

# Rubric & Assessment Vocabulary

## Rubric

The essential quality criteria by which something is evaluated or developed.

## Criteria

Those components (or attributes) of a product, performance, or process that are essential for a high quality result and the expected standards of performance for each.

## Coaching Rubrics

Rubrics used to coach students until their work is exemplary or until it meets the criteria required for scoring (criteria for credit).



## Scoring Rubrics

Rubrics used for scoring (evaluating) student work.

4  
3  
2  
1  
NS

## Student Developed Rubrics

Rubrics, either scoring or coaching, developed by students through their analysis of examples.

## Exemplars $\neq^*$

Examples (anchors for) of superior "work."

## Anchors $\neq^*$

Examples of "work" that provide clarification of criteria.

## Quality Levels

The defined levels of QUALITY identified for the criteria/dimensions in a scoring rubric.

Exemplary	4
Proficient	3
Developing	2
Emerging	1
Not Yet / Incomplete	N.S.
Not Score-able	

## Holistic Scoring

Assigning a single score to "work" based on an overall impression -- most appropriate at system levels.

## Analytic Scoring

Assigning separate scores for each criteria -- most appropriate for classrooms.

## Assessment:

the gathering of information regarding specific criteria in order to change our behavior to improve performance.

## Evaluation:

the gathering of information regarding specific criteria in order to score, label, grade, or document performance.

## Rubrics For . . .

Products	Performances	Processes
Such As Books, Essays, Posters, & Models	Such As Oral Presentations, Acting, and Recitals	Such As Debating
The criteria address quality characteristics of the product and its effectiveness.	The criteria address quality characteristics of the predictable, performance actions, applicable supporting materials, and the student's effectiveness in the performance.	The criteria address quality characteristics of the predictable and unpredictable actions (necessitated by the process) and the effectiveness of the use of the process.

Adapted from *The High Performance Toolbox* by Rogers & Graham (Peak Learning Systems, 1997)



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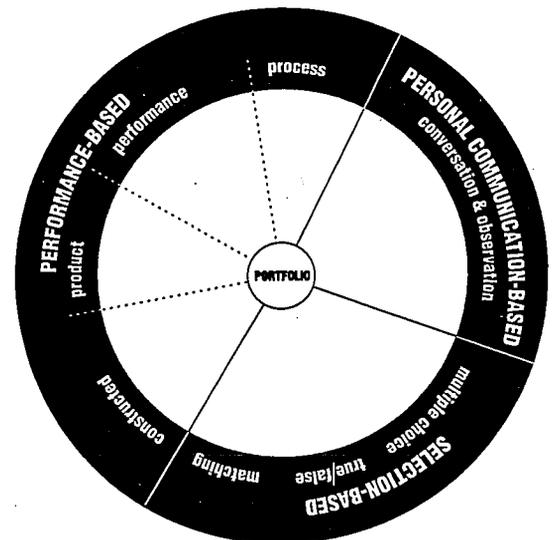
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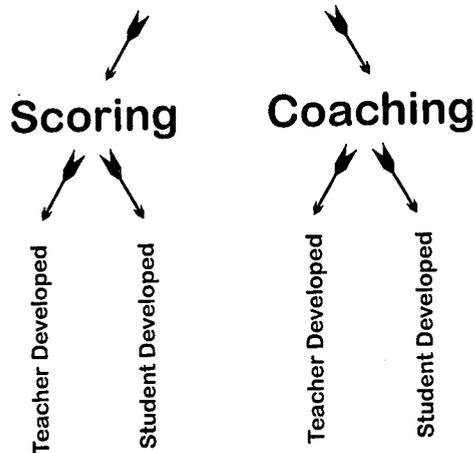
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# Rubrics

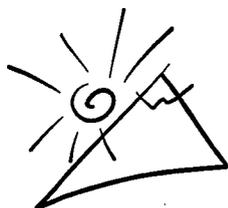


## Scoring Rubrics:

The kids are scored on each criteria when the time is up.

## Coaching Rubrics:

The kids are done when all the criteria are met well.



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4.

# Rubric Types

## Scoring

**Scoring Rubric (Analytic)**

	Criteria #1	Criteria #2	Criteria #3
4			
3			
2			
1			
NS			

**Scoring Rubric (Holistic)**

	Criteria
4	• •
3	• •
2	• •
1	• •
NS	

**Scoring Checklist Type 1**

	Scores				
Criteria #1	NS	1	2	3	4
Criteria #2	NS	1	2	3	4
Criteria #3	NS	1	2	3	4
Criteria #4	NS	1	2	3	4

**Scoring Checklist Type 2**

	Yes	No
Criteria #1		
Criteria #2		
Criteria #3		
Criteria #4		

**Scoring "To Do" List Type 1**

	Yes	No
Task Component #1		
Task Component #2		
Task Component #3		
Task Component #4		

**Scoring "To Do" List Type 2**

	Scores			
Task Component #1	NS	1	2	3
Task Component #2	NS	1	2	3
Task Component #3	NS	1	2	3
Task Component #4	NS	1	2	3

## Coaching

**Coaching Rubric (Analytic)**

	Criteria #1	Criteria #2	Criteria #3
Done Well			
N.Y.			

**Scoring/Coaching Rubric (Analytic)**

	Criteria #1	Criteria #2	Criteria #3
5			
4			
N.Y.			
N.Y.			
NS			

Example Criteria (to be supported with anchors)

- Relevant, Interesting Title
- Thorough, understandable, and accurate explanation
- Vivid, easily seen, supportive, and effective visuals

Example Task Components (tend NOT to be effective)

- Title
- Explanation
- Visuals

**LET US KNOW  
WHAT YOU THINK!**

**SERVICE RATINGS**

	Great	Good	Fair	Poor
Quality of Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendliness of Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CUSTOMER COMMENTS**

\_\_\_\_\_

**ADDITIONAL INFORMATION**

Restaurant Location: \_\_\_\_\_

Server's Name \_\_\_\_\_

Date of Visit \_\_\_\_\_ Number in Party \_\_\_\_\_

Breakfast  Lunch  Dinner  Drive-Thru or Lobby \_\_\_\_\_

Your Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_

Please drop your completed card in the Comment Box at the counter.

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**GIA Clarity  
Grading Nomenclature**

CLARITY	Diagram	Grade	Description
A G I A		FL	Flawless...Free from all inclusions or blemishes at 10x magnification.
		IF	Internally Flawless...No inclusions visible at 10x magnification. Insignificant surface blemishes only.
VVS <sub>1</sub> VVS <sub>2</sub>		VVS <sub>1</sub>	Extremely minute inclusions very difficult to locate by a skilled observer at 10x magnification.
		VVS <sub>2</sub>	Minute inclusions difficult to see by skilled observer at 10x magnification.
VS <sub>1</sub> VS <sub>2</sub>		VS <sub>1</sub>	Minor inclusions difficult to see by skilled observer at 10x magnification.
		VS <sub>2</sub>	Minor inclusions somewhat difficult to see at 10x magnification.
SI <sub>1</sub> SI <sub>2</sub>		SI <sub>1</sub>	Noticeable inclusions easy to see at 10x magnification.
		SI <sub>2</sub>	Noticeable inclusions very easy to see at 10x magnification and perhaps visible by the unaided eye.
I <sub>1</sub> I <sub>2</sub> I <sub>3</sub>		I <sub>1</sub>	Obvious inclusions at 10x magnification barely detectable to unaided eye.
		I <sub>2</sub>	Obvious inclusions easily visible to the unaided eye.
		I <sub>3</sub>	Prominent inclusions extremely easy to see with the unaided eye usually affecting the durability of the diamond.

**Cleaning Room list**

1. Clean by book shelf.
2. put away cloths.
3. put away books note pads.
4. anything else that is not picked up
5. clean tall dresser.
6. Clean fat dresser.
7. Then you can play with a toy and put it back when you are finished

## 2.57 STANDARDS OF EXCELLENCE

### PURPOSE

To engage students in the development of the coaching or scoring rubrics for a given project, product, or performance.

### DESCRIPTION

This is a strategy proven to be effective as a means of facilitating students developing very high standards of excellence for a project, product, or performance.

### USES

Motivational Environment, Quality

### PROCEDURE

1. Determine what specifically the students are to be developing or doing .
2. Determine specifically what that project, product, or performance is intended to show as evidence of skill, ability, knowledge, and/or specifically what that project, product, or performance is supposed to be able to accomplish.
3. Obtain (or develop yourself) 3 models of exemplary projects, products, or performances based on the decisions in number two above. (These are called "exemplars.") The 3 models should have the similar characteristics that make them good models, but they should be diverse in how they do that. The models do not have to be perfect, but they do have to show what is identified in number 2 above.
4. Obtain (or develop yourself) at least 1 model that exemplifies what is absolutely not supposed to happen.
5. Divide the class into random groups of 2-5 depending on their group process skills.
6. Give the groups the 3 exemplars, clarify with them what they are, and what they are intended to show and/or accomplish.
7. Ask the groups to begin comparing and contrasting the 3 exemplars in order to identify the 3-5 characteristics they have in common. Tell them you will interrupt the process shortly to provide them with NON-exemplary examples to help them focus their discussions.
8. Monitor the groups. When you judge that the non-exemplars would be helpful, pass them out to the groups.
9. While the groups are working, put 3 sheets of butcher paper on the wall labeled as follows:
  - Characteristics that we all observe
  - Characteristics that most of us observe
  - Characteristics that at least one group observes.
10. Have the groups report out, one at a time, the common characteristics, poll the groups, and then have a recorder place the characteristics on the appropriate piece of butcher paper.
11. Have the groups discuss what's on the non-unanimous charts and decide if what's there should be moved to "characteristics that we all observe."
12. Facilitate a discussion with the groups to clarify the language on what all the groups now will agree are the 3-5 common characteristics. Be certain to probe for quality terms.
13. Use strategy #2.50, "The Sorting Tree," if scoring or developmental levels are desired.

*Grade Level: Elementary, Middle, High School*

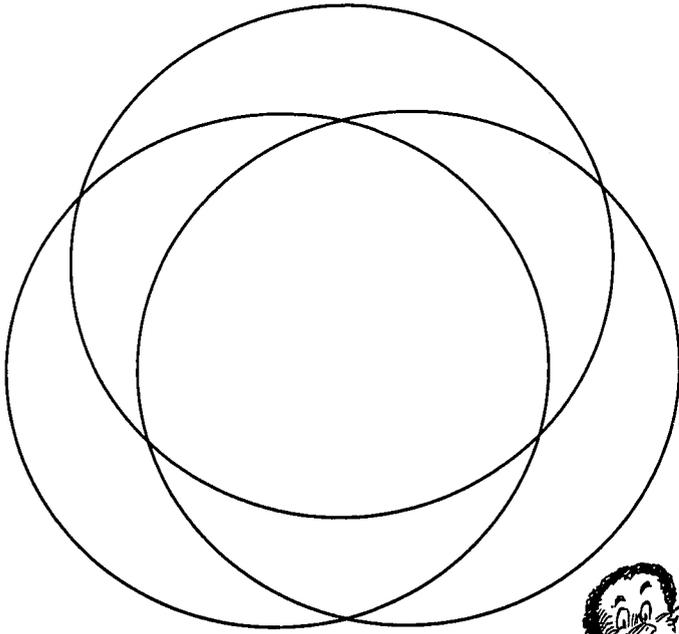
*Time: Varies*

*Special Materials: Examples of high quality student work, chart paper, markers, tape*

*Motivational Standards: Involving, Enabling*

*Pluses: Block Schedules, Group Processing*

## A Rubric's Essential Criteria



Adapted from *The High Performance Toolbox and Motivation & Learning*  
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# RUBRIC DEVELOPMENT

## Coaching Rubrics:

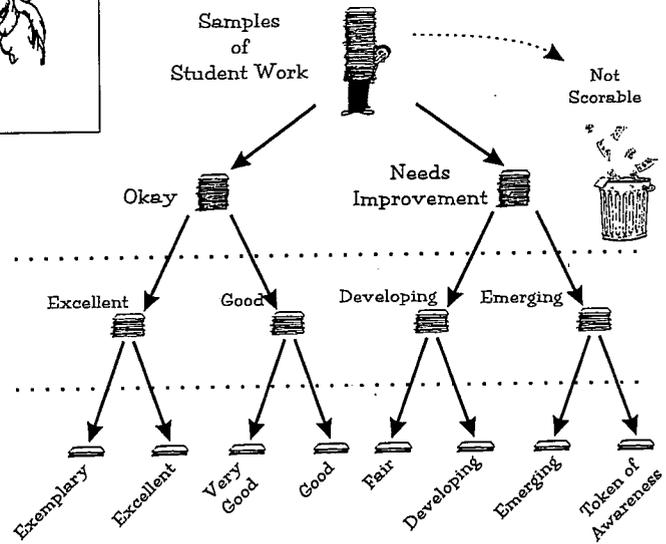
The students are done & receive an excellent grade they have met all the criteria.

## Scoring Rubrics:

The student's work is scored at the deadline based on the quality levels established by the rubric.

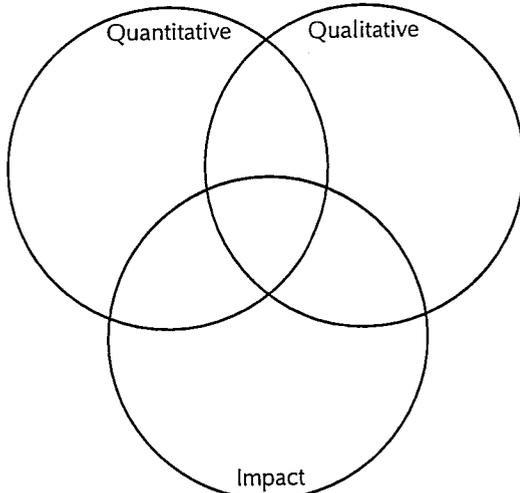
## Rubric Sorting Tree

based on specific criteria



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## Criteria



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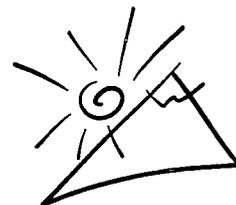
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# **Important Criteria "Targets"**

(and important considerations for each)

## **The *Content* should be . . .**

- accurate
- valid
- precise
- adequate in depth & breadth
- relevant
- insightful
- supported/justified
- logical
- clear

## **The *Form* should show effective . . .**

- organization
- mechanics/usage
- style
- adherence to focus

## **The *Impact* should be evidenced by . . .**

- problem solved
- others persuaded
- others moved
- others learned
- message conveyed
- successful application

## **The *Process* should be used . . .**

- effectively
- efficiently
- logically
- fluently
- correctly

## **The *Appearance & Presentation* should . . .**

- adhere to professional standards
- demonstrate craftsmanship
- align with "outside of school" role expectations
- use quality materials appropriately and effectively



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# Grading With Rubrics

	Rubric Component One	Rubric Component Two	Rubric Component Three	Rubric Component Four	Rubric Component Five
Weight Factor					
Exemplary					
Very Good					
Developing					
Awareness Evident					
Not Scorable					

Score 1  $\times$  Weight Factor =

Score 2  $\times$  Weight Factor =

Score 3  $\times$  Weight Factor =

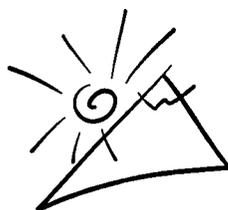
Score 4  $\times$  Weight Factor =

Score 5  $\times$  Weight Factor =

Total Score =

Percentage Score or Final Grade =

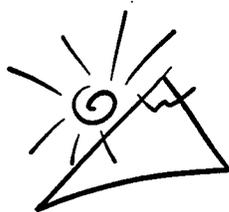
9.



