what the data shows. <input type="checkbox"/>	All parts of the graph (units of measurement, rows, etc.) are correctly labelled. <input type="checkbox"/>	All data is accurately represented on the graph. <input type="checkbox"/>	The graph is very neat and easy to read. <input type="checkbox"/>
2	The graph contains a title that suggests what the data shows. <input type="checkbox"/>	Some parts of the graph are inaccurately labelled. <input type="checkbox"/>	Data representation contains minor errors. <input type="checkbox"/>	The graph is generally neat and readable. <input type="checkbox"/>
1	The the title does not reflect what the data shows OR the title is missing. <input type="checkbox"/>	Only some parts of the graph are correctly labelled OR labels are missing. <input type="checkbox"/>	The data is inaccurately represented, contains major errors, OR is missing. <input type="checkbox"/>	The graph is sloppy and difficult to read. <input type="checkbox"/>

An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each.

Analytic rubrics are better suited to judging complex performances (e.g., research process) involving several significant dimensions. As evaluation tools, they provide more specific information or feedback to students, parents and teachers about the strengths and weaknesses of a performance. Teachers can use the information provided by analytic evaluation to target instruction to particular areas of need. From an instructional perspective, analytic rubrics help students come to better understand the nature of quality work since they identify the important dimensions of a product or performance.

However, analytic rubrics are typically more time-consuming to learn and apply. Since there are several traits to be considered, analytic scoring may yield lower inter-rater reliability (degree of agreement among different judges) than holistic scoring. Thus, analytic scoring may be less desirable for use in large-scale assessment contexts, where speed and reliability are necessary.

Analytic Rubric for Problem Solving

	Reasoning	Computation	Representation	Communications
4	An efficient and effective strategy is used and progress towards a solution is evaluated. Adjustments in strategy, if needed, are made, and/or alternative strategies are considered. There is sound mathematical reasoning throughout.	All computations are performed accurately and completely. There is evidence that computations are checked. A correct answer is obtained.	Abstract or symbolic mathematical representations are constructed and refined to analyze relationships, clarify or interpret the problem elements, and guide solutions.	Communication is clear, complete and appropriate to the audience and purpose. Precise mathematical terminology and symbolic notation are used to communicate ideas and mathematical reasoning.
3	An effective strategy is used and mathematical reasoning is sound.	Computations are generally accurate. Minor errors do not detract from the overall approach. A correct answer is obtained once minor errors are corrected.	Appropriate and accurate mathematical representations are used to interpret and solve problems.	Communication is generally clear. A sense of audience and purpose is evident. Some mathematical terminology is used to communicate ideas and mathematical reasoning.
2	A partially correct strategy is used, or a correct strategy for only solving part of the task is applied. There is some attempt at mathematical reasoning, but flaws in reasoning are evident.	Some errors in computation prevent a correct answer from being obtained.	An attempt is made to construct mathematical representations, but some are incomplete or inappropriate.	Communication is uneven. There is only a vague sense of audience or purpose. Everyday language is used or mathematical terminology is not always used correctly.
1	No strategy is used, or a flawed strategy is tried that will not lead to a correct solution. There is little or no evidence of sound mathematical reasoning.	Multiple errors in computation are evident. A correct solution is not obtained.	No attempt is made to construct mathematical representations or the representations are seriously flawed.	Communication is unclear and incomplete. There is no awareness of audience or purpose. The language is imprecise and does not make use mathematical terminology.

Source: Jay McTighe, adapted from Exemplars.com

Generic Rubric for 21st Century Skills

COLLABORATION and TEAMWORK

Works towards the achievement of group goals.

- 4 Actively helps identify group goals and works hard to meet them.
- 3 Communicates commitment to the group goals and effectively carries out assigned roles.
- 2 Communicates a commitment to the group goals but does not carry out assigned roles.
- 1 Does not work toward group goals or actively works against them.

Demonstrates effective interpersonal skills.

- 4 Actively promotes effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.
- 3 Participates in group interaction without prompting. Expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.
- 2 Participates in group interaction with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.
- 1 Does not participate in group interaction, even with prompting, or expresses ideas and opinions in a way that is insensitive to the feelings or knowledge base of others.

Contributes to group maintenance.

- 4 Actively helps the group identify changes or modifications necessary in the group process and works toward carrying out those changes.
- 3 Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.
- 2 When prompted, helps identify changes or modifications necessary in the group process, or is only minimally involved in carrying out those changes.
- 1 Does not attempt to identify changes or modifications necessary in the group process, even when prompted, or refuses to work toward carrying out those changes.

