



The Power of Rubrics

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ABOUT THE GATORS:

- 50,000+ STUDENTS
- 4,000+ FACULTY
- 38,000+ EMPLOYEES



Course Assistance Request Form



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Faculty Lab

Tool Box ▾

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Need help with course design?

- Course design support ✓
- Online course production ✓
- Studio video recording ✓

[Course assistance form](#)

- TEAM OF 10 INSTRUCTIONAL DESIGNERS
- 2 STUDIOS
- ASSISTANCE WITH ONLINE AND HYBRID COURSE DEVELOPMENT
- CANVAS TOOLS WORKSHOP INSTRUCTION



LEARNING OUTCOMES

IN THIS PRESENTATION, YOU WILL LEARN:

- WHAT A RUBRIC IS
- STUDENT AND INSTRUCTOR BENEFITS OF RUBRICS
- FEATURES OF EFFECTIVE RUBRICS
- PITFALLS OF INEFFECTIVE RUBRICS



WHAT IS A RUBRIC?

“A rubric is a coherent set of criteria for students’ work that includes descriptions of levels of performance quality on the criteria”

“The main purpose of rubrics is to assess performances (Brookhart et al, 2013, p. 4).”



SELF REFLECTION

If you use rubrics, do you find them effective?



BENEFITS FOR INSTRUCTORS

- EFFICIENCY AND EASE OF GRADING AND FEEDBACK
 - QUICKLY GRADE
 - OBJECTIVE, CONSISTENT GRADING
 - MULTIPLE GRADERS/TAS
 - HIGH ENROLLMENT
 - QUICK, DESCRIPTIVE & POWERFUL FEEDBACK
 - COMMON COMMENTARY/FEEDBACK
- PROVIDES INSIGHT TO GAPS IN CURRICULUM OR ASSIGNMENT
 - IDENTIFY STUDENT STRENGTHS AND WEAKNESSES
 - DEVELOPMENT OF SKILLS OVER TIME (Stevens & Levi, 2005)



BENEFITS FOR STUDENTS

- PROVIDES CLEAR EXPECTATIONS UP FRONT
 - FACILITATES COMMUNICATION
 - TRANSPARENT GRADING
- ENCOURAGES CRITICAL THINKING AND EVALUATION OF STUDENT WORK
 - FORM OF AUTHENTIC SELF ASSESSEMENT
- HELPS STUDENTS TO IDENTIFY KEY COMPONENTS OF ASSIGNMENT
- PROVIDES BENCHMARKS FOR IMPROVEMENT
- FEEDBACK – MORE DETAILED and TIMELY (Stevens & Levi, 2005)



STUDENTS' THOUGHTS

"I found that the rubric helped me to narrow my focus and realize what I needed to write in order to have a strong paper (Murphy, 2010, "Aurora Wallis Durfee," para. 2)."

"It made me a better writer and made me a better thinker (Murphy, 2010, "Ian Graham," para. 2)."

"It's not just that you've learned a rubric and you know how to write better. But you are better able to develop your own writing skills and reading comprehension (Murphy, 2010, "Casey Thacker," para. 2)."



WHEN SHOULD I USE THEM?

ASSIGNMENT EXAMPLES:

- WRITTEN ASSIGNMENTS
- TACTILE PRODUCTS
- GROUP WORK
- MULTI SUBMISSION PROJECTS
- PROCESS BASED ASSIGNMENTS

REMEMBER! Think *quality* not quantity!



WHEN NOT TO USE

- AS A CHECKLIST
- FOR AN ASSIGNMENT THAT DOES NOT REQUIRE FEEDBACK
 - COMPLETION OR SUBMISSION IS GOAL
- MEASURE OF QUANTITY, NOT QUALITY
- MEASURE OF FACTUAL INFORMATION
 - QUESTIONS WITH A RIGHT OR WRONG ANSWER



PARTS OF A RUBRIC



ESSENTIAL FEATURES:

- CRITERIA
- RATINGS/PERFORMANCE LEVELS
 - WEIGHTS/POINT VALUE
- CRITERIA DESCRIPTIONS



CRITERIA



Performance Assessment Rubric						Criteria	Pts
Criteria	Ratings						
Tone Quality	EXCELLENT: Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled. 4 pts	GOOD: Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected. 3 pts	ACCEPTABLE: Strong basic approach is demonstrated. Slow to correct minor problems. 2 pts	NEEDS IMPROVEMENT: Some understanding of concepts is not yet demonstrated. 1 pts		Tone Quality	
Technique	EXCELLENT: Coordination, accuracy, and flexibility are excellent. Demonstrates command of technique. 5 pts	GOOD: Coordination, accuracy, and flexibility are very good. and command of technique. 3 pts	ACCEPTABLE: Technical facility is good most of the time. Correct of the time. 2 pts	NEEDS IMPROVEMENT: Problems exist with some of the time. 1 pts		Technique	4 pts
Rhythm/Tempo	EXCELLENT: Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection. 4 pts	GOOD: Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies. 3 pts	ACCEPTABLE: Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems occur. 2 pts	NEEDS IMPROVEMENT: Rhythmic accuracy simple passages and complex passages. Tempo is not always maintained. 1 pts		Rhythm/Tempo	5 pts
Dynamics	EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated. 5 pts	GOOD: Good use of dynamics throughout, with some lack of dynamic control. 3 pts	ACCEPTABLE: Some successful attempts at basic dynamic variation, though limited in scope and range. 2 pts	NEEDS IMPROVEMENT: Limited dynamic control. 1 pts		Dynamics	4 pts
Professionalism	EXCELLENT: Appearance/attire and demeanor professional. 2 pts	GOOD: A minor slip in professional appearance/attire or demeanor. 1.5 pts	ACCEPTABLE: Appearance/attire and demeanor within bounds acceptable for student performances. 1 pts	NEEDS IMPROVEMENT: Some unprofessional elements of behavior, demeanor, and/or appearance/attire. 0.5 pts		Professionalism	5 pts
							Total Points: 20



CRITERIA

Ask yourself...

“What skills will students need to have or develop to successfully complete this assignment?”

“What exactly is the task assigned?” (Stevens & Levi, 2005, p.31).

Can you break it up into component parts?

THINGS TO REMEMBER:

- LESS IS MORE!
 - PICK THE MOST IMPORTANT AREAS FOR FEEDBACK AND THE ESSENTIAL COMPONENTS OF THE ASSIGNMENT
 - OUTCOME BASED CRITERIA ALIGNED TO SLO's
- THINK QUALITY NOT QUANTITY
 - QUANTITY CAN BE HARD TO EVALUATE USING RUBRIC



REDUNDANCY / TIME CONSUMING



Non-example Rubric					Pts
Criteria	Ratings				Pts
Resources	5 or more resources 5 pts	2-4 resources 4 pts	2 resources 1 pts	No resources 0 pts	5 pts
Introduction	Present 5 pts			Missing 0 pts	5 pts
Argument	Exceptional: Argument is perfectly presented 5 pts		Good: Argument is fairly well presented 3 pts		5 pts
Conclusion	Outstanding: Conclusion is coherent, draws from resources presented in the paper and shows thoughtful evaluation. 5 pts		Average: Conclusion to incorporate resources 3 pts		5 pts
Spelling	Zero spelling errors per paragraph 5 pts		No distracting spelling errors 3 pts		5 pts
Punctuation	Zero punctuation errors per paragraph 5 pts	1-3 punctuation errors per paragraph	4-5 punctuation errors per paragraph		5 pts
Grammar	Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Need grammar 1 pts	5 pts
Citation	Full marks 5 pts			No Marks 0 pts	5 pts
Presents alternative hypothesis	Has an alternative hypothesis 5 pts		Does not have an alternative hypothesis 0 pts		5 pts
Title	Has title 5 pts		Does not have title 0 pts		5 pts
					Total Points: 50