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# "Rubric Tips"

1. Before using the rubric, verify that the rubric truly addresses the standard, essential skills and/or expected result or impact.
2. Base the exemplary level of a rubric on diverse, representative examples. ("Exemplars") (3 examples tend to be the most effective.)
3. Before and during the development of the rubric, use examples of work that clearly represent ALL levels defined in the rubric. ("Anchors")
4. Limit the number of rubric components/dimensions to a maximum of 7. (3 to 5 tend to be the most effective.)
5. Develop the number of quality levels that is appropriate for the rubric's target and use.
6. Develop the number of quality levels that can be clearly distinguished and that represent important differences.
7. Develop an even number of quality levels.
8. Have each criteria/dimension for the exemplary level be accurately addressed for each level.
9. Involve the people who will use the rubric in its creation, or develop their understanding through the study of anchors.
10. Use language that is easily understood by the people who will use the rubric.
11. Make appropriate modifications to the rubric as needed during its use.
12. If students are being asked to do something, and it is important for All students to do this thing well, a rubric needs to be developed.
13. Use whichever of coaching or scoring is most appropriate for the desired results.



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## Rubric for Rubricators

Rubricators are people who develop and use rubrics. Determine which of the columns representing different levels of rubricators best describes you as a developer and user of rubrics.

Level Criteria	Professional Rubricator:	Hobbyist Rubricator:	Developing Rubricator:	Emerging Rubricator:	Not Yet Rubricated:	Scores
<b>Core Rubric Knowledge</b>	I can teach an advanced workshop about rubrics that includes adherence to standards, use of exemplars & anchors, scoring analytically & holistically, & appropriate uses of both scoring and coaching rubrics.	I can coach others about a lot of the topics in the workshop about rubrics mentioned to the left, but I'll be looking for more knowledge & ideas.	I feel fairly confident about rubrics, but I wouldn't feel comfortable volunteering for too much coaching of others.	I know some basic definitions and procedures, but not enough to help anyone else in a significant way.	I don't really know what rubrics are, but I've heard or believe they may be useful.	
<b>Rubric Development Skills</b>	I develop both coaching & scoring rubrics that are consistently effective.	I develop rubrics that work fairly well – but some glitches arise.	My rubrics help improve student work, but they don't consistently define quality, differentiate levels well, and/or promote top quality.	My rubrics are not reliable.	I don't know how to develop a rubric.	
<b>Involvement of Students</b>	I consistently involve the students in the development of both the scoring & coaching rubrics.	With most rubrics, I involve the students in the development.	I seldom involve the students in the development of the rubrics.	I develop rubrics on my own, &/or I obtain them from others myself.	I don't even involve myself in the development or acquisition of rubrics.	
<b>Criteria- Based Thinking</b>	I read, eat, sleep, dream, and think rubrically, feel good about it, and it works!	I think rubrically a lot – but limit it to working hours.	For me, rubricated thinking is typically an afterthought.	I think rubrically so seldom that it surprises me when it happens.	I don't know if I'm a rubricated thinker, but if I am, can it be cured with penicillin?	
<b>Total Score</b>						

# Oral Presentation Rubric

Level Criteria	<i>Exemplary</i> Score: 4 or ...	<i>Proficient</i> Score: 3 or ...	<i>Novice</i> Score: 2, or ..., or N.Y.	<i>Awareness</i> Score: 1, ..., or N.Y.	N. S.	Score
<i>Eye Contact</i> WT:	Consistent, natural eye contact with all audience members -- like this ... ("like this" indicates an anchor is recommended.)	Consistent, natural eye contact with most audience members -- like this ...	Eye contact with at least some of the audience members at least sporadically -- like this ...	Occasional eye contact with at least one person in the audience -- like this ...	The presentation is not done, inappropriate, or totally off task.	
<i>Voice</i> WT:	Everyone finds the presenter's voice natural easy to hear and understand, but not too loud -- like this ...	Everyone can hear and understand, but the voice occasionally appears not natural and/or too loud -- like this ...	Voice is not natural, but most of audience can hear & understand -- like this ...	Voice is difficult to hear by many or too loud -- hard to listen to and understand -- like this ...		
<i>Organization</i> WT:	The organization is logical, easy to follow and anticipate -- like this ...	The organization is logical & easy to follow -- like this ...	The organization is inconsistent (leaves audience wondering), but it is followable -- like this ...	The organization shows "parts," but it is difficult to follow -- like this ...		
<i>Content</i> WT:	The content is thorough, all relevant, accurate and convincingly supported -- like this ...	The content is thorough, mostly relevant, accurate and supported -- like this ...	Some content is relevant, and it is accurate -- like this ...	There is content connected to the assignment somehow.		
<i>Visuals</i> WT:	The visuals are easy to see and interpret -- they significantly facilitate understanding and retention -- like this ...	The visuals are easy to see. They facilitate understanding and retention -- like this ...	The visuals can be seen by at least most and are relevant and support the presentation -- like this ...	There are visuals.		
<i>Impact</i> WT:	The audience can easily state the major points and probable applications.	The audience can state the major points.	The audience can recall some of the major points.	The audience can recall some details.		
Holistic Score						/

## Classroom Rubrics That Are Working

Students with the guidance of their teachers developed these coaching and scoring rubrics. They all were developed through the analysis of exemplary student work and have anchors displayed in the classroom. In addition, students are expected to meet ALL the criteria in order to be done – they are NOT scored based on percentages of criteria met. These examples are real and therefore have numerous characteristics that can be clarified by the anchors, and they may contain several areas that could be improved with hindsight.

### Writing

Am I the best writer I can be?

1. Is my work neat?
2. Did I skip any words?
3. Did I stay on track with my topic?
4. Is my work accurate?
5. Is my work complete?
6. Have I used correct punctuation?
7. Is my spelling correct?
8. Did I do my best?

B. Russel – 3<sup>rd</sup> Grade

Kinser Elementary School

DODDS - Okinawa

### Criteria for Credit

- Neat
- Well Labeled
- Work Shown
- Work Is Down the Page
- Dividing Lines between Columns
- No Unrelated Garbage
- Corrected and Completed
- Stapled Properly
- Answers Indicated

And

- Signed as Indicator of Best Effort

### A+ Printing Paper

- \_ 1. Letters are good size and shape.
- \_ 2. Name is always in the first space.
- \_ 3. Lines skipped (1 space between lines).
- \_ 4. First line is indented.
- \_ 5. Next line is brought back to the edge of the paper.
- \_ 6. Writing is neat and words are spaced carefully.
- \_ 7. There is NOT too much erasing.
- \_ 8. Periods and commas begin on the line.
- \_ 9. Sentences and words are copied correctly.
- \_ 10. Paper is finished

Marcia Mullett — 1<sup>st</sup> Grade

Washington Hunt Elementary School

Lockport City School District, Lockport, New York

### Great Answers to

### Biology Essay Questions

(Developed by Lynn Smith's Biology Students)

- Are paragraphs of 3-8 sentences.
- Have a topic sentence that restates the question.
- Contain effective supporting details.
- Use proper grammar.
- Are thorough and accurate.
- Contain clearly stated ideas.
- Are focused.

14.

Observations Lead good quality thorough Excellent	Next class Lead Nothing spelling errors Speech	Conclusions Lead great spelling precise	<i>Kenedy/Davey/John Robert dock</i>
Lead good, OK Diana good	Some mistakes OK Nice Diana good	Lead Catholic Spelling cards good	<i>CC</i>
Lead Not good few wires, OK	Some errors, Nothing	lots of errors Not that good	<i>CC</i>
Lead bad, not good at all So so	Nothing good	So bad Terrible	<i>CC</i>

**Classroom Developed Rubrics That Are "Not Yet"**

**Scoring Rubric**

4 Great  
3 Good  
2 OK - You Tried  
1 Not Good - Keep Trying

**Coaching Rubric**

- Creative
- Tried Your Best

4 - Conplet, made Observation right, got it done on time, spelling eight, not messy, organized, taking

3 - Almost know errors, right Observation, got it done on time, very few spelling errors, organized.

2 - Some spelling errors, not many observation acceptable, organized.

1 - Not organized, not complete, bad observation, a lot of spelling errors did not take time.

0 = Not done.\*

\* Dea Langendorfer - 6th Grade  
Emmett Belknap Middle School  
Lockport City School District, NY

**Criteria for Mock Historical Artifacts**

Developed by Debbie Karas' 4th Grade Students, Albion Central Schools, Albion, NY

OUTSTANDING	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
Perfect punctuation	Correct punctuation	Some punctuation errors	Lots of punctuation errors	Too many punctuation errors
Perfect spelling	Correct spelling	Some spelling errors	Lots of spelling errors	Too many spelling errors
Accurate information given in the products	Good information	Okay information	Not accurate enough information	Not acceptable information
Complete cooperation	Good cooperation	Some cooperation	Little cooperation	No cooperation
Perfect handwriting	Neat handwriting	Okay handwriting	Sloppy handwriting	Illegible handwriting
Best effort	Good effort	Okay effort	Little effort	No effort
Participation by everyone	Participation by most students in the group	Participation by some students in the group	Participation by few students in the group	Participation by one student
Done before deadline	Done on time	Done a day or two late	Done 5 days late.	Two weeks late



SCORING RUBRIC

STUDENT NAME: \_\_\_\_\_  
 REGION: \_\_\_\_\_

EXCELLENT (6)	PRETTY GOOD (5)	NOT-SO-GOOD YET (4)
Outline with lots of details done in correct form.	Outline done in correct form; not many details	Incorrect form or no details.
Various LANDFORMS named and described.	Some LANDFORMS named; not well-described.	Some LANDFORMS named, not described.
OCCUPATIONS listed and explained in detail.	OCCUPATIONS listed and somewhat described.	OCCUPATIONS listed.
NATURAL RESOURCES and how people use them are well-explained.	NATURAL RESOURCES and how people use them are mentioned.	NATURAL RESOURCES mentioned.
2 important cities of the region listed...and WHY they are important cities well-explained.	2 important cities of the region listed...and WHY they are important cities mentioned.	2 important cities of the region listed.
Places of interest mentioned, what you could do there, explained, and WHERE these places are discussed.	Places of interest mentioned, what you'd do there mentioned.	Places of interest mentioned.
Work done neatly.	Work done adequately.	Work done sloppily.
No spelling, or grammar mistakes	Some spelling & grammar mistakes	Many spelling & grammar errors.

— X 6 =  pts.      — X 5 =  pts.      — X 4 =  pts.

BONUS! 4 BONUS POINTS IF YOU INCLUDE A LIST OF THE STATES AND CAPITALS OF YOUR REGION!      TOTAL POINTS X 2 =  + BONUS =  %

WRITING RUBRIC

CRITERIA:

DONE WELL

NOT YET

- One paragraph for every main idea.
- Explanations or examples for your opinions.
- Neat penmanship.
- Words all spelled correctly.
- Sentences all punctuated correctly.
- Paper headed correctly.

<input type="checkbox"/>	<input type="checkbox"/>

15.

# ADDITIONAL RESOURCES FOR PEAK LEARNING BY ALL

Visit our Web Site at [www.peaklearn.com](http://www.peaklearn.com) for practical ideas, additional resources, valuable links, and ways to order any of the following resources.

## Peak Learning Systems' Publications

- *The High Performance Toolbox – Succeeding with Performance Tasks, Projects, and Assessments*, 3<sup>rd</sup> Edition, by Spence Rogers, Shari Graham, and the Peak Learning Systems' Team.
- *Motivation & Learning – Building Excitement to Learn and Igniting the Drive for Quality* by Spence Rogers, Jim Ludington, & Shari Graham.

## Additional Resources

- Bonstingle, Jay. *Schools of Quality 2<sup>nd</sup> edition*. ASCD, 1992,1996.
- Caine, Renate and Geoffrey Caine. *Education on the Edge of Possibility*. ASCD, 1997.
- Covey, Stephen R. *Principle Centered Leadership*. Summit Books, 1990, 1991.
- Covey, Stephen R. *The 7 Seven Habits of Highly Effective People*. Simon and Schuster, 1989.
- *Creative Training Techniques Newsletter*. Lakewood Publications, (800) 707-7749.
- Csikszentmihalyi, Mihaly. *Flow – The Psychology of Optimal Experience*. Harper Perennial, 1990.
- Erickson, H. Lynn. *Concept-Based Curriculum and Instruction*. Corwin, 1998.
- Ginsberg, Margery. Johnson, Joseph and Cerylle Moffett. *Educators Supporting Educators*. ASCD, 1997.
- Glasser, William. *Choice Theory*, Harper Collins, 1998.
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# EDITING RUBRIC

## MECHANICS

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### CAPITALIZATION

-FIRST WORD OF EVERY SENTENCE



-PROPER NOUNS ARE CAPITALIZED



-TITLES ARE CAPITALIZED



-CAPITALIZED "I"



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### PUNCTUATION

-PERIODS AT THE END OF EVERY SENTENCE



-QUOTATION MARKS WHEN WORDS ARE SPOKEN  
(JOE SAID, "HI, HOW ARE YOU?")