Effectively performs a variety of roles within a group.

- 4 Effectively performs multiple roles within the group.
- 3 Effectively performs two roles within the group.
- 2 Makes an attempt to perform more than one role within the group but has little success with secondary roles.
- 1 Rejects opportunities or requests to perform more than one role in the group.

Source: Marzano, B., Pickering, D. and McTighe, J. (1993) *Assessing Outcomes: Performance Assessment based on the Dimensions of Learning Model*. Alexandria, VA: ASCD.

Generic Analytic Speaking Rubric for World Languages

	Comprehensibility	Fluency	Pronunciation	Vocabulary	Language Control
4	Responses readily comprehensible, requiring no interpretation on the part of the listener.	Speech continuous with few pauses or stumbling.	Accurate pronunciation enhances communication.	Rich use of vocabulary enhances communication.	Accurate control of basic language structures.
3	Responses comprehensible, requiring minimal interpretation on the part of the listener.	Some hesitation but manages to continue and complete thoughts.	Infrequent mispronunciations do not interfere with communication.	Adequate and accurate use of vocabulary for this level enhances communication.	Generally accurate control of basic language structures.
2	Responses mostly comprehensible, requiring interpretation on the part of the listener.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.	Mispronunciations sometimes interfere with communication.	Inadequate and/or inaccurate use of vocabulary sometimes interferes w/ communication.	Emerging use of basic language structures.
1	Responses barely comprehensible.	Speech halting and uneven with long pauses or incomplete thoughts.	Frequent mispronunciations greatly interfere with communication.	Inadequate and/or inaccurate use of vocabulary greatly interferes with communication.	Inadequate and/or inaccurate use of basic language structures.

Source: Fairfax County, VA Public Schools <http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/>

Task-Specific Rubric for a Science Investigation

Item 1 - Plan investigation (total possible points: 2)

- a) describes how the investigation will be conducted
- b) states what variables will be measured or observed; includes both solution time and temperature
- c) design provides control for other variables, or renders other variables irrelevant

Item 2 - Conduct investigation and record measurements in table

Response is scored for both the quality of the presentation and the quality of the data collection.

Quality of presentation (total possible points: 2)

- a) presents at least 2 sets of measurements in table.
- b) measurements are paired: dissolution time and temperature.
- c) labels table appropriately: data entries in columns identified by headings and/or units; units incorporated into headings or placed beside each measurement.

Quality of data (total possible points: 3)

- a) records solution time for at least three temperature points
- b) measurements are plausible: time and temperature (109 to 100 degrees)
- c) records solution times that decline as temperature increases

Item 3 - Draw conclusions about effect of temperature (total possible points: 2)

- a) conclusion is consistent with data table or other presentation of data
- b) describes relationship presented in the data

Item 4 - Explain conclusions (total possible points: 2)

- a) relates higher temperature to greater energy or speed of particles (atoms, molecules, etc.).
- b) makes connection between greater speed or energy of water molecules and the effect on the tablet (may be implicit).

Source: *Third International Mathematics and Science Study (TIMMS)*

Four Categories of Criteria

Content – refers to the appropriateness and relative sophistication of the understanding, knowledge and skill employed.

Quality – refers to the overall quality, craftsmanship and rigor of the work.

Process – refers to the quality and appropriateness of the procedures, methods, and approaches used, prior to and during performance.

Result – refers to the impact, success or effectiveness of performance, given the purpose(s) and audience.

Example – Cooking a Meal

Here is an example in which all four types of criteria might be used to evaluate a meal in nine different ways:

Content

1. meal reflects knowledge of food, cooking, situation, and diners' needs and tastes
2. meal contains the appropriate, fresh ingredients
3. meal reflects sophisticated flavors and pairings

Quality

4. meal is presented in aesthetically appealing manner
5. all dishes are cooked to taste

Process

6. meal is efficiently prepared, using appropriate techniques
7. the two cooks collaborated effectively

Result

8. meal is nutritious
9. meal is pleasing to all guests

NOTE: While these four categories reflect common types of criteria, we do not mean to suggest that you must use all four types for each and every performance task. Rather, you should select the criterion types that are appropriate for the goals being assessed through the task and for which you want to provide feedback to learners.

Four Categories of Criteria

Content – refers to the appropriateness and relative sophistication of the understanding, knowledge and skill employed.

- *Was the work accurate?*
- *Did the product reveal deep understanding?*
- *Were the answers appropriately supported?*
- *Was the work thorough?*
- *Were the arguments of the essay cogent?*
- *Was the hypothesis plausible and on target?*
- *In sum: Was the content appropriate to the task, accurate, and supported?*

Quality – refers to the overall quality, craftsmanship and rigor of the work.

