

Rubrics

Why and How

Use rubrics to

- ✓ Teach to Standards
- ✓ Clarify instructional goals
- ✓ Improve student performance
- ✓ Grade objectively and consistently

2

Odd or even?

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

3

With odd-numbered rubrics...

...scores gravitate to the middle
(i.e. 3 in a 5 point rubric).

Even-numbered rubrics...

...encourage thoughtful choice.

We recommend even.

4

How many points?

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

5

Enough to recognize quality...

...but not so many as to blur
distinctions.

We recommend four.

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Use *Standards* to establish Evaluation Criteria

| Evaluation Criteria | 1 | 2 | 3 | 4 |
|---------------------|---|---|---|---|
| ? | | | | |
| ? | | | | |
| ? | | | | |
| ? | | | | |

7

Assessment: Analyze the philosophy of government expressed in the Declaration of Independence...

(History-Social Science Standard 8.1.2)

| Evaluation Criteria | 1 |
|---|---|
| Analyzes the philosophy of government expressed in the Declaration of Independence... | |

8

What do the points mean?

| Evaluation Criteria | 1? | 2? | 3? | 4? |
|--|----|----|----|----|
| Analyzes philosophy of government in Declaration | | | | |
| Exhibits historical accuracy | | | | |
| Demonstrates effective research | | | | |
| Exhibits organization and focus | | | | |

9

Use the *Standards* as a yardstick:

- 1 = Far Below Standard
- 2 = Approaches Standard
- 3 = Meets Standard
- 4 = Exceeds Standard

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Use the *Standards* to define levels of achievement

| Evaluation Criteria | Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--|--------------------|---------------------|----------------|------------------|
| Analyzes philosophy of government in Declaration | ? | ? | ? | ? |
| Exhibits historical accuracy | ? | ? | ? | ? |
| Demonstrates effective research | ? | ? | ? | ? |
| Exhibits organization and focus | ? | ? | ? | ? |

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Use words and phrases from the *Standards* to define performance at level 3 ("Meets Standard")

(English-Language Arts Writing Strategies 1.1: Create compositions that have... a coherent thesis... and well-supported conclusion; 1.2: Establish coherence within and among paragraphs through effective transitions....)

| Evaluation Criteria | Meets Standard |
|---------------------------------|--|
| Exhibits organization and focus | Coherent thesis and logical conclusion; coherent paragraphs and effective transitions... |

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Are all areas of evaluation equally important?

| Evaluation Criteria | Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--|--------------------|---------------------|----------------|------------------|
| Analyzes philosophy of government in Declaration | 1? | 2? | 3? | 4? |
| Exhibits historical accuracy | 1? | 2? | 3? | 4? |
| Demonstrates effective research | 1? | 2? | 3? | 4? |
| Exhibits organization and focus | 1? | 2? | 3? | 4? |

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Should "uses correct punctuation and capitalization" have the same weight as "exhibits historical accuracy?"

Are "demonstrates effective research" and "exhibits appealing style" equally important?

If not, then you need to weight the performance areas of your rubric.

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**Weighting performance levels:
step one**

A student who "Exceeds Standard" in every evaluation category will score 100% of the total possible points.

A student who is "Far Below Standard" in every evaluation category will score 25% of the total possible points.

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| Evaluation Criteria | Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--|--------------------|---------------------|----------------|------------------|
| Analyzes philosophy of government in Declaration | 1 | 2 | 3 | 4 |
| Exhibits historical accuracy | 1 | 2 | 3 | 4 |
| Demonstrates effective research | 1 | 2 | 3 | 4 |
| Exhibits organization and focus | 1 | 2 | 3 | 4 |

25% 50% 75% 100%

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**Weighting performance levels:
step two**

Consider the relative significance of each evaluation area, then...

...assign each box in the "Far Below Standard" column a point value reflecting your thinking, *with the total for the column being 25.*

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| Evaluation Criteria | Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--|--------------------|---------------------|----------------|------------------|
| Analyzes philosophy of government in Declaration | 8 | | | |
| Exhibits historical accuracy | 6 | | | |
| Demonstrates effective research | 7 | | | |
| Exhibits organization and focus | 4 | | | |

Total points: 25

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Then multiply out each column by its assigned value (2, 3, or 4)

| Evaluation Criteria | Far Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--|--------------------|---------------------|----------------|------------------|
| Analyzes philosophy of government in Declaration | 8 | 2 x 8 = 16 | 3 x 8 = 24 | 4 x 8 = 32 |
| Exhibits historical accuracy | 6 | 2 x 6 = 12 | 3 x 6 = 18 | 4 x 6 = 24 |
| Demonstrates effective research | 7 | 2 x 7 = 14 | 3 x 7 = 21 | 4 x 7 = 28 |
| Exhibits organization and focus | 4 | 2 x 4 = 8 | 3 x 4 = 12 | 4 x 4 = 16 |

Total points: 25 50 75 100

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You now have a rubric that

- ✓ is keyed to the *Standards*
- ✓ reflects the varied values of tasks
- ✓ converts easily into percentages

...and is tailored to *your* needs.

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