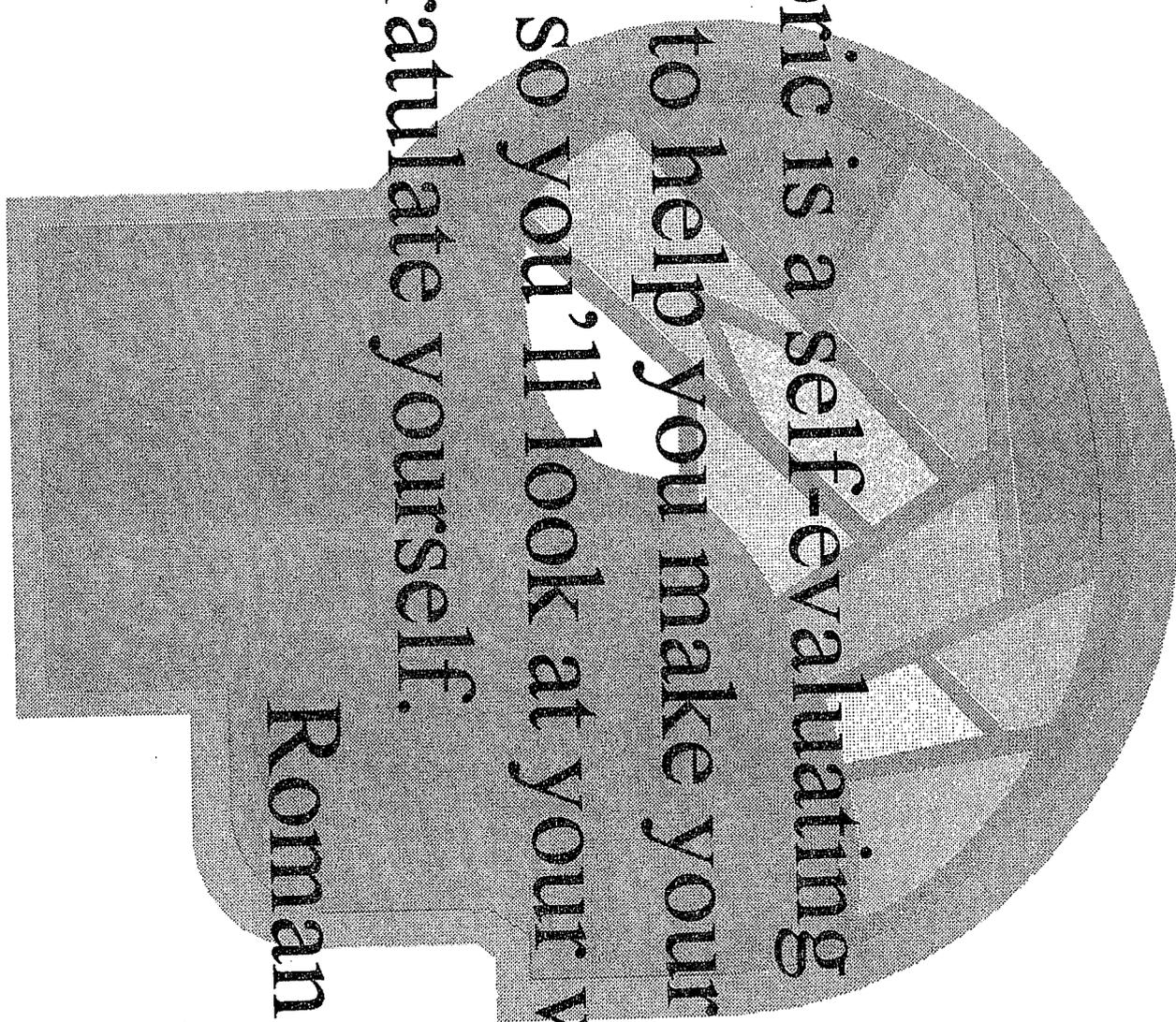


-APOSTROPHIES for CONTRACTIONS



-APOSTROPHIES FOR POSSESSIVES

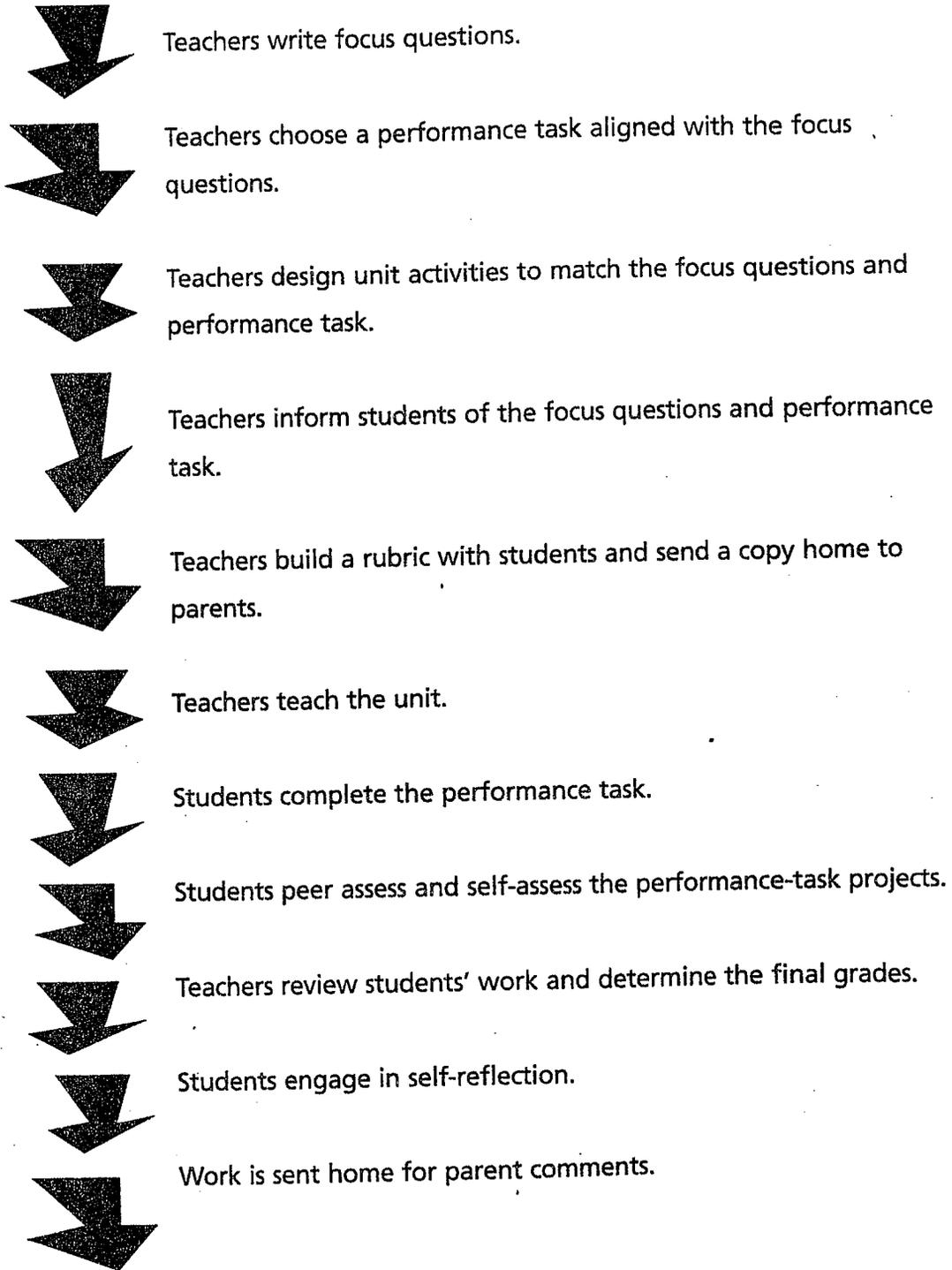




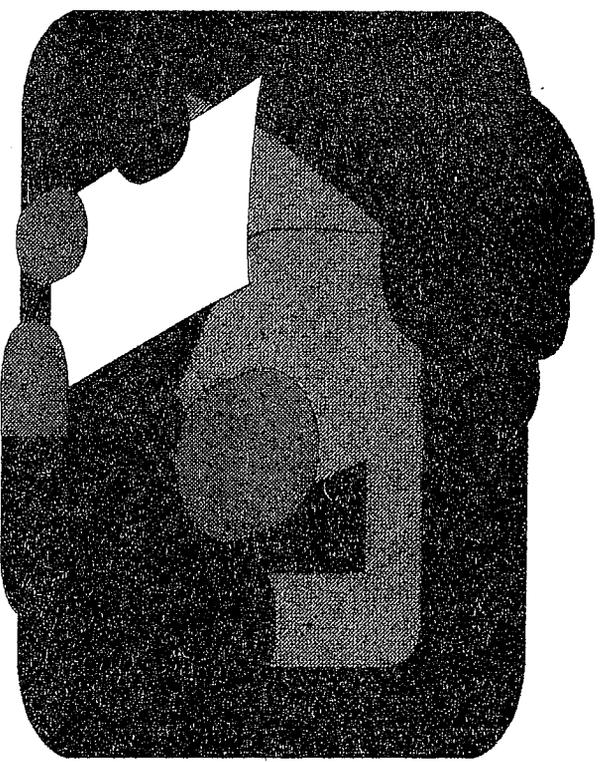
A rubric is a self-evaluating  
paper to help you make your best  
work so you'll look at your work  
congratulate yourself.

Roman

## Summary of the Assessment Process



How do you use  
a rubric?



Sometimes when you  
give the teacher your math  
work, the teacher will say, “Don’t give it to  
me, look at the rubric to check if you have  
done your best.”

Wesley

# Responsibility Rubric

## ◇ Always

- ◇ listens with eyes and ears
- ◇ respects conversations  
and chooses time to speak
- ◇ has clean, organized work area
- ◇ diligent about quality work
- ◇ follows directions 1st time

## ◇ Frequently

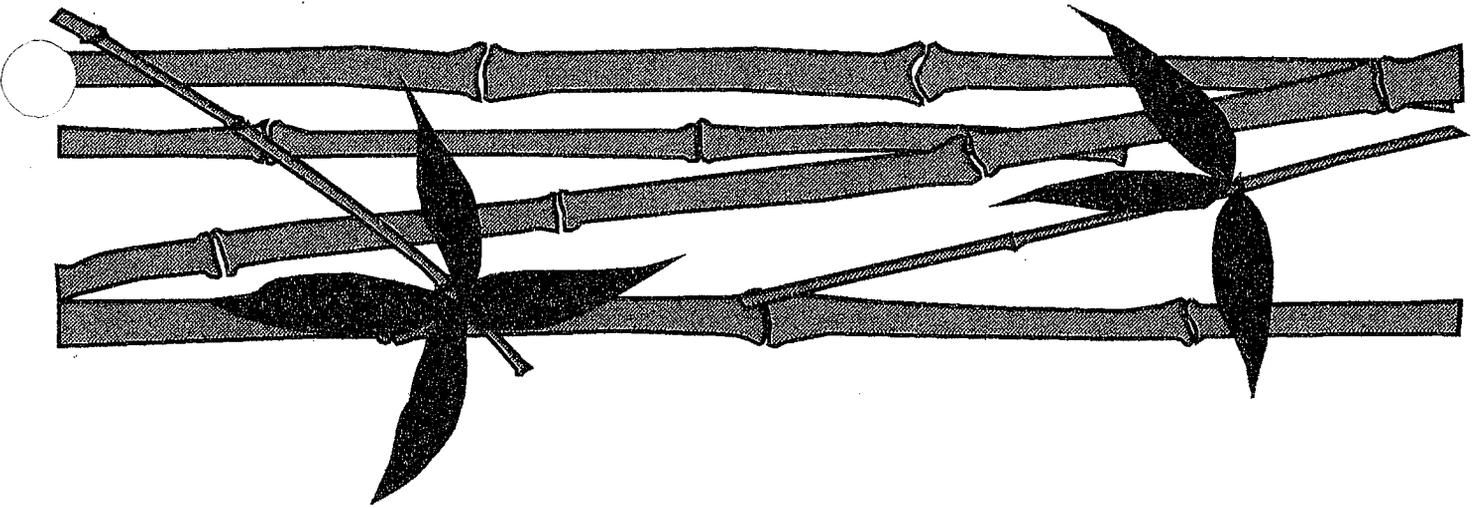
- ◇ listens with eyes and ears
- ◇ respects conversations  
and waits to speak
- ◇ has clean, organized work area
- ◇ does great work

## ◇ Occasionally

- ◇ listens
- ◇ respects conversations
- ◇ has clean, organized work area
- ◇ does best work
- ◇ is on task

## ◇ Seldom

- ◇ listens  
(eyes not on speaker)
- ◇ respects conversations  
(speaks out in class)
- ◇ has organized work area  
(messy)
- ◇ does their best work
- ◇ is on task

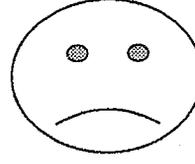
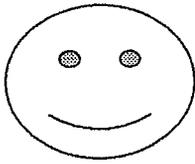


A rubric is a sheet  
of paper that tells  
what the teacher  
expects of your work.

Meagan

## Evaluate Your Work

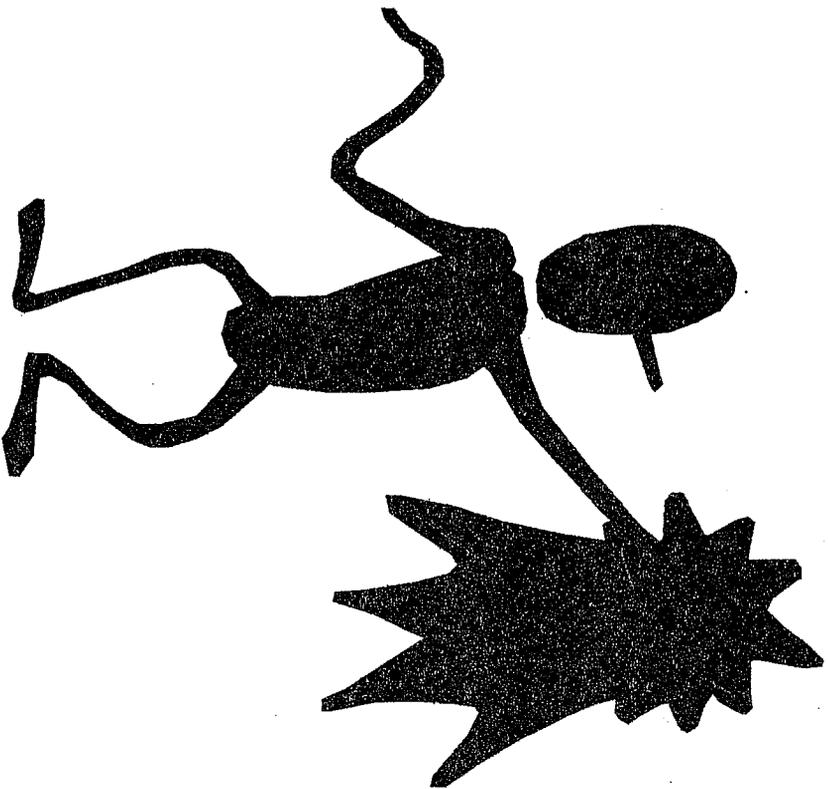
Place an X under the face that best describes your ability to do a Hyperstudio projects.



<b>CHECK YOURSELF</b> <small>PUT AN X ON THE FACE THAT MATCHES YOUR ABILITY</small>	Yes	No
<b>CARD 1:</b>		
• <b>Solid Colors</b> (did you draw using at least 3 different solid colors?)		
• <b>Artwork</b> (did you draw using at least 3 different painting tools/or paint tool sizes?)		
• <b>Connecting Button</b> (Have you installed a button connecting to the next page that says "Next Page" using an action and sound)		
<b>Card 2:</b>		
• <b>Textured Colors</b> (did you draw using at least 3 different textured colors?)		
• <b>Artwork</b> (did you draw using at least 3 different painting tools/or paint tool sizes?)		
• <b>Connecting Button</b> (Have you installed a button connecting to the next page that says "Next Page" using an action and a sound from the "disk library")		
<b>Card 3:</b>		
• <b>Solid or Textured background</b> (you may use either, or a combination of the both)		
• <b>"Graphic Object"</b> photo of Addy named in the graphic object window extra credit = adding a sound to Addys' picture.		
• <b>"Text Object"</b> with a short story about Addy, your pet, or a pet of your own invention.		
• <b>"Insert Button"</b> connecting to the first page or to another page where you have inserted an "Author Credits" page.		

**Question 1: What did you learn from this project that you are able to teach to fellow classmates?**

**Question 2: Please name at 3 things that you have learned that weren't included in this evaluation (this might be difficult to answer, but please try!).**

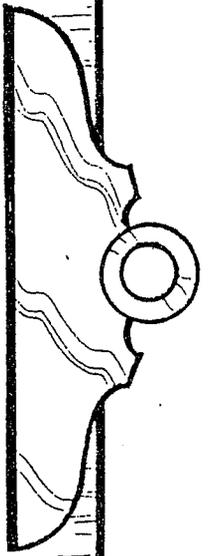


# A Math Rubric

A rubric is a  
self-evaluating  
sheet.

- The highest score is a 4, then 3,2, and 1.
- 3 is you did good but you need more explanation.
  - 2 is you did the answer but you didn't explain.
  - 1 is you didn't do it at all. AND
  - 4 is you did it **PERFECT!!!!**

Shaila



Use this rubric to evaluate and improve your mathematical explanation

4

The mathematical explanation is very clear. It is creative.

*\* The student should be proud!*

3

The mathematical explanation is clear. The question is answered. Examples are given.

*\* The student could be more creative.*

2

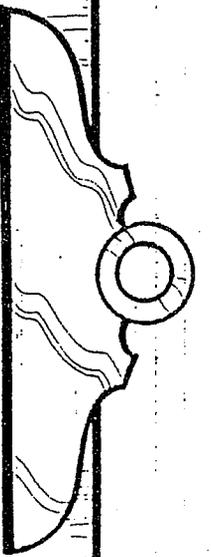
The mathematical explanation is weak.