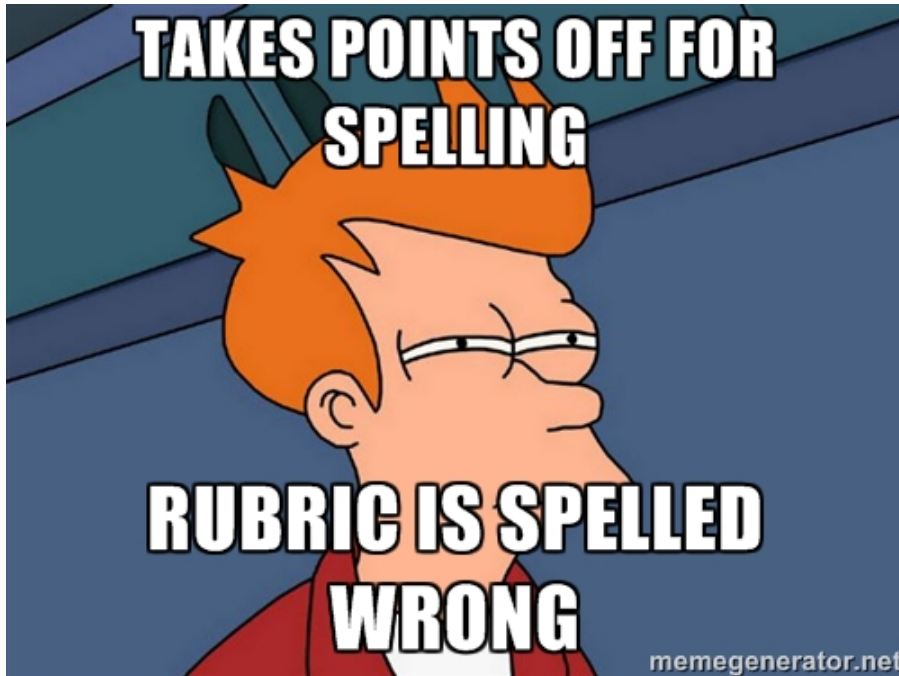
Spelling

Punctuation

Grammar



#CRITERIAFAILS

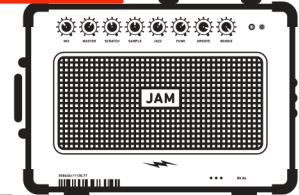


- TOO LONG/CHECKLIST
- NITPICKY
 - DIFFICULT TO GRADE
 - CONFUSING FOR STUDENTS TO USE



RATINGS/PERFORMANCE LEVELS

Performance Assessment Rubric						
Criteria	Ratings					Pts
Tone Quality	EXCELLENT: Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled. 4 pts	GOOD: Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected. 3 pts	ACCEPTABLE: Strong basic approach is demonstrated. Slow to correct minor problems. 2 pts	NEEDS IMPROVEMENT: Basic understanding of tonal quality concepts is not yet developed. 1 pts	NO EVIDENCE: No understanding of tonal quality concepts. 0 pts	4 pts
Technique	EXCELLENT: Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique. 5 pts	GOOD: Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique. 3 pts	ACCEPTABLE: Technical facility is good most of the time. Correct technique is demonstrated most of the time. 2 pts	NEEDS IMPROVEMENT: Basic problems exist with technique. Good technique is only demonstrated some of the time. 1 pts	NO EVIDENCE: No understanding of basic technique. 0 pts	5 pts
	EXCELLENT: Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled. 4 pts	GOOD: Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected. 3 pts	ACCEPTABLE: Strong basic approach is demonstrated. Slow to correct minor problems. 2 pts	NEEDS IMPROVEMENT: Basic understanding of tonal quality concepts is not yet developed. 1 pts	NO EVIDENCE: No understanding of tonal quality concepts. 0 pts	
Dynamics	EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated. 5 pts	GOOD: Good use of dynamics throughout, with some lack of dynamic control. 3 pts	ACCEPTABLE: Some successful attempts at basic dynamic variation, though limited in scope and range. 2 pts	NEEDS IMPROVEMENT: Limited dynamic range. 1 pts	NO EVIDENCE: No dynamic range. 0 pts	5 pts
Professionalism	EXCELLENT: Appearance/attire and demeanor professional. 2 pts	GOOD: A minor slip in professional appearance/attire or demeanor. 1.5 pts	ACCEPTABLE: Appearance/attire and demeanor within bounds acceptable for student performances. 1 pts	NEEDS IMPROVEMENT: Some unprofessional elements of behavior, demeanor, and/or appearance/attire. 0.5 pts	NO EVIDENCE: Unprofessional behavior or demeanor, and/or unprofessional appearance/attire. 0 pts	2 pts
Total Points: 20						



RATINGS

Ask yourself...

“What are the highest expectations you have for student performance on this assignment...?”

“What is the worst fulfillment of the assignment you can imagine...?” (Stevens & Levi, 2005, p.31-32).

REMEMBER:

- IDENTIFY 3-5 RATINGS THAT CLEARLY DISTINGUISH BETWEEN THE HIGHEST AND LOWEST LEVELS OF PERFORMANCE



RATINGS LANGUAGE

Evaluative

Excellent	Good	Acceptable	Needs Improvement
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Developmental

Exemplary	Developing	Emerging	Beginning
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- EVALUATIVE VS. DEVELOPMENTAL SCALE
 - NOTE THAT NEITHER SCALE EMPLOYS NEGATIVE LANGUAGE
 - OTHER EXAMPLES:
 - EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, NEEDS IMPROVEMENT
 - PROFICIENT, INTERMEDIATE, NOVICE (Stevens & Levi, 2005)



