

# Rubrics - A Quick Primer

<b>Holistic</b>	<b>Analytical Trait</b>
A single overall score is assigned to a student performance or product	More than one dimension or trait of a student performance or product are scored
Easy to train raters	Harder to train raters
Quick scoring process	Slower scoring process
Assesses overall student performance	Shows the relative strengths and weaknesses of student work: this helps both teachers and students
Two students can get the same score for different reasons	Reasons for differences in scores are more readily apparent

**Every rubric will take one trait from above and one from**

<b>Generalized</b>	<b>Task Specific</b>
Criteria can be used across tasks	Criteria refer to a specific task
Direct judgment of skill level-criteria define what is being assessed	Have to infer skill level from total score - criteria do not define what is being assessed
Same rubric usable for different tasks (especially useful for portfolios)	Rubrics must be rewritten for each task
Best for 'big' student outcomes, e.g., problem solving or critical thinking	Good for assessing knowledge and conceptual understanding
Harder to score	Quicker to score
Harder to get rater agreement, especially at first	Easy to get rater agreement
Easier to score 'non-typical' responses	Easy to <i>mis-score</i> 'non-typical' responses
Good instructional tool	Poor instructional tool

## Example of a Generalized Holistic Rubric

<i>SCORE</i>					
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<p>The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.</p>	<p>The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.</p>	<p>The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.</p>	<p>The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.</p>	<p>The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.</p>	<p>The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.</p>

## Example of a Task-Specific Holistic Rubric

### Task:

The teacher provided a variety of menus from different Mexican restaurants. Using these as models, students worked in pairs to create menus for imaginary restaurants. They named their restaurants and included appropriate decorations on their menus.

<b>Score</b>	<b>Criteria</b>
4	Exceeds criteria and requirements. Menu is clear, complete, logically organized, and includes language and cultural features that go beyond basic requirements of the task.
3	Meets all criteria at a good level. Menu is clear, complete, logically organized. Most Spanish words and phrases are written correctly. Includes some detail.
2	Meets most criteria at a satisfactory level. Generally understandable, complete, and logically organized. May include some errors in spelling or vocabulary that cause parts of the communication to be unclear or confusing. Tends to rely on basic vocabulary and patterns. Little detail.
1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief.

Source: British Columbia Ministry of Education. Integrated Resource Package 1996. *Spanish 5 to 12*. Appendix D: Assessment and Evaluation: Sample 2: Grade 8.  
[<http://www.bced.gov.bc.ca/irp/sp512/apdsam2.htm>]

## Example of a Generalized Analytical Trait Rubric

	<b>Exemplary</b> — 4 —	<b>Accomplished</b> — 3 —	<b>Developing</b> — 2 —	<b>Beginning</b> — 1 —
<b>Comprehensibility</b>	Listeners accustomed to the speech of learners are able to understand all of the presentation.	Listeners accustomed to the speech of learners are able to understand most of the presentation.	Listeners accustomed to the speech of learners are able to understand the main ideas and some details of the presentation.	Listeners accustomed to the speech of learners are able to understand isolated bits of the presentation.
<b>Text Type</b>	Describes, narrates, and/or expresses own thoughts in paragraph-level discourse.	Describes, narrates, and/or expresses own thoughts in connected strings of sentences.	Speaks in loosely connected sentences.	Speaks in unconnected sentences and phrases.
<b>Language Control</b>	High degree of accuracy in grammar and word choice in connected, rehearsed, and occasionally complex discourse. Little or no interference from first language.	Usually accurate grammar and word choice in connected, rehearsed discourse. Occasional interference from first language.	Frequent, but usually minor, grammar and word choice errors in rehearsed, sentence-level discourse. Significant interference from first language.	Comprehension is impeded by frequent grammar and word choice errors in rehearsed discourse. High degree of interference from first language.
<b>Vocabulary Use</b>	Uses a broad range of familiar and new words, phrases, and idioms so that expression is highly varied and non-repetitive.	Uses an adequate range of familiar and new words, phrases, and idioms so that expression is varied and only occasionally repetitive.	Uses familiar words, phrases, and idioms, and rarely attempts to go beyond basic vocabulary. Speech is repetitive and lacks variety.	Uses very basic vocabulary and memorized phrases. Speech is limited and highly repetitive.
<b>Communication Strategies</b>	Always maintains communication. Able to circumlocute and self-correct when needed. Use of memory aids enhances presentation.	Very few breaks in communication. Sometimes able to circumlocute and self-correct. Effective use of memory aids.	Frequent breaks in communication. Rarely able to circumlocute or self-correct. Use of memory aids sometimes detracts from presentation.	Generally unable to maintain communication. Overreliance on memory aids detracts from presentation.

### Example of Task Specific Analytical Trait Rubric

Many of the characters in the fantasies you read faced situations similar to those that young people today might also encounter. While the situations the characters faced and the setting of the stories in the fantasies were fictional, the similar situations and the settings in which they occur are very real for young people today.

<i>GLCE</i>	<i>SCORE</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p><b>Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. (W.PR.06.05)</b>  <b>Revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind. W.PR.06.03</b></p>	<p>Provides little or no evidence of understanding the revision process. Works alone on their essay and does not give feedback to others.</p>	<p>Provides some evidence of knowing the revision process, using checklists or resources. Works collaboratively with another student to revise and edit the essay but disregards constructive suggestions for improvements with regard to consistency, clarity, and coherence.</p>	<p>Provides evidence of understanding the revision process when writing a speculative essay. Works collaboratively with another student to revise and edit the essay and incorporates constructive suggestions for improvements on with regard to consistency, clarity, and coherence.</p>	<p>Provides strong evidence of understanding the revision process and uses multiple resources to do so.. Works collaboratively with other students to revise and edit the essays, incorporates constructive suggestions for improvements, and actively seeks further feedback to enhance the clarity, coherence, and consistency..</p>
<p><b>Exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support). (W.PS.06.01)</b></p>	<p>Demonstrates little or no evidence of personal style and voice in relation to personal experience. Provides little or no evidence of credible support in relation to personal experience.</p>	<p>Provides some evidence of credible support and/or personal style in relation to personal experience.</p>	<p>Exhibits personal style and voice using two of the following, emotional appeal, strong opinion, and credible support, in relation to personal experience.</p>	<p>Provides personal style of voice using emotional appeal, strong opinion, and credible support in relation to personal life by providing personal insights and in-depth discussion.</p>