Understanding a Rubric

Rubric definition

- A <u>grading tool</u> that is used to assign a grade based on a specific <u>category</u> or <u>scale</u>.
- A rubric is based on **facts** or **information** that is presented in an assignment.
- A rubric must be <u>unbiased</u>, which means not showing a <u>preference</u> for something.

Category Rubric definition

- A category rubric has a <u>criteria or piece</u> that is worth a certain number of points.
- If the <u>project</u> being graded doesn't have all of the criteria it will not receive all of the points.

Category Rubric Example

Criteria	Points Possible	Points Earned
There are 3 slides in the presentation: Title Slide, Picture Slide, and Paragraph Slide. (15 pts)	15 pts	
The title slide has a title and the student's name. (5 pts)	5 pts	
The picture slide has a total of at least 10 pictures. (50 pts)	50 pts	
There are 4 or fewer grammar errors in the paragraph. (8 pts) There are 4 or fewer spelling errors in the paragraph. (8 pts)	16 pts	
The background of the slides/powerpoint follows the instructions and the text is readable/easy to see throughout the entire presentation. (14 pts)	14 pts	
Teacher Comments:	Total: 100 pts	

Scaled Rubric Definition

- A <u>scaled</u> rubric follows a criteria among specific <u>levels</u>.
- The levels are usually between a specific number range like 1-4.
- These numbers help identify the **grade** received for specific criteria.
- A **4** on a scaled rubric represents an **A** while a **1** represents a **D**.
- The <u>criteria</u> for a scaled rubric in <u>English</u> is pulled from the <u>state</u> <u>standards</u> to help assess your writing.
- Each level contains a **qualifier** to grade each piece of criteria.

Scaled Rubric Example

- 1. Where is the criteria on this rubric?
- 2. Where are the qualifiers?
- 3. What grade would the zero represent on this rubric?
- 4. What kind of activity might this rubric be for?

	4	3	2	1	0
7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals & deadlines. Enacts individual roles independently.	Follows agreed-upon rules and deadlines. Carries out assigned roles.	Follows agreed-upon rules and carries out assigned roles.	Follows agreed-upon norms.	No participation in the discussions/groups/ roles.
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and	Demonstrates active listening by reviewing or elaborating on key points made by others and asking questions to solicit ideas from others.	Demonstrates active listening by making comments that link to previous comments and asking questions to clarify others' ideas or follow up on information.	Listens carefully and takes turns making comments that link to previous comments. OR Asks questions to check understanding of information	Participates minimally in discussions.	No participation in the discussions/groups/roles.

You be the judge #1



- 1. Is this an example of a rubric? Why or why not?
- 2. Is it an effective rubric? Explain.
- 3. How could it be changed to be better or is it fine the way it is?

You be the judge #2



- 1. Is this an example of a rubric? Why or why not?
- 2. Is it an effective rubric? Explain.
- 3. How could it be changed to be better or is it fine the way it is?

Make your own rubric!

As a class, we are going to make a rubric ranking something. A few suggestions are: superheros, ice cream sundae ingredients, or candy bars.

It must have a 1-4 levels as a scale.

It must contain at least 3 pieces of criteria that are different from each other.

There must be clear qualifiers for each level on the 1-4 scale.