*\* The student should provide more clarification.*

1

The mathematical explanation is not clear.

*\* The student should try again and ask for help if needed.*



Use this rubric to evaluate and improve your mathematical explanation

4

The mathematical explanation is very clear. It is creative.

*\* The student should be proud!*

3

The mathematical explanation is clear. The question is answered. Examples are given.

*\* The student could be more creative.*

2

The mathematical explanation is weak.

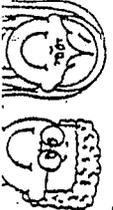
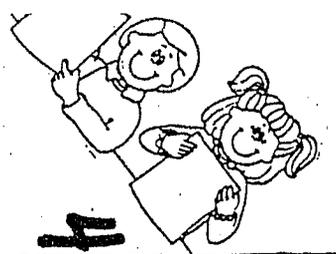
*\* The student should provide more clarification.*

1

The mathematical explanation is not clear.

*\* The student should try again and ask for help if needed.*

# "How To..." Rubric

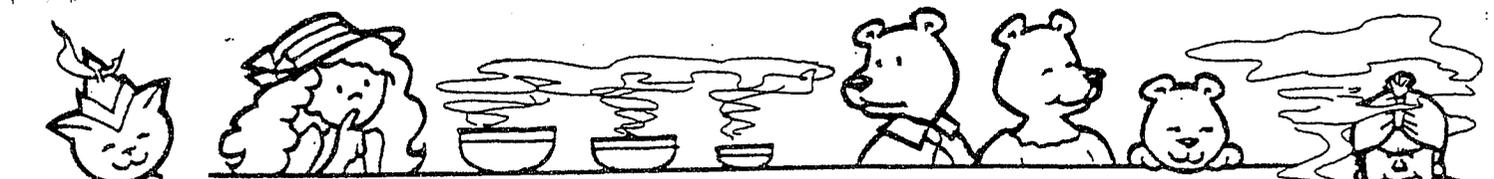


ORGANIZATION	IDEAS	SENTENCE STRUCTURE	STYLE and VOCABULARY
<p>4</p> <ul style="list-style-type: none"> <li>*Has a <i>beginning</i> sentence</li> <li>*Uses a variety of sequence words</li> <li>*Sentences are in order</li> <li>*Has a <i>closing</i> sentence</li> </ul>	<ul style="list-style-type: none"> <li>*Main idea is stated clearly</li> <li>*You could easily follow the steps</li> <li>*Ideas are interesting</li> <li>*Each step is explained</li> </ul>	<ul style="list-style-type: none"> <li>*Many kinds of sentences are used</li> </ul>	<ul style="list-style-type: none"> <li>*Many, many <i>adjectives</i> are used</li> <li>*A comparison using like or as is used</li> <li>*Word paintings are clear</li> </ul>
<p>3</p> <ul style="list-style-type: none"> <li>*Sequence words are used. Such as: first... next... then... after... last...</li> <li>*Steps are in order</li> </ul>	<ul style="list-style-type: none"> <li>*There is a main idea</li> <li>*The steps support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>*Some different sentence patterns are used</li> <li>*Sentences are complete thoughts</li> </ul>	<ul style="list-style-type: none"> <li>*Uses many <i>adjectives</i> (more than five)</li> <li>*Words are beginning to paint a mind picture</li> </ul>
<p>2</p> <ul style="list-style-type: none"> <li>*Sentences have some order</li> <li>*No sequence words are used</li> <li>or</li> <li>the same sequence word in used over and over</li> </ul>	<ul style="list-style-type: none"> <li>*It is not easy to tell what the main idea is</li> <li>*There are some steps</li> </ul>	<ul style="list-style-type: none"> <li>*Sentences are short</li> <li>*Sentence patterns are all the same</li> </ul>	<ul style="list-style-type: none"> <li>*Uses some <i>adjectives</i> (less than five)</li> <li>*Words are not creative</li> </ul>
<p>1</p> <ul style="list-style-type: none"> <li>*Sentences are not in any order</li> </ul>	<ul style="list-style-type: none"> <li>*You can not tell what the paragraph is about</li> </ul>	<ul style="list-style-type: none"> <li>*Sentences are not complete</li> </ul>	<ul style="list-style-type: none"> <li>*No adjectives or other creative words</li> </ul>



# Editing Rubric

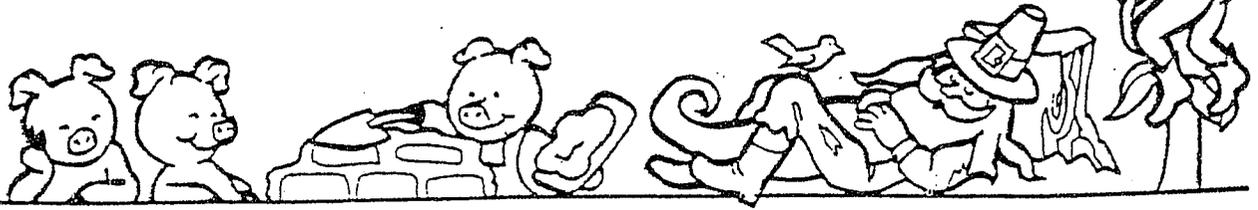
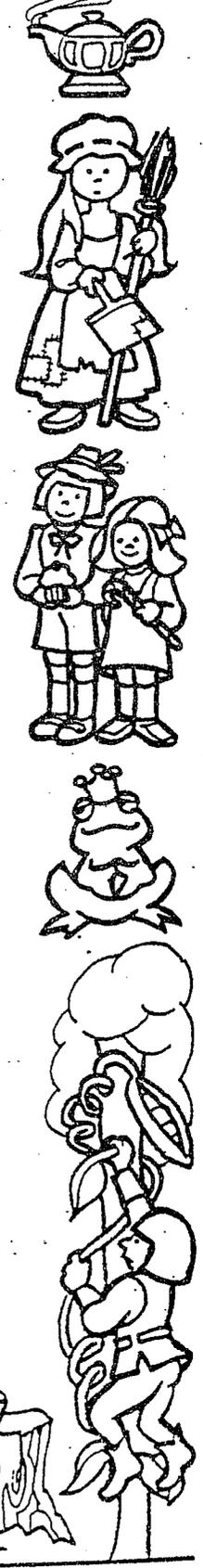
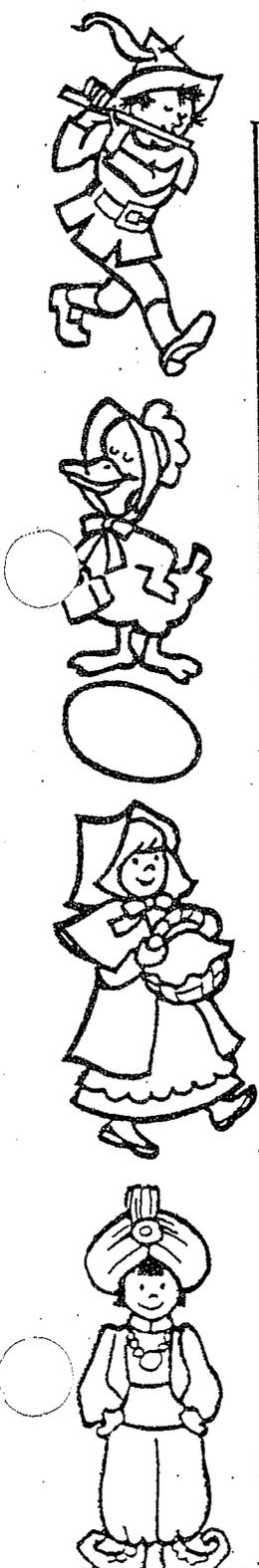
Mechanics	Spelling	Handwriting
<ul style="list-style-type: none"> <li>• Correct punctuation of contractions and possessives.</li> <li>• Proper Capitalization</li> <li>• Paragraph Form</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate with very few mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• exceptionally nice, neat handwriting</li> </ul>
<ul style="list-style-type: none"> <li>• Correct indentation of first word in par.</li> <li>• Sentences in paragraph form</li> <li>• Correct punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Common words are spelled correctly</li> <li>• difficult words can be read using inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>• neat and readable</li> </ul>
<ul style="list-style-type: none"> <li>• Uses some capitalization rules correctly</li> <li>• Uses some punctuation rules correctly</li> <li>• no paragraph form</li> </ul>	<ul style="list-style-type: none"> <li>• Common words are spelled correctly</li> <li>• difficult words are unreadable</li> </ul>	<ul style="list-style-type: none"> <li>• messy, handwriting</li> <li>• too light or too dark</li> <li>• space problems</li> </ul>
<ul style="list-style-type: none"> <li>• Capital letters are in the wrong places or no use of capitals</li> <li>• no punctuation used</li> </ul>	<ul style="list-style-type: none"> <li>• unable to read most words</li> <li>• Common words are misspelled</li> </ul>	<ul style="list-style-type: none"> <li>• too messy to be read</li> </ul>



# Fairy - Tale Rubric

Characteristic is not in the story.  
 Characteristic is mentioned  
 Characteristic is well developed  
 Characteristic is well developed, descriptive and creative

Characteristic	1	2	3	4
has good guys and bad guys				
conflict good against evil				
good was rewarded evil was punished				
magic is used to solve the conflict				
has a recurring phrase				
Once upon a time... happily ever after...				



# Rubric-Based Assessment: What, How, When, and Why

## The 3 R's of Assessment

The "3 R's" of assessment are Rubrics, 'Riting, and 'Rithmetic. Both the products of the writing process along with the rubrics used to grade these products and samples of the new open-ended math along with the rubrics used to grade them are important parts of the new assessment and ready-made components of portfolio assessment. This is true whether you are thinking of the portfolio as a container or as a method. The written pieces and the math samples not only go into the portfolio but also lend themselves to the process of reflection which is one of the unique features of portfolio assessment.

## What Is an Open-Ended Math Problem?

An open-ended math problem is a problem constructed in such a way that the student is encouraged to be creative in working toward a solution. The problem may have more than one potential solution and its purpose is to help the student clarify the thinking inherent in a math concept rather than reach some "right" answer. It may also involve a spin-off into other concepts or multiple applications of the original concept. The use of a rubric to grade open-ended math problems helps to keep the focus on how the student thought about the problem rather than what the answer turned out to be.

## What Is a Rubric Anyway?

The word "rubric" literally means "rule." When the word is used in connection with assessment, a rubric is a scoring guide that differentiates, on an articulated scale, among a group of student samples that respond to the same prompt and range from the excellent response to one that is inappropriate and needs revision.

## How Many Kinds of Rubrics Are There?

There are two types of rubrics: *holistic* and *analytic*.

### A Holistic Rubric

- This rubric is used to measure the overall effect of a piece of writing (or any response to a prompt) with a set of appropriate guidelines. A holistic rubric is not quantitative.

### An Analytic Rubric

- This rubric consists of score points assigned to various elements to be looked for in a written response. Analytic rubrics are totally quantitative.

## GUIDELINES FOR HOLISTIC SCORING

The following guidelines are adopted from the CTB Writing Assessment System.

To help evaluators rate the "total impression" of papers, the guidelines are stated in general terms. This means that papers that do not incorporate all of the features of this particular mode of writing may still be rated as good or acceptable papers.

The holistic guidelines must be adapted to evaluate skills appropriate at a particular grade level, but then they must be used with careful consistency to ensure the reliability and validity of the results.

Use the following guidelines to score the writing.

- 6** Response is complete and superior in development, with fine use of language and mechanics. The writing is clearly focused and on topic and has logical, well-developed support. There is a clear sense of voice, purpose, and audience. Balance, precise vocabulary, and sophistication set this response apart.
- 5** Response is clear and well organized. It has a clear sense of purpose and few errors in mechanics or language. There is logical development of a topic, with good support. Response shows a good command of language with spelling errors on above grade level words only. This response is balanced and complete.
- 4** Response is competently organized and developed with adequate use of language and mechanics. The response is well organized and focused. Development may be brief with few examples, but is focused on topic. Vocabulary is good, and common words are spelled correctly.
- 3** Response is scantily developed. Frequent errors in mechanics and language detract from the whole. There is some focus on a topic and some support, though lapses in logic and balance may occur, or the support may be vague. Organizational plan is evident but weak.
- 2** Response is poor. Errors in language and mechanics may obscure the meaning. There is little evidence of focus on a topic or of an organizational plan. Support is suggested but awkwardly articulated, possibly a listing. Poor vocabulary and spelling inhibit understanding.
- 1** Response is scarcely coherent. Errors obscure the meaning. There is no balance, little or no logic, and little or no attention to a topic.
- 0** Paper is illegible.

# Generalized Task Rubric

The generalized task rubric below is a more complex version of the DO-IT-YOURSELF RUBRIC on the preceding page. It can be used as a "template" from which to build specific elaborated rubrics.

An elaborated rubric (see pages 59, 65, and 71) can be devised to fit a particular prompt in any subject area by adding specific elements to the categories in the generalized rubric, building both up and down the scale from Score 4 which is the midpoint.

Scores 6 and 5 would be considered high papers, Scores 4 and 3 would be high/low average, and Scores 2 and 1 would be attempts that "need revision" or "need correction." Failure is not part of teaching with this rubric, since the student can always try again.

On the next pages you will find examples of prompts for open ended math problems. These include teacher scripts, forms for the student samples, and rubrics that have been elaborated with details appropriate to each prompt. A range of student work follows each set of forms.

## Generalized Task Rubric

**Score 6:** *Exemplary Achievement*

**Score 5:** *Commendable Achievement*

**Score 4:** *Adequate Achievement*

(Demonstrates a general understanding of the major concepts.)

**Score 3:** *Some Evidence Of Achievement*

**Score 2:** *Limited Evidence Of Achievement*

**Score 1:** *Minimal Evidence Of Achievement*

**Score 0:** *No Response*

*From: Writing is Thinking  
Also in Report Cards*

NAME \_\_\_\_\_

QUARTER 1 2 3 4

## Developmental Stages of Writing Continuum

Ages 4 - 6

### Pre-emergent

Verbalizes about experiences using descriptor words.

Repeats nursery rhymes, chants, etc.

Dictates stories.

Explains about a series of pictures or events.

Writes letters of the alphabet

Draws pictures to communicate.

\* adapted from Rochester Community Schools

Ages 5 - 7

### Emergent

Writes one or two words about an event, picture, or special interests.

Writes simple notes

Uses invented spelling in writing.

Develops a sense of story

Writes signs and labels.

Ages 6 - 8

### Early

Expands use of words in describing.

More aware of punctuation and use of capitals.

Begins revising and editing writing.

Writes two or more sentences on a single idea, event, or experience.

Writes simple rhymes

### Fluent

Writes personal and notes

The writer observes the hallmarks of the writing process:

pre-writing

revising

proof reading

publishing

Writes for a variety of audiences

Uses a varied vocabulary

Quantify Scoring Guide in Kid Language  
Without Dimensions

6 Knocks my Socks Off

---

- 5
- I chose to use all the important information
  - I used pictures, models and/or symbols to solve the problem
  - I finished my work
  - I checked my work
  - My work was done correctly
  - I told why the solution was correct
  - I used correct math words to explain my thinking to others
  - I showed more than one way to solve the problem
- 

4

---

- 3
- I used some important information but got confused
  - My pictures, models and/or symbols helped me a little
  - I was not quite finished
  - I checked some of my work
  - My problem was not quite correct
  - I told how I got my solution
  - I could partly explain my thinking to others and use some math words
  - I showed that I tried more than one way to solve the problem
- 

2

---

- 1
- I left out some important information
  - I forgot to use pictures, models or symbols
  - I did not get my work finished
  - I did not check my work
  - My work was not correct
  - I was unable to explain my thinking to others and did not use math words
  - I showed only one way to solve the problem

-----  
Rubrics of 6 - 5 - 4 - 3 - 2 - 1

6 = Student shows complete understanding of the concept. Work clearly demonstrates understanding and goes beyond what is required. Communication concise and clear.

