Rubrics - Part 2

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Different types of rubrics:

<u>Holistic</u> - great for summative assessments; not much feedback is necessary

<u>Analytic</u> - breaks down criteria more; better for formative assessments, but can be used for summative assessments too

<u>Single Point</u> - focuses on the proficient descriptor of each criteria; great for formative assessments and requires more feedback written from the instructor

Some reminders about rubrics:

-Your scale can go in increasing OR decreasing level of expectations

- Deficit vs. Can Do descriptors

- Rubrics are bested used when grading a process (like a report, research paper, explaining their thinking, justifying a position or answer); if you are grading a task based on correct answers, a rubric may not be the best tool to use

BEFORE: Research Project (using DEFICIT language)

Criteria	Beginning	Approaching	Meeting	Exceeding
Pose Significant Researchable Question(s)	**Fails to pose** a researchable question on a local, regional, and/or global issue, and/or **doesn't explain** its significance to the global community.	Poses an **inadequate** researchable question on a local, regional, and/or global issue, and/or **somewhat** explains its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and **mostly** explains its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and **clearly** explains its significance to the global community.
Develop an Evidence based Position and Draw Conclusions	**Does not develop a position; no conclusion evident.**	Develops a position based on **limited evidence and perspectives; fails to draw a reasonable conclusion** in response to a global question.	Develops a position based on evidence from sources that **doesn't consider** multiple perspectives; draws **somewhat reasonable** conclusions in response to a global question.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.

AFTER: Research Project (using CAN DO language)

Criteria	Beginning	Approaching	Meeting	Exceeding
Pose Significant Researchable Question(s)	Poses a broad question on a local or regional issue, with reference to the global community.	Poses a question on a local or regional issue, and identifies its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Develop an Evidence based Position and Draw Conclusions	Adopts and accurately restates an opinion, and at least one piece of supporting evidence from a source, in response to a global question.	Develops an opinion based on evidence from a source in response to a global question; draws simple conclusions.	Develops a position based on evidence from sources that reflects a particular perspective in response to a global question; draws conclusions that reflect a partial understanding of the issue.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.

How to make and use a good rubric:

-Be clear and consistent

-Grade a sample assignment with your students using your rubric

-Ask for student input (create the rubric together)

-Have students self assess/assess each other using your rubric before they turn in the assignment (this can be done individually, in pairs, or in small groups)

-The more students spend time thinking and using rubrics tends to correlate with better understanding of the expectations and quality of the product

Scoring Strategies

Roobrix.com asks for your rubric parameters and converts scores to percent.

Another way is to break down what each level means to you as a percent/grade:

For example: 4 = A (so all 4's is 100%), 3 = B (all 3's means 85%), 2 = C (all 2's means 75%), 1 = D (all 1's means 65%)

If you have 5 criteria that you are grading, then the point breakdown could be something like this:

20=100%	15=85%	10=75%	5=65%
19=97%	14=83%	9=73%	
18=94%	13=81%	8=71%	
17=91%	12=79%	7=69%	
16=88%	11=77%	6=67%	

Rubric Resources:

RubiStar(free website to create quality rubrics): http://rubistar.4teachers.org/index.php

Example rubrics (they are not perfect, so make adjustments accordingly) in the Box account. The examples are in a rubrics folder, so they are separate from the rubrics that you shared!