- *Was the speech organized?*
- *Was the paper mechanically sound?*
- *Was the chart clear and easy to follow?*
- *Did the story build and flow smoothly?*
- *Was the dance graceful?*
- *Were the graphics original?*
- *In sum: Was the performance or product of high quality?*

Process – refers to the quality and appropriateness of the procedures, methods, and approaches used, prior to and during performance.

- *Was the performer methodical?*
- *Was proper procedure followed?*
- *Was the planning efficient and effective?*
- *Did the reader/problem solver employ apt strategies?*
- *Did the group work collaboratively and effectively?*
- *In sum: Was the approach sound?*

Result – refers to the impact, success or effectiveness of performance, given the purpose(s) and audience.

- *Was the desired result achieved?*
- *Was the problem solved?*
- *Was the client satisfied?*
- *Was the audience engaged and informed?*
- *Was the dispute resolved?*
- *Did the speech persuade?*
- *Did the paper open minds to new possibilities?*
- *In sum: Was the work effective?*

Categories of Performance Criteria

By what criteria should understanding performances be assessed? The challenge in answering is to ensure that we assess what is *central* to the understanding, not just what is easy to score. In addition, we need to make sure that we identify the *separate* traits of performance (e.g. a paper can be well-organized but not informative and vice versa) to ensure that the student gets specific and valid feedback. Finally, we need to make sure that we consider the different *types* of criteria (e.g. the quality of the *understanding* vs. the quality of the *performance* in which it is revealed).

Four types of performance criteria (with sample indicators)

content	process	quality	result
Describes the degree of knowledge of factual information or understanding of concepts, principles, and processes.	Describes the degree of skill/proficiency. Also refers to the effectiveness of the process or method used.	Describes the degree of quality evident in products and performances.	Describes the overall impact and the extent to which goals, purposes, or results are achieved.
accurate appropriate authentic complete correct credible explained justified important in-depth insightful logical makes connections precise relevant sophisticated supported thorough valid	careful clever coherent collaborative concise coordinated effective efficient flawless followed process logical/reasoned mechanically correct methodical meticulous organized planned purposeful rehearsed sequential skilled	attractive competent creative detailed extensive focussed graceful masterful organized polished proficient precise neat novel rigorous skilled stylish smooth unique well-crafted	beneficial conclusive convincing decisive effective engaging entertaining informative inspiring meets standards memorable moving persuasive proven responsive satisfactory satisfying significant useful understood

Rubric Design Process using a T-Chart

One effective process for developing a rubric is to begin at the end points. In other words, to develop a rubric to assess degrees of understanding of a concept, principle or process, ask: *What are indicators of a sophisticated understanding? What about someone with a misunderstanding?* When assessing the degree of proficiency in a skill or process, consider: *What do the most effective performers do that beginners do not? How do experts differ from novices?* Use the following worksheet to identify specific indicators for the two ends of a continuum.

example: persuasion (in speaking and writing)

<i>The novice ...</i>	<i>The expert ...</i>
<ul style="list-style-type: none">• assumes that presenting a clear position with a reason is sufficient to persuade•••••••	<ul style="list-style-type: none">• understands that effective persuaders carefully analyze their audience to determine the most persuasive approach•••••••

Rubric Design Process using a T-Chart

PART 1 – Individually, use this T-chart to list indicators/qualities of _____

<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____
<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____
<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____
<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____
<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____
<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____
<ul style="list-style-type: none">• _____	<ul style="list-style-type: none">• _____

PART 2 – With your group, agree on 4-6 of the most important traits. List them here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

An Analytic Rubric Frame

Understanding or Proficiency: _____

Specific Product/Performance: _____

criteria	scale	weights	_____	_____	_____	_____
	4					
	3					
	2					
	1					

Descriptive Terms for Differences in Degree

Use the following general terms to describe differences in degree when constructing a “first-time” scoring rubric with a 4-point scale. Once the rubric is applied, an analysis of student work will yield more precise descriptive language and/or a rubric with more gradations.