5 = Student shows understanding of the concept. Work is neatly and carefully completed. Communication is clear.

4 = Student demonstrates understanding of the concept. Work lacks a degree of organization and neatness.

3 = Student demonstrates partial understanding of the concept. Some neatness and organizational thought is apparent in his/her work. Communication is somewhat limited.

2 = Student shows fragmented understanding of the concept. Work is not clear and the student does not demonstrate organization in his/her thoughts. Communication is vague.

1 - Student attempts project but does not demonstrate understanding of the concept. Work lacks organization. Work may be incomplete.

-----  
Wherever reasonable and equitable, letter grades are equivalent to the above standards:

6 = A  
5 = B  
4 = C+  
3 = C  
2 = C-  
1 = D

Rubric Grade = +1  
Project or paper attempted;  
concept not understood; lacks  
organization; work/incomplete

Rubric Grade = +2  
Fragmented understanding of  
concept; work is not clear;  
organization is not shown;  
communication is vague

## **3-2-1 Rubric**

### **3 Good Paper**

- Neat, organized
- Explains well--good conclusion
- Shows a lot of effort
- Took time
- Legible
- All necessary info there
- Complete

### **2 Okay Paper**

- Some effort
- Only what was needed, no extra effort
- Some work shown
- Legible
- Okay conclusion

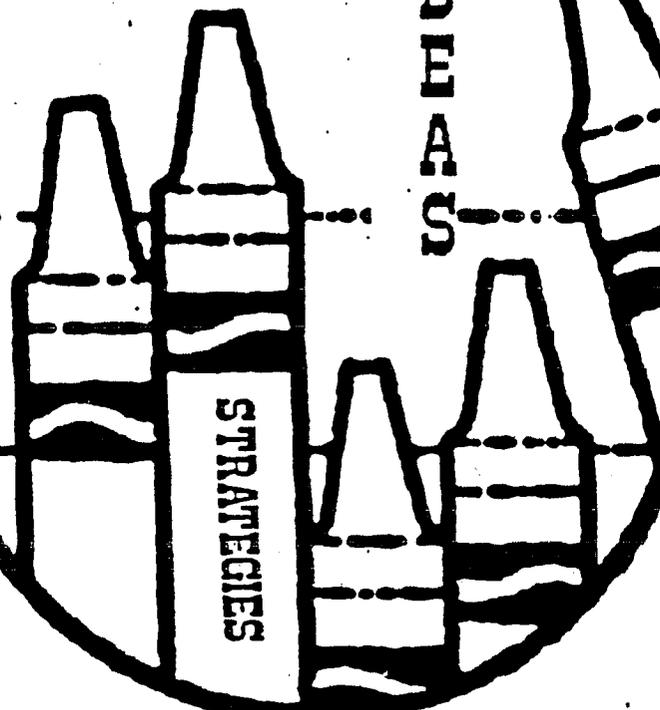
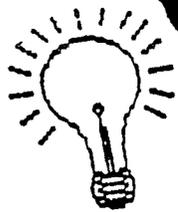
### **1 Paper Which Needs Work**

- Sloppy, illegible
- Not enough work
- Little effort
- No information, no conclusions
- Incomplete



<b>PROBLEM SOLVING Steps</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Accurately identifies constraints or obstacles	Accurately and thoroughly describes the relevant constraints or obstacles	Accurately identifies the most important constraints or obstacles	Identifies some constraints or obstacles that are accurate along with some that are not accurate	
Identifies viable and important alternatives for overcoming the constraints or obstacles	Identifies creative but plausible solutions to the problem under consideration. The solutions address the central difficulties posed by the constraint or obstacle	Proposes alternative solutions that appear plausible and that address the most important constraints or obstacles	Presents alternative solutions for dealing with the obstacles or constraints, but the solutions do not all address the important difficulties	
Selects and adequately tries out alternatives	Engages in effective, valid, and exhaustive trials of the selected alternatives. Trials go beyond those required to solve the problem and show a commitment to an in-depth understanding of the problem	Puts the selected alternatives to trials adequate to determine their utility	Tries out the alternatives, but the trials are incomplete and important elements are omitted or ignored	
If other alternatives were tried, accurately articulates and supports the reasoning behind the order of their selection, and the extent to which each overcame the obstacles or constraints	Provides a clear, comprehensive summary of the reasoning that led to the selection of secondary solutions. The description includes a review of the decisions that produced the order of selection and how each alternative fared as a solution	Describes the process that led to the ordering of secondary solutions. The description offers a clear, defensible rationale for the ordering of the alternatives and the final selection	Describes the process that led to the ordering of secondary solutions. The description does not provide a clear rationale for the ordering of the alternatives, or the student does not address all the alternatives that were tried.	Describes an illogical method for determining the relative value of the alternatives. The student does not present a reasonable review of the strengths and weaknesses of the alternative solutions that were tried and abandoned

*may need rewording - start*



I  
D  
E  
A  
S

**I**dentify and define the problem.

**B**rain your brain of possible solutions.

**E**xplore and experiment by selecting and trying a solution.

**A**ssess and evaluate how well the solution worked.

**S**elect solutions until successful

TO GET ALONG WITH OTHERS WE MUST:

**D**EFINE THE PROBLEM

**E**XPLORE THE POSSIBILITIES

**E**VALUATE THE SOLUTIONS

**D**ECIDE!

## **Rubrics of 6-5-4-3-2-1**

- 6 Clearly a superior project. Student shows complete understanding of the concept. All required elements are present. The work clearly communicates this and takes it one step further.
- 5 Student shows understanding of the concept. Work is neatly and carefully completed. All required elements are present.
- 4 Student demonstrates partial understanding of the concept. Work is somewhat organized but a little less than neat.
- 3 Student does not demonstrate clear thinking. Some understanding of the concept is evident. However, work is neither neat nor thoughtfully organized.
- 2 Student show vague understanding of the concept. Work is not clear and the student demonstrates little or no organization.
- 1 Student attempted project but does not demonstrate any understanding of the concept. Work is erratic and highly disorganized. It is difficult to follow the train of thought of the student.

## ON YOUR OWN

## CREATING PERFORMANCE TASKS

Create a meaningful performance task for your subject area.

Subject Area: Health Grade Level: 8th Grade

**Task Description:** As part of the school's "Health Fair Week," students will develop a plan for eliminating all smoking areas from local business areas. The completed project will include a brochure that contains important information, a letter to the community newspaper advocating their position, and a 5-minute video "selling" their plan to the business owners.

Time frame: 3-4 weeks.

**Direct Instruction for Whole Class:** The whole class will be involved in the following learning experiences:

- Guest lecture from the school nurse on the effects of second-hand smoke on people
- Training in graphic design on the computer
- Lectures and discussions of health risks related to smoking

**Group Work:** Students may select their group.

Group One	Group Two	Group Three	Group Four	Group Five
Research facts and statistics about effects of smoking.	Prepare charts and graphs on health risks of smoking.	Create a brochure to present to the business leaders.	Poll the community members and prepare a letter to the editor.	Videotape a presentation to business owners presenting the class's case.

**Individual Work:** In addition to the group project, each student will complete the following individual assignments: 1) A brochure that integrates the most essential facts, statistics, quotes, and visuals to argue for a smoking ban in all public businesses in the area;

2) A portfolio that contains artifacts from the assignments as well as student reflection on the process and the product.

**Methods of Assessment:**

- Teacher-made test on the health risks of smoking
- Rubrics to assess each group project
- Checklist to assess criteria for individual portfolios

Two different approaches  
 focus on subject matter  
 by itself in itself

audience

final product

why is this relevant to your life

**ON YOUR OWN**

# CREATING PERFORMANCE TASKS

Create a meaningful performance task for your subject area.

Subject Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Task Description:**

**Direct Instruction for Whole Class:**

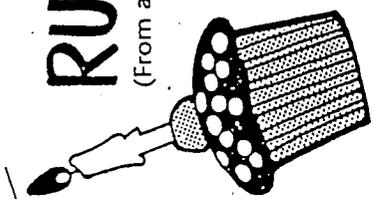
**Group Work:**

**Individual Work:**

**Methods of Assessment:**

# RUBRIC FOR ASSESSING A BIRTHDAY PARTY

(From a Child's Point of View)



①

"I need to go home and do my homework!"

②

"Can't stay – I've got chores at home"

③

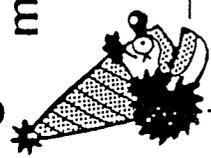
"Can I spend the night?"

④

"Will you adopt me?"

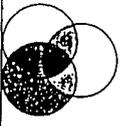
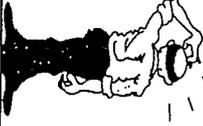
	①	②	③	④
Food	Steamed Broccoli and Carrots	Mom's Tuna Fish and Potato Chip Casserole	McDonald's Happy Meal™ (free balloons)	Super Deluxe Supreme Pizza (deep dish)
Gifts	New Underwear (K-mart specials)	School Supplies (Mr. Eraserhead)	"The Lion King" Video	Full Set of Power Rangers
Entertainment	My Sister's Poetry Readings (T.S. Eliot)	Lawrence Welk Polka Contest (accordion rap song)	Barney and Friends	Robin Williams (live) "..." 
Games	"Go Fish!" and "Slap Jack"	Musical Chairs to Broadway Show Tunes	Virtual Reality Headsets	"Full-Contact Twister" (no chaperones)

Criteria



# CRITERIA FOR DORM FOOD



Category	1	2	3	4	5
 <p>Color</p>	All the same color	Monochromatic but hues within the shade	Varied subdued hues	Vivid	Vivid and appropriate to the food
 <p>Texture</p>	Consistently mushy	Mushy but occasional identifiable lumps	Varied but an inverse relationship to the food (mushy pot to chips)	Varied but occasionally inappropriate	Varied textures and appropriate to the food
 <p>Temperature</p>	All food consistently cold	Consistently lukewarm	For 1 of varied temperature but inverse relationship exists	Varied but occasionally inappropriate	Varied temperature but consistently appropriate to the food
 <p>Taste</p>	No identifiable taste	One constant taste regardless of food	Varied but inconsistent with identified food	Appropriate to food	Appropriate to food and enhanced with spices and herbs
 <p>Identity</p>	Cannot be identified (aka manager's choice)	Must be inferred	Can usually be identified	Can be positively identified	Sight, taste, and smell correlate for positive identification

Summer  
Final

# ORAL PRESENTATION: HOLISTIC RUBRIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Final Grade: \_\_\_\_\_

5

The subject is addressed clearly.  
Speech is loud enough and easy to understand.  
Good eye contact.  
Visual aid is used effectively.  
Well organized.

4

Subject is addressed adequately.  
Speech has appropriate volume.  
Eye contact is intermittent.  
Visual aid helps presentation.  
Good organization.

3

Subject is addressed adequately.  
Speech volume is erratic.  
Student reads notes—erratic eye contact.  
Visual aid does not enhance speech.  
Speech gets off track in places.

2

Speech needs more explanation.  
Speech is difficult to understand at times.  
Lack of adequate eye contact.  
Poor visual aid.  
Lack of organization.

1

Speech does not address topic.  
Speech cannot be heard.  
Very little eye contact.  
No visual aid.  
No organization.

**Scale:** 5=A; 4=B; 3=C; 2=D; 1= Not Yet

**General Comments:** You did a good job demonstrating your project and delivering the speech. Your organization, however, was a little sloppy and you read your notes too much.

## Chapter 7—Transparency 9

# SPEECH RUBRIC

Student: \_\_\_\_\_ Course: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Performance to be assessed: \_\_\_\_\_

1. CRITERION: Organization of Speech SCORE

Scale 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3

Elements	Indicators			SCORE
a. <u>Introduction</u>	• <u>Hook that introduces topic</u>	• <u>Hook that grabs our attention</u>	• <u>Hook that electrifies us</u>	_____
b. <u>Transitions</u>	• <u>Choppy connections</u>	• <u>Words/phrases to link ideas</u>	• <u>Smooth/seamless transitions</u>	_____
c. <u>Conclusion</u>	• <u>Just stopped talking</u>	• <u>Referred back to introduction</u>	• <u>Powerful quote or question</u>	_____

2. CRITERION: Content of Speech

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3

a. <u>Research</u>	• <u>One source cited</u>	• <u>Two sources cited</u>	• <u>Three key sources cited</u>	_____
b. <u>Examples</u>	• <u>One example to prove point</u>	• <u>Two examples to prove point</u>	• <u>Three relevant examples</u>	_____
c. <u>Quotes</u>	• <u>One quote to support case</u>	• <u>Two quotes to support case</u>	• <u>Three key quotes woven smoothly</u>	_____

3. CRITERION: Visual Aids for Speech

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3

a. <u>Graphics</u>	• <u>Minimal or no graphics</u>	• <u>Colorful graphics to enhance speech</u>	• <u>Colorful/creative graphics</u>	_____
b. <u>Appeal</u>	• <u>Little visual appeal</u>	• <u>Captures our attention</u>	• <u>Visually stimulating</u>	_____
c. <u>Relevance</u>	• <u>Minimal relationship to topic</u>	• <u>Relates specifically to topic</u>	• <u>Relates/reinforces topic</u>	_____

Total Score:

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scale

(27)

Final Grade:

# SPEECH SCORING RUBRIC

Language Arts

**Standard 8 – Demonstrates competence in speaking and listening as tools for learning**

**Benchmarks (Grades 3-5)**

- *Makes some effort to have a clear main point when speaking to others*
- *Makes eye contact while giving oral presentations*

## VOLUME



I couldn't hear you.

1



It was hard to hear you.

2



I heard you most of the time.

3



You were easy to hear.

4

SCORE

## EYE CONTACT



You didn't use eye contact.

1



You hardly ever used eye contact.

2



Sometimes you made eye contact.

3



You had really good eye contact.

4

SCORE

## VISUAL



Foul Ball (You had no visual or it wasn't right.)

1



A Walk (Your visual was good, but you didn't use it.)

2



R.B.I. (Your visual made your speech better.)

3



Grand Slam (Your visual was very creative.)

4

SCORE

## FOCUS



Muddy (I wasn't sure what you meant.)

1



Foggy (Sometimes I didn't know what you meant.)

2



Fuzzy (Most of the time I knew what you meant.)

3



Crystal Clear (I always knew what you meant.)

4

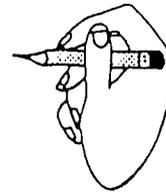
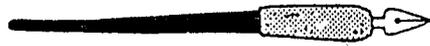
SCORE

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Scale
14-16 = A
10-13 = B
7-9 = C
Below 7 = Not yet

Final Grade: \_\_\_\_\_

Used by permission of Kris Walsh, a teacher from District 57, Mt. Prospect, IL.



*Weight of rubric*

# How to Assess Authentic Learning

## SCORING RUBRIC FOR LETTER TO THE EDITOR

Task: Write a letter to the editor of your local paper persuading readers to take a stand on a controversial issue.

Goal/Standard: Compose well-organized and coherent writing for specific purposes and audiences.