OVERALL POINT VALUES



Performance Assessment Rubric					Pts
Criteria	Ratings				Pts
Tone Quality	EXCELLENT: Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled. 4 pts	GOOD: Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected. 3 pts	ACCEPTABLE: Strong basic approach is demonstrated. Slow to correct minor problems. 2 pts	NEEDS IMPROVEMENT: Basic approach is demonstrated. Some quality concepts are not developed. 1 pts	4 pts
Technique	EXCELLENT: Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique. 5 pts	GOOD: Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique. 3 pts	ACCEPTABLE: Technical facility is good most of the time. Correct technique is demonstrated most of the time. 2 pts	NEEDS IMPROVEMENT: Basic technique is demonstrated. Some basic techniques are not demonstrated. 1 pts	5 pts
Rhythm/Tempo	EXCELLENT: Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection. 4 pts	GOOD: Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies. 3 pts	ACCEPTABLE: Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems occur. 2 pts	NEEDS IMPROVEMENT: Basic rhythmic accuracy and precision are demonstrated in some selections. Rhythmic interpretations are weak. Tempo is not controlled. 1 pts	4 pts
Dynamics	EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated. 5 pts	GOOD: Good use of dynamics throughout, with some lack of dynamic control. 3 pts	ACCEPTABLE: Some successful attempts at basic dynamic variation, though limited in scope and range. 2 pts	NEEDS IMPROVEMENT: Basic dynamic range is demonstrated. Some dynamic range is not demonstrated. 1 pts	5 pts
Professionalism	EXCELLENT: Appearance/attire and demeanor professional. 2 pts	GOOD: A minor slip in professional appearance/attire or demeanor. 1.5 pts	ACCEPTABLE: Appearance/attire and demeanor within bounds acceptable for student performances. 1 pts	NEEDS IMPROVEMENT: Unprofessional appearance/attire or demeanor, and/or unprofessional behavior or demeanor, and/or unprofessional appearance/attire. 0.5 pts	2 pts
Total Points: 20					

5: 20



GRANULAR POINT VALUES



Performance Assessment Rubric						
Criteria	Ratings					Pts
	EXCELLENT: Excellent tone is achieved	GOOD: Excellent tone is achieved most of	ACCEPTABLE: Strong basic	NEEDS IMPROVEMENT: Basic	NO EVIDENCE: No	
2 pts	1.5 pts	1 pts	0.5 pts	0 pts		0 pts
	4 pts	corrected: 3 pts	2 pts	1 pts	0 pts	
Technique	EXCELLENT: Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique. 5 pts	GOOD: Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique. 3 pts	ACCEPTABLE: Technical facility is good most of the time. Correct technique is demonstrated most of the time. 2 pts	NEEDS IMPROVEMENT: Basic problems exist with technique. Good technique is only demonstrated some of the time. 1 pts	NO EVIDENCE: No understanding of basic technique. 0 pts	5 pts
Rhythm/Tempo	EXCELLENT: Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection. 4 pts	GOOD: Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies. 3 pts	ACCEPTABLE: Rhythmic accuracy and precision are good. Student demonstrates good awareness of rhythm and tempo, although occasional technical problems occur.	NEEDS IMPROVEMENT: Basic rhythmic accuracy is demonstrated in simple passages, although rapid and complex passages are weak. Tempo is not always controlled. 1 pts	NO EVIDENCE: Rhythms are not performed as written. Tempo is not controlled. 0 pts	4 pts
Dynamics	EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated. 5 pts	GOOD: Good use of dynamics throughout, with some lack of dynamic control. 3 pts	ACCEPTABLE: Some successful attempts at basic dynamic variation, though limited in scope and range. 2 pts	NEEDS IMPROVEMENT: Limited dynamic range. 1 pts	NO EVIDENCE: No dynamic range. 0 pts	5 pts
Professionalism	EXCELLENT: Appearance/attire and demeanor professional. 2 pts	GOOD: A minor slip in professional appearance/attire or demeanor. 1.5 pts	ACCEPTABLE: Appearance and demeanor within bounds acceptable for student performances.	NEEDS IMPROVEMENT: Some unprofessional elements of behavior, demeanor, and/or appearance/attire. 0.5 pts	NO EVIDENCE: Unprofessional behavior or demeanor, and/or unprofessional appearance/attire. 0 pts	2 pts
Total Points: 20						