Degrees of Understanding

- **thorough/complete**
- **substantial**
- **partial/incomplete**
- **misunderstanding/
serious misconceptions**

Degrees of Frequency

- **always/consistently**
- **frequently/generally**
- **sometimes/occasionally**
- **rarely/never**

Degrees of Effectiveness

- **highly effective**
- **effective**
- **moderately effective**
- **ineffective**

Degrees of Independence

- student successfully completes the task:*
- **independently**
 - **w/ minimal assistance**
 - **w/ moderate assistance**
 - **only w/ considerable assistance**

Degrees of Accuracy

- **completely accurate; all ____
(facts, concepts, mechanics,
computations) correct**
- **generally accurate; minor
inaccuracies do not affect
overall result**
- **inaccurate; numerous
errors detract from result**
- **major inaccuracies;
significant errors throughout**

Degrees of Clarity

- **exceptionally clear; easy to fol-
low**
- **generally clear; able to follow**
- **lacks clarity; difficult to follow**
- **unclear; impossible to follow**

Rubric Design/Refinement Process – Categorizing Student Work

The following six-step process for identifying performance criteria and using them as a basis for designing a scoring rubric. The procedure begins with sorting student work and then proceeds by looking at sample performance criteria from other places.

Step 1: Gather samples of student performance that illustrate the desired skill or understanding.

Choose as large and diverse a set of samples as possible.

Step 2: Sort student work into different stacks and write down the reasons.

For example, place the samples of student work into three piles: strong, middle and weak. As the student work is sorted, write down reasons for placing pieces in the various stacks. If a piece is placed in the “sophisticated” pile, describe its distinguishing features. What cues you that the work is sophisticated? What are you saying to yourself as you place a piece of work into a pile? What might you say to a student as you return this work? The qualities (attributes) that you identify reveal criteria. Keep sorting work until you are not adding anything new to your list of attributes.

Step 3: Cluster the reasons into traits or important dimensions of performance.

The sorting process used thus far in this exercise is “holistic.” Participants in this process end up with a list of comments for high, medium and low performance; any single student product gets only one overall score. Usually, during the listing of comments someone will say something to the effect that, “I had trouble placing this paper into one stack or another because it was strong on one trait but weak on another.” This brings up the need for analytical trait scoring systems; i.e., evaluating each student’s product or performance on more than one dimension.

Step 4: Write a definition of each trait.

These definitions should be “value neutral” – they describe what the trait is about, not what good performance looks like. (Descriptions of good performance on the trait are left to the “high” rating.)

Rubric Design/Refinement Processrun

(continued)

Step 5: Find samples of student performance that illustrate each score point on each trait.

Find samples of student work which are good examples of strong, weak and mid range performance on each trait. These can be used to illustrate to students what to do and what “good” looks like. It’s important to have more than a single example. If you show students only a single example of what a good performance looks like, they are likely to imitate or copy it.

Step 6: Continuously Refine

Criteria and rubrics evolve with use. Try them out. You’ll probably find some parts of the rubric that work fine and some that don’t. Add and modify descriptions so that they communicate more precisely. Choose better sample papers that illustrate what you mean. Revise traits if you need to. When appropriate, let students help—this is a tool for learning.

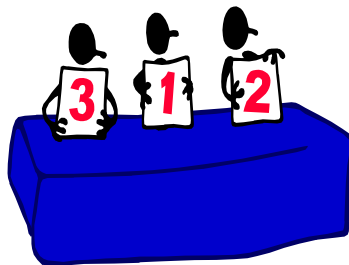
Questions to consider when using a rubric to evaluate student work samples:	Possible rubric refinements:
<ul style="list-style-type: none"> • Have any important elements “fallen through the cracks”? Are important qualities that are evident in the best student work samples not specified in the rubric? 	<p><i>If so...</i> Add the missing element(s). Make sure that it (they) appear(s) consistently throughout the scale.</p>
<ul style="list-style-type: none"> • Is it difficult for reviewers to distinguish between two score points in the rubric? Are the distinctions between score points unclear or indistinguishable? 	<p><i>If so...</i> Consider shrinking the scale (e.g., from 6 to 5 points) so that the distinctions between levels are significant and readily determined.</p>
<ul style="list-style-type: none"> • Are raters asking to use + or – symbols next to the score points for some samples? 	<p><i>If so...</i> Consider expanding the scale (e.g., from 3 to 4 points) to accommodate these “border dwellers.”</p>
<ul style="list-style-type: none"> • Are scores determined quantitatively; i.e., by “counting on fingers”? 	<p><i>If so...</i> Substitute qualitative descriptors for numbers so that differences in salient qualities are characterized within the various score points.</p>

Source: Arter, J. and McTighe, J. (2001). *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance*. Thousand Oaks, CA: Corwin Press

Reviewing Your Rubric

In summary, the best criteria/rubrics...