*Can't use this*

Scoring Criteria	1 Rejected by Church Bulletin Committee	2 Published in High School Newspaper	3 Published in Local Newspaper	4 Published in New York Times	Score
<b>Accuracy of Information</b>	3 or more factual errors	2 factual errors	1 factual error	All information is accurate	___ x 5 ___ (20)
<b>Persuasiveness</b> • Arguments • Examples	• No logic • No examples	• Faulty logic • 1 example	• Logical arguments • 2 examples	• Logical and convincing arguments • 3 examples	___ x 5 ___ (20)
<b>Organization</b> • Topic Sentence • Support Sentences • Concluding Sentence	Missing 2 elements— fragmented	Missing 1 element— lacks coherence	Includes all organizational elements	Elements provide coherence and clarity	___ x 5 ___ (20)
<b>Style</b> • Grammar • Sentence Structure • Transitions	4 or more errors— (distracts from arguments)	2-3 errors— choppy style	1 error— style reinforces arguments	Fluid style that informs and convinces	___ x 5 ___ (20)
<b>Mechanics</b> • Capitalization • Punctuation • Spelling	4 or more errors	2-3 errors	1 error	100% accuracy	___ x 5 ___ (20)

*Have more criteria - student*

Scale
A =
B =
C =
D =

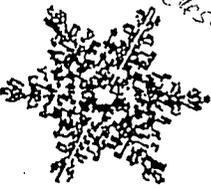
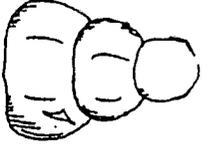
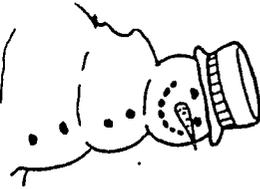
Final Score: \_\_\_\_\_ (100)

Final Grade: \_\_\_\_\_

Note: To change a rubric to a traditional grade that students can understand, use a scale to convert the points to a percentage or, as in this example, multiply each score to arrive at a percentage that can be converted to a letter or number grade.



Language Arts Benchmarks (Grades 3-5) – Evaluates own and others' writing (e.g., identifies the best features, asks for feedback, responds to classmates' writing).

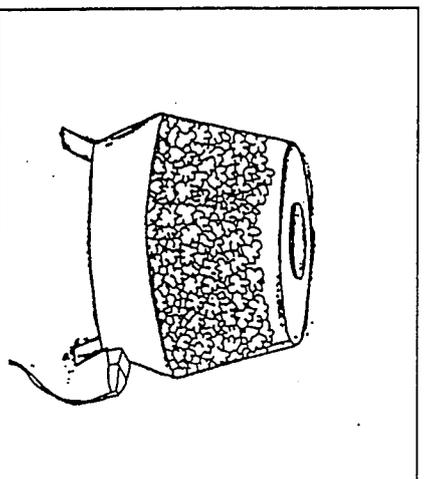
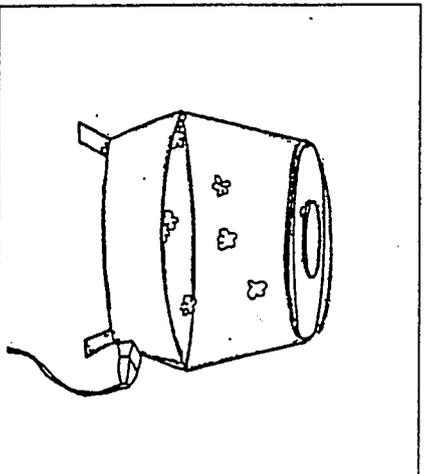
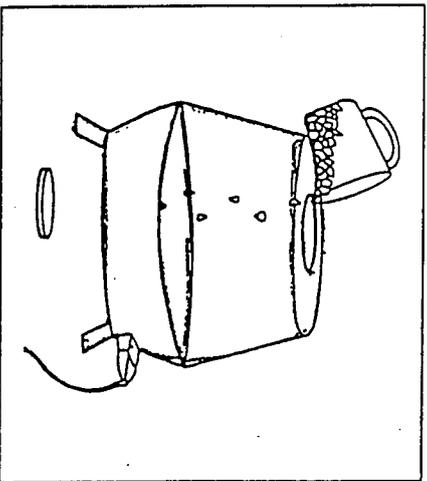
Narrative Story Rubric		(0)	(1)	(2)	(3)	(4)	TOTAL POINTS
Criteria							<p>_____ x 5 = _____ (20)</p>
Plotline							<p>_____ x 5 = _____ (20)</p>
Organization							<p>_____ x 5 = _____ (20)</p>
Description							<p>_____ x 5 = _____ (20)</p>
Dialogue							<p>_____ x 5 = _____ (20)</p>
Mechanics							<p>_____ x 5 = _____ (20)</p>
Comments:	<p>Final Grade _____</p> <p>Scale: _____</p>						<p>_____ x 5 = _____ (20)</p>

**State Goal:** Write to communicate for a variety of purposes.

**Academic Standard:** Use correct grammar, spelling, punctuation, capitalization, and sentence structure.

**Early Elementary Learning Benchmarks:** Write passages with correct grammar, spelling, punctuation, and sentence structure.

# Journal Writing



## ELEMENTS

I am getting ready to pop.

I have started popping.

I have popped and popped.

## SPELLING

I had trouble spelling the words.

I used letter sounds to help spell the words.

I knew how to spell lots of words.

## SPACING

I forgot to put spaces between words.

I put spaces between some words.

I put spaces between all of my words.

## PUNCTUATION

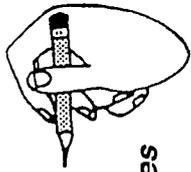
I forgot to use capitals and periods.

I used some capitals and periods.

I used capitals and periods correctly.



# Performance Rubric for Writing a Resume



Language Arts Standard 1 – Writing demonstrates competence in the general skills and strategies of the writing process.

Benchmark (Grades 9-12) – Writes personal and business correspondence (e.g., informal letters, memos, job applications letters, resumes).

CRITERIA	No Chance	Try Again	Being Considered	Hired	TOTAL
<b>Use of Correct Format</b>	no form	minimal form—some elements missing	few elements of format missing	all elements of correct format included	
<b>Sequential Job History</b>	no job history listed	not in sequence	listed in reverse order	correct sequencing	
<b>Career Goals Clearly Stated</b>	no goal stated	needs more explanation	goal adequately stated but needs polishing	goal clearly stated	
<b>Precise Language</b>	incorrect use of words	language unclear	language needs some refining	uses language correctly	
<b>Overall Appearance</b>	many errors in: <ul style="list-style-type: none"> <li>• margins</li> <li>• spacing</li> <li>• corrections</li> </ul>	some errors in: <ul style="list-style-type: none"> <li>• margins</li> <li>• spacing</li> <li>• corrections</li> </ul>	few errors in: <ul style="list-style-type: none"> <li>• margins</li> <li>• spacing</li> <li>• corrections</li> </ul>	no errors	
<b>Mechanics</b>	many errors in: <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar</li> <li>• punctuation</li> </ul>	some errors in: <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar</li> <li>• punctuation</li> </ul>	few errors in: <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar</li> <li>• punctuation</li> </ul>	no errors	

## Scale

- A = 18–20
- B = 13–15
- C = 10–12

**TOTAL:** \_\_\_\_\_





# Performance Rubric



Standard: \_\_\_\_\_

Benchmark: \_\_\_\_\_

Task: \_\_\_\_\_

Student: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	0	1	2	3	4	SCORE
1.						— x 5 (20)
2.						— x 5 (20)
3.						— x 5 (20)
4.						— x 5 (20)
5.						— x 5 (20)

Comments:

### Scale

- A =
- B =
- C =
- D =

Final Score: \_\_\_\_\_ (100)

Final Grade: \_\_\_\_\_

# SAMPLE CRITERIA FOR GRADING PORTFOLIOS

**Accuracy of Information**

**Completeness**

**Connections to Other Subjects**

**Creativity**

**Development of Process**

**Diversity of Selections**

**Evidence of Understanding**

**Following Directions**

**Form (Mechanics)**

**Growth and Development**

**Insightfulness**

**Knowledge of Content**

**Multiple Intelligences**

**Originality**

**Persistence**

**Quality Product**

**Reflectiveness**

**Self-Assessment**

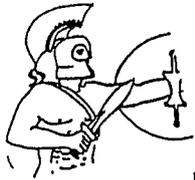
**Timeliness**

**Transfer of Ideas**

**Variety of Entries**

**Visual Appeal**

**Others:**



# PORTFOLIO RUBRIC



Self

Peer

Teacher

	Hades 1	Parthenon 2	Mt. Olympus 3
1. Creative cover	The Underworld Gazette 1	The Athens Chronicle 2	The Olympus Sun 3
2. Completeness	Minotaur (half man, half bull) 1	Perseus (half man, half god) 2	Zeus (all god) 3
3. Form (spelling, grammar, punctuation, sentence structure)	Dionysus (Sloppy—god of wine) 1	Odysseus (Needs help—phone home) 2	Hermes (Great—god of alphabet) 3
4. Creativity	Touched by mere mortals 1	Touched by the demigods 2	Touched by the god of creativity 3
5. Evidence of understanding	Hercules (Where are my Cliff Notes) 1	Apollo (I see the light) 2	Athena (Goddess of wisdom) 3
6. Reflection	Medusa (Never uses a mirror) 1	Narcissus (Gazes at own image only) 2	Aphrodite (Reflects in mirror on regular basis) 3

**Comments:** I know I still need to work on my sentence structure—but sometimes it gets in the way of creativity. I really don't get grammar rules. "They're Greek to me!"

Total Points: 16 = A

Scale: Total 18 pts.

15 - 18 = A

10 - 14 = B

6 - 9 = C

Not Yet

# PORTFOLIO RUBRIC

Name \_\_\_\_\_ Date \_\_\_\_\_

Self-Evaluation       Peer Evaluation       Teacher Evaluation

CRITERIA	1 Meets Some Requirements	2 Meets All Requirements	3 Exceeds Requirements	Score
<b>A. Organization</b>				
1. Completeness	<i>Some entries missing or incomplete</i>	<i>All entries completed according to directions</i>	<i>All entries completed and organized correctly</i>	
2. Visual Appeal (cover, graphics, artwork, layout)	<i>Missing key elements, or elements meet minimum standards</i>	<i>Key elements demonstrate originality</i>	<i>Key elements demonstrate creativity and style</i>	
3. Format (spelling, punctuation, grammar, usage, typing)	<i>Entries contain several written or proof-reading errors</i>	<i>Entries are error-free</i>	<i>Entries demonstrate high-level of usage and writing skills</i>	

Comments:

<b>B. Evidence of Understanding</b>				
1. Knowledge of Key Concepts	<i>Entries reflect recall and comprehension</i>	<i>Entries reflect analysis and synthesis</i>	<i>Entries reflect evaluation and application</i>	
2. Process	<i>Entries reflect basic understanding</i>	<i>Entries reflect advanced understanding</i>	<i>Entries reflect advanced understanding and transfer</i>	

Comments:

# PORTFOLIO RUBRIC

CRITERIA	1 Meets Some Requirements	2 Meets All Requirements	3 Exceeds Requirements	Score
<b>C. Growth and Development</b>				
1. Social Skills	<i>Entries demonstrate minimum use of listening, sharing, and team work</i>	<i>Entries demonstrate active involvement in group activities</i>	<i>Entries demonstrate transfer of social skills to outside of class</i>	
2. Problem Solving	<i>Entries demonstrate ability to identify problems</i>	<i>Entries demonstrate ability to brainstorm possible solutions</i>	<i>Entries demonstrate ability to solve problems creatively</i>	

Comments:

<b>D. Metacognition</b>				
1. Reflections	<i>Reflective pieces meet minimum requirements</i>	<i>Reflections provide insight into student's feelings</i>	<i>Reflections provide evidence of insight and thoughtfulness</i>	
2. Self-Assessment	<i>Self-assessment meets minimum requirements</i>	<i>Self-assessment is based on reflections</i>	<i>Self-assessment based on reflections and rubric</i>	
3. Goal Setting	<i>Statement of goals meets minimum requirements</i>	<i>Goals are based on reflections</i>	<i>Goals are based on reflections and self-assessment</i>	

Comments:

Scale
= A
= B
= C

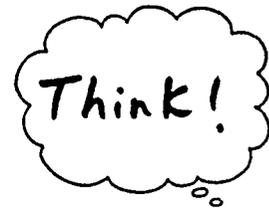
Score \_\_\_\_\_

FINAL GRADE \_\_\_\_\_

# FIVE MINUTES OF METACOGNITION

1. Write down 5 things you have learned

2. Pair with a stranger



3. Alternate talking for 1 minute  
– DO NOT REPEAT



4. Alternate talking for 30 seconds

5. Alternate talking for 15 seconds

6. Write Summary Statement for Wrap-Around Closure.

(Adapted from a strategy called Paired Verbal Fluency)

*Closure—Transparency 3*

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# Group Energizers

## Standing Ovation



## Clam Clap



## High Five



## Micro-Wave (little fingers wave)



## Top Dog (Arsenio's Cheer)



## Uh Huh! Uh Huh! Yo! Uh Huh! Uh Huh!



(Bend those knees! Get into it!)

## Arctic Shiver



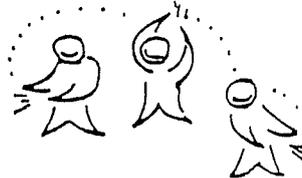
"shakin' all over"

## Drum Roll



"air drum" on the table;

## Round of Applause



## Give Yourself a Pat on the Back



## Give Yourself a Hug



"squeeze"

## Seal of Approval



"clap your wrists and bark like a seal"

## Excellent! (Air Guitar)



"play it—bend those knees"  
"bounce to the beat!"  
"go down on one knee!"

## Awesome



"slow bow"  
"awesome" (deep, quiet voice)

## Yes! Yes! Yes!



"Yes!" elbows to the ribs.  
Yell "Yes!"  
one arm, the other, then both

—Artwork by Cynthia Whalen

Fig. Closure.3

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## 4-3-2-1 Rubric

### 4 Paper

- WOW!

### 3 Paper

- OKAY!

### 2 Paper

- MMMMMMMMM

### 1 Paper

- NO WAY!

### 0 Paper

- Where's your paper?

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## GUIDELINES FOR HOLISTIC SCORING

The following guidelines are adopted from the CTB Writing Assessment System.

To help evaluators rate the "total impression" of papers, the guidelines are stated in general terms. This means that papers that do not incorporate all of the features of this particular mode of writing may still be rated as good or acceptable papers.

The holistic guidelines must be adapted to evaluate skills appropriate at a particular grade level, but then they must be used with careful consistency to ensure the reliability and validity of the results.

Use the following guidelines to score the writing.

- 6 Response is complete and superior in development, with fine use of language and mechanics. The writing is clearly focused and on topic and has logical, well-developed support. There is a clear sense of voice, purpose, and audience. Balance, precise vocabulary, and sophistication set this response apart.
- 5 Response is clear and well organized. It has a clear sense of purpose and few errors in mechanics or language. There is logical development of a topic, with good support. Response shows a good command of language with spelling errors on above grade level words only. This response is balanced and complete.
- 4 Response is competently organized and developed with adequate use of language and mechanics. The piece follows an organized plan to closure. Development may be brief with few examples, but is focused on topic. Vocabulary is good, and common words are spelled correctly.
- 3 Response is scantily developed. Frequent errors in mechanics and language detract from the whole. There is some focus on a topic and some support, though lapses in logic and balance may occur, or the support may be vague. Organizational plan is evident but weak.
- 2 Response is poor. Errors in language and mechanics may obscure the meaning. There is little evidence of focus on a topic or of an organizational plan. Support is suggested but awkwardly articulated, possibly a listing. Poor vocabulary and spelling inhibit understanding.
- 1 Response is scarcely coherent. Errors obscure the meaning. There is no balance, little or no logic, and little or no attention to a topic.
- 0 Paper is illegible.