UNBALANCED CRITERIA VALUES

Non-example Rubric						
Criteria	Ratings					Pts
Resources	5 or more resources 5 pts	2-4 resources 4 pts	2 resources 1 pts	No resources 0 pts		5 pts
Introduction	Present 5 pts		Missing 0 pts			5 pts
Argument	Exceptional: Argument is perfectly presented 5 pts		Good: Argument is presented 3 pts	Failure: Argument is poor 2 pts	Missing 0 pts	5 pts
Conclusion	Outstanding: Conclusion is coherent, draws from resources presented in the paper and shows thoughtful evaluation. 5 pts		Average: Conclusion is presented. Fails to incorporate resources. 3 pts		Poor: Conclusion shows no thoughtful evaluation. 0 pts	5 pts
Spelling	Zero spelling errors 5 pts		Many spelling errors 0 pts			5 pts
Punctuation	Zero punctuation errors per paragraph 5 pts	1-3 punctuation errors per paragraph 4 pts	4-6 punctuation errors per paragraph 2 pts	7-10 punctuation errors per paragraph 1 pts	>10 punctuation errors per paragraph 0 pts	5 pts
Grammar	Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Needs work: several grammar errors 1 pts	Failure: Grammar is unintelligible 0 pts	5 pts
Citation	Full marks 5 pts			No Marks 0 pts		5 pts
Presents alternative hypothesis	Has an alternative hypothesis 5 pts		Has title 5 pts			5 pts
Title	Has title 5 pts					5 pts
Total Points: 50						5 pts



Exceptional: Argument is perfectly presented
5 pts

Has title
5 pts



CRITERIA DESCRIPTIONS

Performance Assessment Rubric					
Criteria	Ratings				
Tone Quality 4 pts	EXCELLENT: Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled. 4 pts	GOOD: Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected. 3 pts	ACCEPTABLE: Approach is de	NEEDS IMPROVEMENT: Approach is de	NO EVIDENCE: No approach is de
Technique 5 pts	EXCELLENT: Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique. 5 pts	GOOD: Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique. 3 pts	ACCEPTABLE: Te	NEEDS IMPROVEMENT: Te	NO EVIDENCE: No te
Rhythm/Tempo 4 pts	EXCELLENT: Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection. 4 pts	GOOD: Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies. 3 pts	ACCEPTABLE: Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems occur. 2 pts	NEEDS IMPROVEMENT: Rhythmic accuracy is demonstrated in simple passages, although rapid and complex passages are weak. Tempo is not always controlled. 1 pts	NO EVIDENCE: Rhythms are not performed as written. Tempo is not controlled. 0 pts
Dynamics 5 pts	EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated. 5 pts	GOOD: Good use of dynamics throughout, with some lack of dynamic control. 3 pts	ACCEPTABLE: Some successful attempts at basic dynamic variation, though limited in scope and range. 2 pts	NEEDS IMPROVEMENT: Limited dynamic range. 1 pts	NO EVIDENCE: No dynamic range. 0 pts
Professionalism 2 pts	EXCELLENT: Appearance/attire and demeanor professional. 2 pts	GOOD: A minor slip in professional appearance/attire or demeanor. 1.5 pts	ACCEPTABLE: Appearance/attire and demeanor within bounds acceptable for student performances. 1 pts	NEEDS IMPROVEMENT: Some unprofessional elements of behavior, demeanor, and/or appearance/attire. 0.5 pts	NO EVIDENCE: Unprofessional behavior or demeanor, and/or unprofessional appearance/attire. 0 pts
Total Points: 20					

EXCELLENT: Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection.
4 pts

GOOD: Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies.
3 pts

EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated.
5 pts

GOOD: Good use of dynamics throughout, with some lack of dynamic control.
3 pts

EXCELLENT: Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection.
4 pts

GOOD: Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies.
3 pts

ACCEPTABLE: Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems occur.
2 pts

NEEDS IMPROVEMENT: Rhythmic accuracy is demonstrated in simple passages, although rapid and complex passages are weak. Tempo is not always controlled.
1 pts

NO EVIDENCE: Rhythms are not performed as written. Tempo is not controlled.
0 pts

4 pts

EXCELLENT: Excellent use of dynamics throughout. Full dynamic range is demonstrated.
5 pts

GOOD: Good use of dynamics throughout, with some lack of dynamic control.
3 pts

ACCEPTABLE: Some successful attempts at basic dynamic variation, though limited in scope and range.
2 pts

NEEDS IMPROVEMENT: Limited dynamic range.
1 pts

NO EVIDENCE: No dynamic range.
0 pts

5 pts

EXCELLENT: Appearance/attire and demeanor professional.
2 pts

GOOD: A minor slip in professional appearance/attire or demeanor.
1.5 pts

ACCEPTABLE: Appearance/attire and demeanor within bounds acceptable for student performances.
1 pts

NEEDS IMPROVEMENT: Some unprofessional elements of behavior, demeanor, and/or appearance/attire.
0.5 pts

NO EVIDENCE: Unprofessional behavior or demeanor, and/or unprofessional appearance/attire.
0 pts

2 pts



CRITERIA DESCRIPTIONS

Ask yourself...