1. evaluate student performances in terms of characteristics central to Stage 1 goals, not just the surface features of the task itself. Be careful not to over-emphasize the surface features of a particular product or performance (e.g., “colorful”, or “neat”) at the expense of the most important traits related to understanding (e.g., “thorough” or explanation with support”).
2. reflect the central features of performance, not just those which are easiest to see, count or score (e.g., “at least 4 footnotes” or “no misspellings”) at the expense of the most important traits (e.g., “accurate” or “effective”).
3. split independent criteria into separate traits. In other words, do not combine distinct traits, such as “very clear” and “very organized” in the same criterion, since an essay might be clear but not organized, and vice versa.
4. emphasize the result of the performance. Ultimately, meaning-making and transfer are about results – was the paper persuasive?, ...the problem solved?, ...the story engaging?, ...the speech informative?, etc. The criteria chosen should always highlight the purpose of a task, in other words, as indicated by results-focused criteria. Be careful not to assess for mere compliance or process (i.e., “followed all the steps,” “worked hard”).
5. balance specific feedback on the task with reference back to general goals. Ultimately, a broad understanding matters more than performance on a unique and very specific task. However, the indicators need to be specific enough to provide useful feedback as well as reliable scoring of the particular task.



Rubric for a Civil War Re-enactor

Adapted from a humorous rubric created by Dr. Tim Dangel, Anne Arundel Schools (MD)

Score Point 4

The re-enactor always wears wool from head to toe while on the battlefield or in camp. S/he eliminates all 20th century terms from vocabulary while in role. Subsists entirely on hardtack and coffee. Contracts lice and annoying intestinal ailments during extended re-enactments.

Score Point 3

The re-enactor dresses in wool from head to toe in July. S/he usually follows drill orders to march and fire rifle. Carries hardtack and coffee in haversack. Can correctly identify Union and Confederate troops while in the field.

Score Point 2

The re-enactor wears a blue uniform made of synthetic materials. S/he executes most orders, but usually 3-5 seconds after the rest of the company. Hides a Snickers bar in haversack and carries beer in canteen. Sometimes can not remember which side wears blue and which wears gray.

Score Point 1

The re-enactor wears an Orioles cap, Hard Rock Cafe tee-shirt, and Reeboks with uniform. S/he cannot tell Union from Confederate troops. Has been heard asking, "Are you a Union or Confederate soldier?" Fires upon his fellow soldiers and frequently wounds self or fellow soldiers. Litters the 19th century campground with Twinkie and Big Mac wrappers.

Comments:

Quality versus Quantity

Focus on using qualitative descriptions related to the *impact* or *effect* of the performance rather than relying only on quantity differences.

Score	Writing Mechanics – Spelling, Grammar and Punctuation
4	no mechanical errors
3	1-2 errors
2	3-4 errors
1	> 4 errors

Score	Writing Mechanics – Spelling, Grammar and Punctuation
4	The writing is mechanically correct throughout.
3	Minor mechanical errors do not detract from the writer’s message.
2	Multiple mechanical errors interrupt the reader’s fluency and interfere with their understanding of the writer’s message.
1	Numerous mechanical errors prevent the reader from understanding the writer’s message.

Score	Sources Used in Research
4	more than 4 sources used
3	3 sources used
2	2 sources used
1	fewer than 2 sources used

Score	Sources Used in Research
4	A sufficient number of accurate and relevant sources are used to fully support the research finding(s).
3	A number of sources are used and most are accurate and relevant to support the research finding(s).
2	One or more sources are used but not all are informative, accurate and/or relevant to sufficiently support the research finding(s).
1	One or more sources are cited but they are inaccurate and/or irrelevant and do not support the research finding(s).

Reviewing a Rubric

What are its strengths? What are its weaknesses? How could this rubric be improved?

Book Report Poster Rubric Grades 4-5

CATEGORY	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are 2 or more errors in capitalization or punctuation.

Research Project Rubric
High School

CATEGORY	4	3	2	1
Required Elements	The project was done by the student. Pertains to the time frame studied. Requirements are exceeded.	Required elements are met.	Some of the required elements are not included on the poster.	Several required elements were missing.
Use of Time	Good use of time. Could tell student took time to ensure project was professional and attractive.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Could tell time was not used well. Project either looks hurried and unfinished or student claimed minimal time used.	Did not take time to do the project with thought and concern.
Content Accuracy	Many details and facts are accurate and displayed in the project.	Accurate facts are displayed in project.	Some facts are accurate others are not.	Facts are not accurately displayed on/in the project.
Mechanics/ Neatness	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	There are several errors in capitalization or punctuation. Project needs to be neater.	There are more than 5 errors in capitalization or punctuation. Project was thrown together.
Graphics Originality	Several of the graphics used on the project reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.