## CHOOSE YOUR RUBRIC, PILGRIM!

### An Exercise in Rubric-Selection

Presented in the following pages are two scoring rubrics designed to evaluate students' responses to essentially the same type of constructed-response task. The first rubric (on blue paper) begins by presenting the specific two-page task required of students, that is, a task regarding the strength of magnets. The task calls for students to compute three averages, present those averages in a bar graph, and derive a conclusion from the graphed data. The rubric was adapted by Dr. Jeanné R. Miyasaka from an assessment activity in Ostlund, L. (1992), *Science and Process Skills, Assessing Hands-On Student Performance*, Addison Wesley Publishing Co. An illustrative, already scored response (on green paper) follows the rubric.

The second scoring rubric (on yellow paper) is a substantially abbreviated rubric intended to be used in scoring responses to a general set of tasks such as the magnet-strength task. The second rubric's chief evaluative criteria are essentially identical to those employed in the longer scoring rubric. Three exemplar responses (on pink paper) are also provided.

Please review both rubrics. Then, as a group, select a moderator and decide how you would answer the following questions:

1. *What are the chief strengths and weaknesses of the longer scoring rubric?*
2. *What are the chief strengths and weaknesses of the shorter scoring rubric?*
3. *Would one of the two rubrics be better for use in scoring students' responses to classroom tests? If so, which rubric? Why?*
4. *Would one of the two rubrics be better for use in scoring students' responses at the school, district, or state levels? If so, which rubric? Why?*
5. *Given your answers to the above questions, which of the two scoring-rubric strategies does your group prefer? Why?*

Please be prepared to describe your answers to these questions for other groups.

## AVERAGING, GRAPHING, AND CONCLUDING

Task: The student will be presented with reality-based raw data, then required to (1) compute several averages, (2) present those averages in a prescribed graphic form, and (3) draw a defensible conclusion from the graphed averages.

### Analytic Scoring Rubric

Three evaluative criteria, each with three levels of quality, are to be used in scoring students' responses. Student scores, therefore, can range from three to nine points. (Refer to last year's exemplar papers for suitable illustrations.)

#### Averaging

*Highly Proficient* (3 pts): All averages (means) are accurately calculated.

*Proficient* (2 pts): Almost all or most averages are accurately calculated.

*Not yet proficient* (1 pt): Less than half of the averages are accurately calculated.

#### Graphing

*Highly Proficient* (3 pts): A completely accurate task-prescribed graph (e.g., bar, pie, line) is constructed and its title, axis labels, and interval labels are all appropriate.

*Proficient* (2 pts): An almost completely accurate task-stipulated graph is constructed and its title, axis labels, and interval labels are almost all or mostly appropriate.

*Not yet proficient* (1 pt): The stipulated graph is not accurately constructed and less than half of its title, axis labels, and interval labels are appropriate.

#### Concluding

*Highly Proficient* (3 pts): The conclusion drawn is a warranted generalization encompassing the most significant features of the graphed information.

*Proficient* (2 pts): The conclusion drawn is a warranted generalization encompassing not all, but most significant features of the graphed information.

*Not yet proficient* (1 pt): The conclusion drawn is not a warranted generalization encompassing most significant features of the graphed information.

**Item Code/Title:** PICK UP CLIPS

**Objective Code:** 45-PR-AN, 45-PR-TG

**Content:** Math - Calculate averages - Statistics (in grades 4 and 5 curriculum)  
Process Skills - Construct a bar graph.  
Process Skills - Draw conclusions about data in a graph

**Item Source:** Ostlund, Process Skills (Addison-Wesley) (Revised by J Miyasaka)

**Skill:** Know. Comp. Appl. Anal. Syn. Eval.

---

### Scoring Rubric

#### Objectives/Score Points:

#### 1. Calculates the average of a set of data from repeated trials. (Question 1)

- 3 All 3 averages are correctly calculated (bar - 38, horseshoe - 43, round - 35).
- 2 2 averages are correctly calculated.
- 1 0-1 averages are correctly calculated.
- 0 Calculated totals, not averages (114, 129, 105)
- b (blank) No response or off-topic

#### 2. Constructs a bar graph from information in the table. (Question 2)

##### A. Data are plotted in bar graph format.

- 3 Bar graph format
- 2 Line graph format (Score as a bar graph)
- 1 Table format (Do NOT score the rest of #2; DO score #3)

**B. Title is appropriate.**

- 3 The title of the graph **completely** describes the focus of the graph in light of the experiment portrayed in the task (i.e., to find out the **strength or power of different types of magnets**). Inclusion of "average" in the title is also acceptable.

Acceptable titles include:

- Average Number of Clips Picked Up by Different Magnets
- Strength of Different Kinds of Magnets
- Power of Magnets
- Magnetic Power

- 2 The title indicates **magnets OR strength or power**

Examples:

- Magnets or Types of Magnets
- Magnets Pick up Clips
- Average Magnets

- 1 The title **focuses on the paper clips** but not the magnets.

Examples:

- Average Paper Clips Picked Up
- Pick Up Clips
- Number of Clips
- Clips

- 0 The title does not mention anything related to the focus of the graph; i.e., "Graph" or "Chart."

- b (blank) No response

**D. Labels graph axes appropriately.**

- 3 Both axes are accurately and completely labeled.

Examples of accurate labels:

- (x) Kinds of Magnets
- (y) Average Number of Clips Picked Up

Examples of inaccurate labels:

- (x) Averages, Horseshoe (or any specific magnet name)
- (y) Average Number Line, Average, Amount, Number, Bar Graph

- 2 Both axes are partially accurately labeled.

Examples:

- (x) Names of Magnets, Magnets
- (y) Number of Clips Picked Up, Number of Clips, Clips

- 1 One axis is accurately labeled; the other is not accurately labeled or not labeled.

- 0 No axes are accurately labeled.

- b (blank) No response

**E. Labels graph intervals appropriately.**

3 Intervals for both axes are appropriately labeled.

X-Axis Interval Labels:

- bar, horseshoe, round (in any order)

Y-Axis Interval Labels:

- start with zero (zero convention)
- have continuous equal values (1, 2, 3...; 2, 4, 6...; 5, 10, 15...)
- have labels that are placed near the intersection of interval lines and the axes  
OR in the middle of the interval (check if refers to top or bottom line).

2 Intervals for both axes are appropriately labeled EXCEPT for zero point convention.

1 Intervals for one axis is appropriately labeled; one is not.

0 Intervals for both axes are inappropriately labeled.

b (blank) No response or off-topic response

**C. Data are accurately and appropriately plotted based on the information in the table AND the interval labels.**

3 3 bars are accurately and appropriately plotted, (i.e., points are plotted at the intersection of the x and y axes; lines are appropriately drawn to connect the points.)

2 2 bars are accurately but inappropriately plotted, (i.e., points are plotted in the middle of the x or y axes lines or between intervals; lines are inappropriately drawn.)

1 1 bar is accurately but inappropriately plotted.

0 0 bars are inaccurately and inappropriately plotted, (i.e., none are accurate and appropriate.)

b (blank) No response

# Pick Up Clips!

Maria has three kinds of magnets: bar, horseshoe, and round. She wanted to find out which kind of magnet is the strongest. She used each magnet to pick up as many paper clips as possible.

She recorded the results of each trial in the table below.

Kind of Magnet	Number of Clips Picked Up			
	Trial 1	Trial 2	Trial 3	Average
bar	38	36	40	38
horseshoe	38	45	46	43
round	34	36	35	35

3

1. Calculate the average number of paper clips each magnet picked up and write it in the "Average" column in the table above.

Show all of your work in the space below.

$$\begin{array}{r}
 38 \\
 + 36 \\
 + 40 \\
 \hline
 114 \\
 \div 3 \\
 \hline
 38
 \end{array}$$

$$\begin{array}{r}
 38 \\
 - 45 \\
 \hline
 -129
 \end{array}$$

$$\begin{array}{r}
 46 \\
 45 \\
 38 \\
 \hline
 129 \\
 \div 3 \\
 \hline
 43
 \end{array}$$

$$\begin{array}{r}
 34 \\
 - 36 \\
 35 \\
 \hline
 105 \\
 \div 3 \\
 \hline
 35
 \end{array}$$

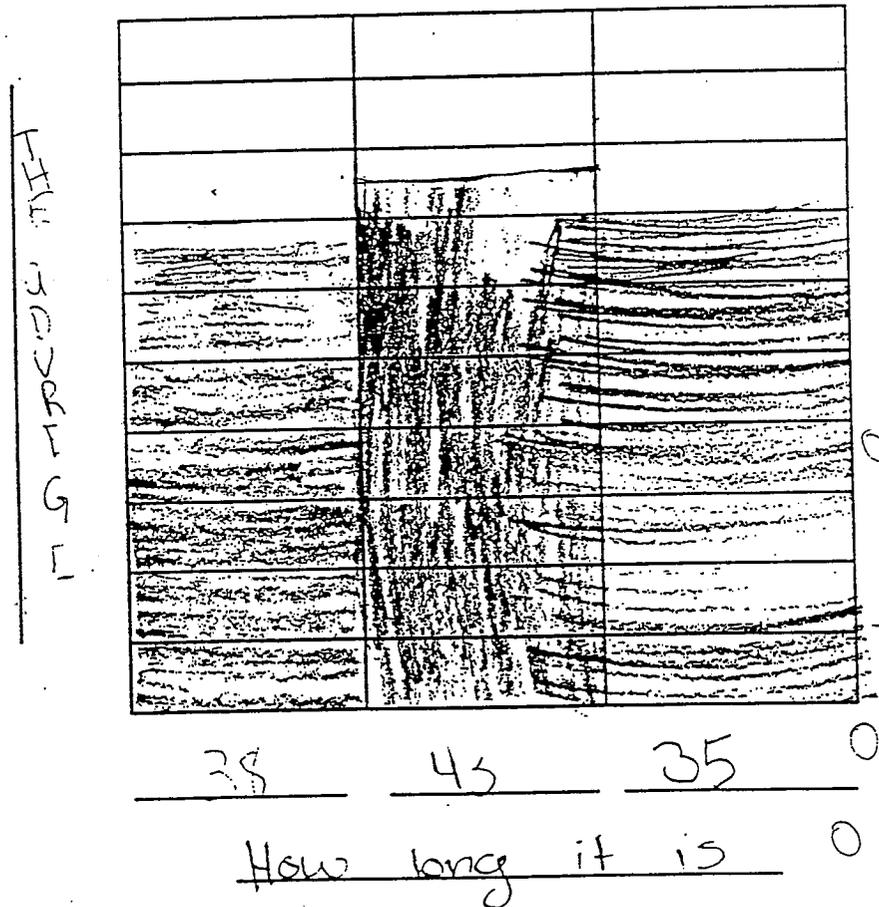
## Pick Up Clips, Continued

2. Make a bar graph showing the average number of clips picked up by the three types of magnets. (Note: If you did not calculate the averages in Step 1, make a bar graph of the data for Trial 3.)

Remember to:

- write a title that describes your graph;
- write a label for each side (→ and ↑) of the graph;
- write names and numbers for each side of the graph.

Title Pick up clips



3. What did Maria's experiment show about the different kinds of magnets?

that the horseshow magnet picked 3  
up the most.

Your Name John P.

HOW MUCH HOMEWORK?

Total = 9

Mr. Lopez wants to know how much social studies homework to give his students each week. His students agree to take part in a four-week experiment. Ten of his students are assigned one hour's worth of homework per week; 10 students get three hour's homework per week; and 10 students get five hour's homework per week. At the end of each of the four weeks, all students complete a 20-item quiz. The average weekly quiz scores of the three "homework groups" have been summarized by Mr. Lopez in the following table:

Amount of Weekly Homework	Average Weekly Quiz Scores				Four-Week Mean
	Week One	Week Two	Week Three	Week Four	
1 hour	12	16	16	12	14
3 hours	18	16	17	17	17
5 hours	17	18	16	17	17

Task 1. Compute the four-week mean of each homework group's average weekly quiz scores and enter those four means in the column at the right of the table above. Show all of your work in the space below.

3

Handwritten calculations for the four-week means:

$$\begin{array}{r} 12 \\ 16 \\ 16 \\ 12 \\ \hline 56 \\ 4 \overline{)56} \\ \underline{14} \end{array}$$

$$\begin{array}{r} 18 \\ 16 \\ 17 \\ 17 \\ \hline 68 \\ 4 \overline{)68} \\ \underline{25} \end{array}$$

$$\begin{array}{r} 17 \\ 18 \\ 16 \\ 17 \\ \hline 68 \\ 4 \overline{)68} \\ \underline{17} \end{array}$$

Your Name Gisella

HOW MUCH HOMEWORK?

Total = 6

Mr. Lopez wants to know how much social studies homework to give his students each week. His students agree to take part in a four-week experiment. Ten of his students are assigned one hour's worth of homework per week; 10 students get three hour's homework per week; and 10 students get five hour's homework per week. At the end of each of the four weeks, all students complete a 20-item quiz. The average weekly quiz scores of the three "homework groups" have been summarized by Mr. Lopez in the following table:

Amount of Weekly Homework	Average Weekly Quiz Scores				Four-Week Mean
	Week One	Week Two	Week Three	Week Four	
1 hour	12	16	16	12	16
3 hours	18	16	17	17	17
5 hours	17	18	16	17	17

Task 1. Compute the four-week mean of each homework group's average weekly quiz scores and enter those four means in the column at the right of the table above. Show all of your work in the space below.