“What kind of evidence can students provide in this assignment that would show they have accomplished what you hoped they would accomplish when you created the assignment?” (Stevens & Levi, 2005, p.31).



#DESCRIPTIONFAIL

Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.





freshspectrum.com

- USE OF SUBJECTIVE OR VAGUE LANGUAGE BETWEEN PERFORMANCE LEVELS (MANY, SEVERAL, FEW, BORING, EXCITING)



SUBJECTIVE LANGUAGE



Non-example Rubric							 		
Criteria	Ratings						Pts		
Resource	Good: a few grammar errors 3 pts		Acceptable: Some grammar errors 2 pts			Needs work: several grammar errors 1 pts			
Introduction	Outstanding: Conclusion is coherent, draws from resources presented in the paper and shows thoughtful evaluation. 5 pts		Average: Conclusion is presented. Fails to include resources. 3 pts			Poor: Conclusion is poorly written. Shows no thoughtful evaluation. 0 pts			
Spelling	Zero spelling errors per paragraph 5 pts		No distracting spelling errors 3 pts			Many spelling errors 0 pts			
Punctuation	Zero punctuation errors per paragraph 5 pts	1-3 punctuation errors per paragraph 4 pts	4-5 punctuation errors per paragraph 2 pts	6-10 punctuation errors per paragraph 1 pts	>10 punctuation errors per paragraph 0 pts				
Grammar	Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Needs work: several grammar errors 1 pts	Failure: Grammar errors make writing unintelligible 0 pts				
Citation	Full marks 5 pts			No Marks 0 pts			5 pts		
Presents alternative hypothesis	Has an alternative hypothesis 5 pts		Does not have an alternative hypothesis 0 pts					5 pts	
Title	Has title 5 pts		Does not have title 0 pts					5 pts	
							Total Points: 50		



#DESCRIPTIONFAIL

INADEQUATE
WRONG INCORRECT WEAK
UNSUITABLE
POOR DREADFUL
FAULTY
FAILURE ERRONEOUS
LOUSY UNWORTHY BAD
NO GOOD CARELESS
DEFICIENT AWFUL LAME
INFERIOR UNSATISFACTORY

- NEGATIVE LANGUAGE
 - FOCUS IS ON FAILURE, NOT COACHING FOR SUCCESS/IMPROVEMENT



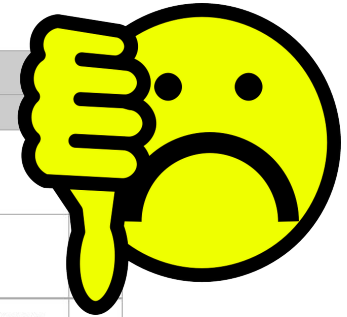
NEGATIVE LANGUAGE



Non-example Rubric						
Criteria	Ratings				Pts	
Resources	5 or more resources 5 pts	2-4 resources 4 pts	2 resources 1 pts	No resources 0 pts	5 pts	
Introduction	Present 5 pts		Missing 0 pts		5 pts	
Argument	<div style="border: 2px solid red; padding: 5px;"> Poor: Conclusion is poorly written. Shows no thoughtful evaluation 0 pts </div>		Failure: Argument is poor 2 pts	Missing: There is no argument 0 pts	5 pts	
Conclusion			<div style="border: 2px solid red; padding: 5px;"> Poor: Conclusion is poorly written. Shows no thoughtful evaluation 0 pts </div>	5 pts		
Spelling	Zero spelling errors per paragraph 5 pts	No distracting spelling errors 3 pts		Many spelling errors 0 pts	5 pts	
Punctuation	Zero punctuation errors per paragraph	1-3 punctuation errors per paragraph	4-5 punctuation errors per paragraph	6-10 punctuation errors per paragraph 1 pts	>10 punctuation errors per paragraph 0 pts	5 pts
Grammar	<div style="border: 2px solid red; padding: 5px;"> Failure: Grammar errors make writing unintelligible 0 pts </div>		Failure: Grammar errors make writing unintelligible 0 pts	5 pts		
Citation			5 pts			
Presents alternative hypothesis	Has an alternative hypothesis 5 pts		Does not have an alternative hypothesis 0 pts		5 pts	
Title	Has title 5 pts		Does not have title 0 pts		5 pts	
					Total Points: 50	



CONFUSING CRITERIA / LOW MOTIVATION



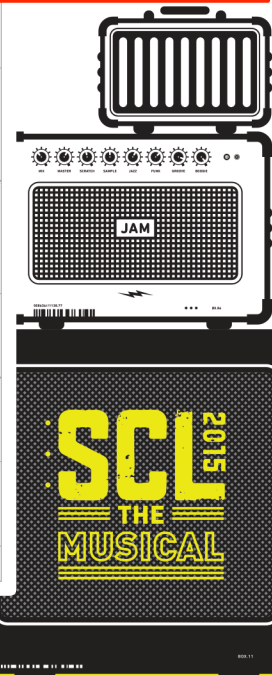
Non-example Rubric

Criteria	Ratings			
Resources	5 or more resources 5 pts	2-4 resources 4 pts	2 resources 1 pts	No resources 0 pts
Introduction	Present 5 pts		Missing 0 pts	
Argument	Exceptional: Argument is perfectly presented 5 pts	Good: Argument is fairly well presented 3 pts	Failure: Argument is poor 2 pts	Missing: There is no argument 0 pts

5 or more resources 5 pts	2-4 resources 4 pts	2 resources 1 pts	No resources 0 pts
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Spelling	Zero spelling errors per paragraph 5 pts		No distracting spelling errors 3 pts		Many spelling errors 0 pts	5 pts
Punctuation	Zero punctuation errors per paragraph 5 pts	1-3 punctuation errors per paragraph 4 pts	4-5 punctuation errors per paragraph 2 pts	6-10 punctuation errors per paragraph 1 pts	>10 punctuation errors per paragraph 0 pts	5 pts
Grammar	Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Needs work: several grammar errors 1 pts	Failure: Grammar errors make writing unintelligible 0 pts	5 pts
Citation	Full marks 5 pts			No Marks 0 pts		5 pts
Presents alternative hypothesis	Has an alternative hypothesis 5 pts		Does not have an alternative hypothesis 0 pts			5 pts
Title	Has title 5 pts		Does not have title 0 pts			5 pts

Total Points: 50



NO DESCRIPTION



Non-example Rubric						
Criteria	Present 5 pts					
Resources	5 or more resources 5 pts	2-4 resources 4 pts	2 resources 1 pts	No resources 0 pts	5 pts	
Introduction	Present 5 pts		Missing 0 pts			5 pts
Argument	Exceptional: Argument is perfectly presented 5 pts	Good: Argument is fairly well presented 3 pts	Failure: Argument is poor 2 pts	Missing: There is no argument 0 pts	5 pts	
Conclusion	Outstanding: Conclusion is coherent, draws from resources presented in the paper and shows thoughtful evaluation. 5 pts		Average: Conclusion is presented. Fails to incorporate resources. 3 pts	Poor: Conclusion is poorly written. Shows no thoughtful evaluation 0 pts	5 pts	
Spelling	Zero spelling errors per paragraph 5 pts		No distracting spelling errors		Many spelling errors	
Punctuation	Zero punctuation errors per paragraph 5 pts		Full marks 5 pts			
Grammar	Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Needs work: several grammar errors 1 pts	Failure: Grammar errors make writing unreadable 0 pts	5 pts
Citation	Full marks 5 pts		No citations 0 pts			5 pts
Presents alternative hypothesis	Has an alternative hypothesis 5 pts		Does not have an alternative hypothesis 0 pts			5 pts
Title	Has title 5 pts		Does not have title 0 pts			5 pts

Total Points: 50



LACK OF CONSISTENCY

Exceptional: Argument is perfectly presented 5 pts	Good: Argument is fairly well presented 3 pts	Failure: Argument is poor 2 pts	Missing: There is no argument 0 pts
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Introduction	Present 5 pts	Missing 0 pts	5 pts		
Argument	Exceptional: Argument is perfectly presented 5 pts	Good: Argument is fairly well presented 3 pts	Failure: Argument is poor 2 pts	Missing: There is no argument 0 pts	5 pts
Conclusion	Outstanding: Conclusion is coherent, draws from resources presented in the paper and shows thoughtful evaluation.	Average: Conclusion is presented. Fails to incorporate resources.	Poor: Conclusion is poorly written. Shows no thoughtful evaluation	5 pts	