2

$$\begin{array}{r} 12 \\ 16 \\ 16 \\ 12 \\ \hline 56 \end{array}$$

$$56 \div 4 = 14$$

$$\begin{array}{r} 18 \\ 16 \\ 17 \\ 17 \\ \hline 68 \end{array}$$

$$68 \div 4 = 17$$

$$\begin{array}{r} 17 \\ 18 \\ 16 \\ 17 \\ \hline 68 \end{array}$$

$$68 \div 4 = 17$$

Your Name     Jisella    

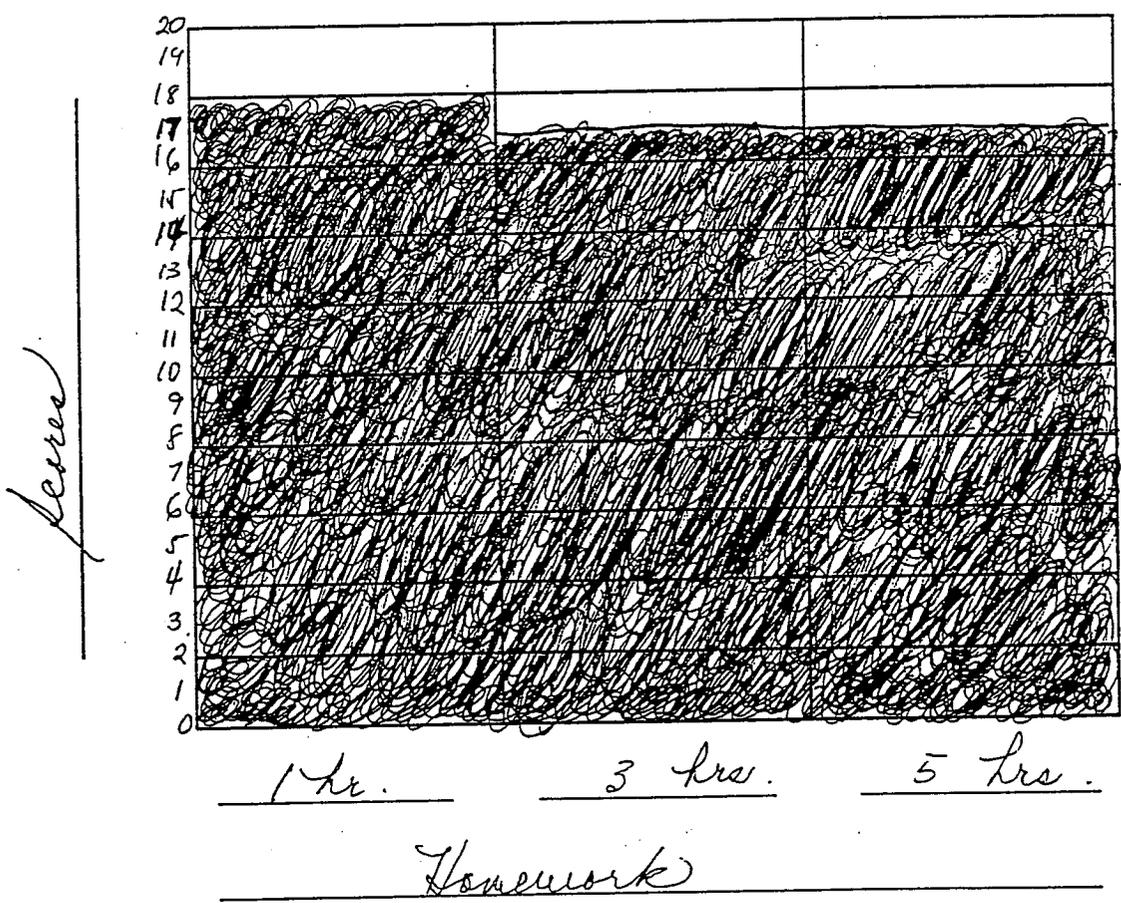
HOW MUCH HOMEWORK? (Continued)

2

Task 2.

Make a bar graph showing the four-week means for each of the three "homework groups." (If you did not compute the four-week means during Task 1, make a bar graph for the Week-Four quiz scores.) Be sure to make your graph accurate and to both title and label it well.

Title     Homework per Week    



Task 3.

What conclusion should Mr. Lopez draw from the results of this experiment?

2

More homework helps kids learn social studies better.

Your Name Bill Red

HOW MUCH HOMEWORK?

Total = 5

Mr. Lopez wants to know how much social studies homework to give his students each week. His students agree to take part in a four-week experiment. Ten of his students are assigned one hour's worth of homework per week; 10 students get three hour's homework per week; and 10 students get five hour's homework per week. At the end of each of the four weeks, all students complete a 20-item quiz. The average weekly quiz scores of the three "homework groups" have been summarized by Mr. Lopez in the following table:

Amount of Weekly Homework	Average Weekly Quiz Scores				Four-Week Mean
	Week One	Week Two	Week Three	Week Four	
1 hour	12	16	16	12	14
3 hours	18	16	17	17	17
5 hours	17	18	16	17	17

Task 1. Compute the four-week mean of each homework group's average weekly quiz scores and enter those four means in the column at the right of the table above. Show all of your work in the space below.

3

$$12 + 16 + 16 + 12 = 56$$

$$\begin{array}{r} 14 \\ 4 \overline{)56} \\ \underline{4} \phantom{0} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

$$18 + 16 + 17 + 17 = 68$$

$$\begin{array}{r} 17 \\ 4 \overline{)68} \\ \underline{4} \phantom{0} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

$$17 + 18 + 16 + 17 = 68$$

$$\begin{array}{r} 17 \\ 4 \overline{)68} \end{array}$$

Your Name Bill Lee

### HOW MUCH HOMEWORK? (Continued)

Task 2. Make a *bar graph* showing the four-week means for each of the three "homework groups." (If you did not compute the four-week means during Task 1, make a bar graph for the Week-Four quiz scores.) Be sure to make your graph accurate and to both title and label it well.

Title Homework

"Homework groups"

One hour		14
3 hours		17
5 hours		17

Bad                      Ok                      Good

4-week quizzes

Task 3. What conclusion should Mr. Lopez draw from the results of this experiment?

The more homework you have the better  
you learn - in any subject.

## THERE'S SOMETHING ROTTEN IN RUBRIC-LAND!

W. James Popham  
University of California, Los Angeles

Rubrics are all the rage these days. It's difficult to attend any sort of educational conference now without running into relentless support for the *educational* payoffs of rubrics. Indeed, the term itself, "rubric," seems to evoke all sorts of positive images. Rubrics, if we believe their backers, are incontestably good things.

But what are rubrics? Where did they come from? And will rubrics, as many of their advocates contend, lead educators to some sort of pedagogical promised land?

In the following paragraphs, I will describe what rubrics are and how they became so popular. I'll then stake out what I regard as an educationally appropriate role for rubrics. Then, having asserted that there is, indeed, something genuinely rotten in rubric-land, I'll identify four distinguishable forms of "rotteness" that currently prevent rubrics from achieving the educational dividends their proponents have promised. Finally, I'll suggest what an educationally beneficial rubric should look like.

### Rubric Rudiments

The term rubric, as it's used these days, refers to a scoring guide that's employed to evaluate the quality of students' constructed responses, for example, their written compositions, oral presentations, or science projects. The essential features of such scoring guides are presented in Figure 1.

In Figure 1 it can be seen that a rubric must first identify the evaluative criteria that are to be employed when someone judges the quality of a student's response. Such evaluative criteria, for the skill involved, are what we use to distinguish acceptable student responses from those that aren't. For instance, when evaluating students' written compositions, teachers often rate each composition by employing such evaluative criteria as *organization*, *mechanics*, *word choice*, and *supporting details*. The evaluative criteria used will obviously vary from rubric to rubric depending on the skill involved. Such evaluative criteria can either be given equal weight or they can be weighted differently.

each major section of a copied books with a large red letter. And, because the Latin word for red is *Ruber*, "rubric" became, over the centuries, a descriptor signifying the headings for major divisions of a book. There is even a related term, *rubricate*. Rubricate, according to *The Oxford English Dictionary*, means "to mark or color with red."

### Rubrics Take Root

So much for our brief etymological excursion. Irrespective of how the term rubric was spawned and what it originally signified, a couple of decades ago it began to take on a new meaning in education circles. Measurement specialists who were engaged in the scoring of students' written compositions began to use the term *rubric* to describe the scoring rules they employed to guide their scoring. (One suspects they may have been caught rubricating!) The scorers could have easily employed a more readily comprehensible descriptor such as "scoring guide," of course, but it seems that "scoring guide," although eminently understandable, lacked adequate opacity. *Rubric* was a decisively more opaque, hence technically attractive descriptor.

But although today's educators, if they are to be regarded as *au courant* by their colleagues, must use the descriptive term "rubric" when scoring students' responses, it is useful to remember that the term simply refers to a scoring guide being used to judge the caliber of students' constructed responses.

### A Rubric's Role

Rubrics, as noted above, are supposed to help educators determine the quality of students' constructed responses. Typically, people don't go to the trouble of employing rubrics unless the constructed response being judged is fairly significant. So, even though short-answer test items elicit constructed responses from students, one rarely finds rubrics being used to judge students' brief answers to such test items. And, of course, there is no need for rubrics when it comes to scoring students' answers to selected-response tests such as those containing multiple-choice items. If "C" is the correct response to Item 24, then students either select "C" or they don't.

With a few exceptions, rubrics are employed to judge the adequacy of students' responses to *performance tests*. Put simply, a performance test presents a demanding task to a student, then asks the student to respond to the task in writing, orally, or by constructing some type of product. When students are asked to compose a persuasive essay on Topic X, this constitutes a common type of performance test.

Performance tests are ordinarily employed when educators want to determine a student's status with respect to a *significant* skill—a skill that educators really wish to promote. As can be seen in Figure 2, based on a student's level of achievement on a

## Rubric Rottenness

What I've discovered during the past few years is that, although rubrics are receiving near-universal applause from educators, the vast majority of the rubrics I've seen are instructionally fraudulent. They're masquerading as contributors to instruction when, in reality, they'll have no educational impact at all. Let me describe four of the flagrant flaws I've encountered all too frequently in teacher-made and commercially published rubrics.

*Rottenness Number 1: Task-specific evaluative criteria.* A rubric's most important component is the set of evaluative criteria that the rubric's user must employ when judging students' performances. Those evaluative criteria should, by all odds, be the most *instructionally relevant* component of the rubric. The rubric's evaluative criteria should guide the teacher's instructional-design decisions because it is students' mastery of the evaluative criteria that will, ultimately, lead to students' skill-mastery. Moreover, as soon as instructionally appropriate, the evaluative criteria should be made available to students to help them appraise their own efforts.

But what if the evaluative criteria in a rubric are linked only to the specific elements in a *particular* performance test? Obviously, such task-specific criteria will be of little utility in guiding teachers or students about what's really salient in the skill that's represented by the performance test.

Unfortunately, I've run into a flock of task-specific rubrics these days, especially in the most recent crop of nationally standardized tests that call for constructed responses from students. In such tests, for example, examinees might be given a science task that presents a cross-section picture of a vacuum bottle, then calls on students to identify the materials that had to be invented before vacuum bottles could be widely used. Such tasks are interesting and often inventive. They may even be fun for students to do. But when we start using the rubric that's to be employed in scoring students' responses to this task, we find that the evaluative criteria are totally task-specific. Each evaluative criterion is linked to the students' proper employment of the particular features of the pictured vacuum bottle that accompanies the test item. The rubric's evaluative criteria are *exclusively* based on a single performance test's specific task.

How can such task-specific evaluative criteria be of any real help in guiding a teachers' instructional planning? How can such task-specific evaluative criteria be of any real help in assisting students when they evaluate their own efforts? Teachers need evaluative criteria that capture the essential ingredients of the *skill* being measured, not the particular display of that skill when it's applied to a specific task.

I suppose the commercial test publishers that score their firm's tests are eager to install task-specific evaluative criteria because such criteria permit more rapid scoring and there's a much greater likelihood of between-scorer agreement if the criteria are

large-scale, high-stakes assessments. If a state's high-school diploma was to be based on how well a student functioned on an important state-wide performance test, e.g., a writing sample, we can understand how the architects of the rubric for scoring responses might have leaned toward detailed scoring rules. In general, the more detailed and constraining a rubric's scoring rules, the more likely there will be between-rater agreement. For high-stakes tests, super-detailed rubrics were common.

So when, after a time, attempts were made to familiarize teachers with rubrics for use in *classroom* assessment, the models often provided were the lengthy versions drawn from earlier large-scale assessments. But such lengthy, excessively detailed rubrics almost invariably turn teachers off. Yet, because a probably fashioned rubric can really improve the caliber of classroom teachers' instructional activities, teachers should embrace rubrics, not repudiate them.

In contrast to a brief rubric, of course, very detailed rubrics will spell out more precisely how to ascertain the quality of a student's response. A less detailed, one-page or two-page rubric will be subject to wider interpretation than will a six-page, "lay out all the scoring rules" rubric. But the practical choice comes down to this: (1) should we build short rubrics that, though offering less than stringent scoring guidance, will be *used* by teachers or (2) should we build lengthier rubrics that provide stringent scoring guidance, yet won't be used? Happily, in almost all instances, I believe that lengthy, hyperdetailed rubrics can be reduced to succinct but far more usable rubrics for classroom instruction. Such abbreviated rubrics can still capture the key evaluative criteria needed to judge students' responses. Lengthy rubrics, in contrast, will gather dust.

*Rottenness Number 4: Equating the skill's test with the skill itself.* This final problem stems less from rubrics themselves than from an error made by rubric-users. A particularly prevalent misunderstanding occurs when rubric-users become so caught up with the particulars of a given performance test that they somehow begin thinking of the test as the skill itself. If the performance test calls for students to display their mathematical problem-solving skill by carrying out a specific multi-step problem solution, far too many educators become fixated on the student's mastery of *that particular* multi-step problem as the aim of their instructional efforts.

This confusion about the performance test and the skill it represents causes substantial difficulty when teachers plan their instruction. As long as teachers are designing their instructional sequences so they promote the student's mastery of a *skill*, not the test representing that skill, then all is well. But I've seen far too many teachers strive for little more than test-mastery, not skill-mastery.

Realistically, of course, any really worthwhile skill can probably be measured by a wide array of tasks that could be embodied in different performance tests. If we want to determine a student's ability to communicate orally by giving extemporaneous speeches,

Whatever the skill that's to be promoted by teachers and assessed via performance tests, the rubric's evaluative criteria must consist of those qualities that can be *taught*. Just as a skilled English teacher can help students become more proficient in their use of written mechanics by teaching about written mechanics, so too should every evaluative criterion be capable of being directly taught.

I don't want to suggest that the isolation of teachable evaluative criteria for rubrics is foolplay. It isn't. But by now I have seen enough rubrics containing teachable evaluative criteria that I'm confident such rubrics can be created.\* For the immediate future, however, rubrics that truly support instruction are apt to be the exception rather than the rule. The quicker we abandon task-specific and hypergeneral rubrics, the more likely we'll come up with rubrics that will actually enhance instruction.

Finally, because I really want to see rubrics used more widely in classrooms, I believe that for the rubrics teachers will routinely use, *relatively short* rubrics must be the rule. I've created more than my share of multi-page rubrics, but most of them have been used to score students' responses to high-stakes state or district performance tests.

If we want to get most teachers focusing their instructional attention on the evaluative criteria embedded in rubrics, rarely should a rubric exceed one or two pages. With any rubric intended for classroom use, a staple should be regarded as an enemy.

### Rubric Wrap-up

Rubrics, because they are intended to help teachers determine whether students have acquired significant skills, should be thought of not only as scoring tools but, more importantly, rubrics should be seen as *instructional illuminators*. If rubrics are deliberately designed so that they are relatively brief and contain an intellectually manageable number of instructionally addressable evaluative criteria, then those rubrics can make an enormous contribution to instructional quality. Educators should employ only those rubrics that are apt to enhance instructional quality.

Unfortunately, many of the rubrics now available to educators do not possess instructionally beneficial qualities. If these flawed rubrics are not rapidly replaced with instructionally helpful rubrics, then the educational promise of rubrics will surely not be realized. And that would be really rotten.

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\*Although space limitations preclude the inclusion of such rubrics here, complimentary copies of rubrics regarded as exemplary from an instructional perspective can be obtained upon request (IOX Assessment Associates, 5301 Beethoven St., Ste. 208, Los Angeles, CA 90066-7061).

Rubric Grade = +3  
Partial understand./concept  
Some neatness & organization  
Communication is limited

Rubric Grade = +4  
Understands concept  
Work lacks neatness  
Work lacks organization  
Work is not thorough

Rubric Grade +5  
Concept is understood  
Work is neat/carefully done  
Communication is clear  
Did not go beyond requirement

Rubric+6 underst./goes beyond  
+5=completed w/understanding  
+4=concept clear;organiz.lim.  
+3=limited understanding/com  
+2,+1= fragmented; incomplete

## 4-3-2-1 Rubric

### 4 Paper

- WOW!

### 3 Paper

- OKAY!

### 2 Paper

- MMMMMMMMM

### 1 Paper

- NO WAY!

### 0 Paper

- Where's your paper?