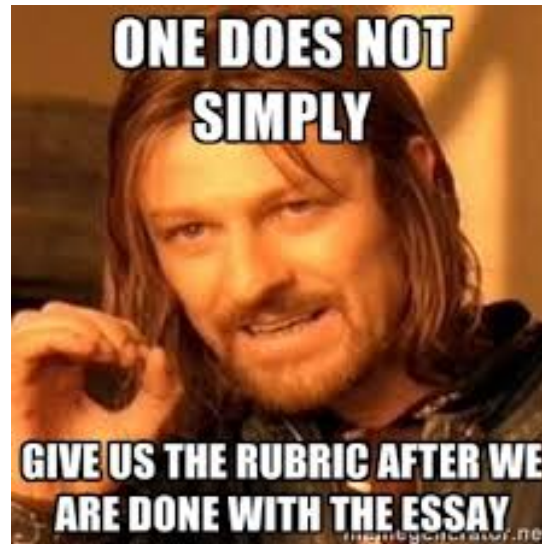
Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Needs work: several grammar errors 1 pts	Failure: Grammar errors make writing unintelligible 0 pts
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Punctuation	Zero punctuation errors per paragraph 5 pts	1-3 punctuation errors per paragraph 4 pts	4-5 punctuation errors per paragraph 2 pts	6-10 punctuation errors per paragraph 1 pts	>10 punctuation errors per paragraph 0 pts	5 pts
Grammar	Outstanding: zero grammar errors 5 pts	Good: a few grammar errors 3 pts	Acceptable: Some grammar errors 2 pts	Needs work: several grammar errors 1 pts	Failure: Grammar errors make writing unintelligible 0 pts	5 pts
Citation	Full marks 5 pts	No Marks 0 pts	5 pts			
Presents alternative hypothesis	Has an alternative hypothesis 5 pts	Does not have an alternative hypothesis 0 pts	5 pts			
Title	Has title 5 pts	Does not have title 0 pts	5 pts			
Total Points: 50						



#RUBRICFAILS

- NOT GIVING THE RUBRIC FAR ENOUGH IN ADVANCE
 - STUDENTS HAVE NO TIME TO PLAN, MONITOR, AND EVALUATE OWN WORK
- UNBALANCED VALUE FOR EFFORT ACROSS RATINGS AND CRITERIA
- NEGATIVE AND SUBJECTIVE LANGUAGE
- EMPLOYING RUBRIC AS CHECKLIST OR FOR SUBMISSION CHECK
- EVALUATING TASK BASED CRITERIA (as opposed to SLO aligned criteria)



#WINNING

- **EMPLOY POSITIVE and OBJECTIVE LANGUAGE**
- FOCUS ON ACCOMPLISHMENT AND COACH FOR IMPROVEMENT
- WEIGH PERFORMANCE CATEGORIES TO MATCH EFFORT
 - USE UPPER PERFORMANCE LEVELS TO ENCOURAGE BEST EFFORT
- USE RUBRIC TO IDENTIFY GAPS IN TEACHING AND DEVELOPMENT OF SKILLS OVER TIME

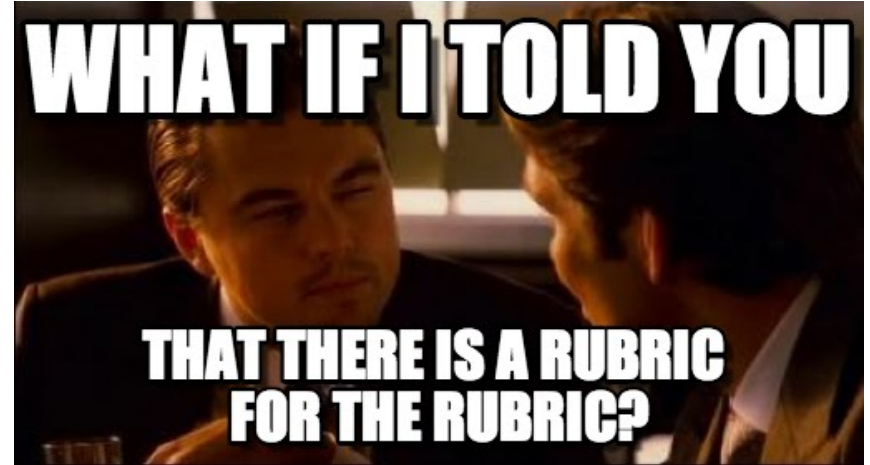


EXAMPLES & RESOURCES

- CARNEGIE MELLON EBERLY CENTER: GRADING & PERFORMANCE RUBRICS
 - <http://www.cmu.edu/teaching/designteach/teach/rubrics.html>
- CENTER FOR TEACHING AND LEARNING, UNIVERSITY OF TEXAS
 - <http://ctl.utexas.edu/teaching/assess-learning/rubrics>
- CORNELL UNIVERSITY CENTER FOR TEACHING EXCELLENCE
 - <http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html>
 - <http://www.cte.cornell.edu/documents/Science%20Rubrics.pdf>
- UNIVERSITY OF OREGON: TEACHING EFFECTIVENESS PROGRAM
 - <http://tep.uoregon.edu/resources/assessment/rubrics.html>
- BERKELEY CENTER FOR TEACHING AND LEARNING
 - <https://teaching.berkeley.edu/rubrics-0>



QUESTIONS?



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