

DESIGNING USEFUL RUBRICS

Analytical Rubrics &
Holistic Rubrics

CREATING ANALYTIC RUBRICS

Along the left side are criteria to be scored

- Align these the unit learning goals (standards)

Along the top are proficiency levels

- The more you have, the more difficult it is to have good reliability
- Make reference to expectations, not global evaluations

In the middle are descriptors (of criteria along proficiency levels)

- Descriptors are distinct

Weighting* is based on importance of learning goals

| | Below Expectations | In Progress Toward Expectations | Meets Expectations |
|--|---|--|---|
| Request directions | Student is not able to ask for directions coherently. | Student asks for directions, but with some difficulty. | Student asks for directions with no difficulty. |
| Follow directions | Student is not able to follow directions given by partner. | Student can follow directions with some difficulty. | Student can follow directions without hesitation. |
| Use of affirmative <i>tu</i> commands | Commands are barely or not used correctly. | Commands are used by not consistently. | Commands are used correctly throughout. |
| Use of prepositional phrases to express location | Prepositions are not used correctly. | Prepositions are used but with some mistakes. | Prepositions are used correctly. |
| Identifying places | Student cannot identify places in and around the destination. | Student identifies places but with some difficulty. | Student can identify the places without mistakes. |
| Accuracy in the giving of instructions | Instructions were not clear or accurate. | Instructions were clear, but with some mistakes. | Instructions were very clear and accurate. |

CREATING ANALYTIC RUBRICS

Guidelines for Developing Analytic Rubrics

Assesses HOTS aligned with learning goals (standards)

Aligns criteria to prompt directions

Avoids criteria that are frivolous or untaught

Avoids evaluative terms

Uses no more than 5* criteria

Fits neatly on one page

ASSESSES HOTS ALIGNED WITH LEARNING GOALS / STANDARDS

| Common Error | Poor Design | Fixes | Better Design |
|---|---|---|---|
| Requires students to know, list, or recite facts in response to performance assessment prompt | List and explain the factors leading to WWI | Include items that require the use of HOTS that are aligned with learning goals | In your opinion, of the factors leading to WWI discussed in class, which factor do you believe is most important? Support your answer with at least three examples of evidence from the text and discussions. |

ALIGNS CRITERIA TO PROMPT DIRECTIONS, LEARNING GOALS, AND STANDARDS

| Common Error | Poor Design | Fixes | Better Design |
|--|---|---|--|
| Lacks consistency between prompt, learning goals, and standards. | No statement about the importance of including _____ in prompt directions, but it is included in scoring. (*This often happens with writing conventions.) | Align scoring criteria to prompt, which is already aligned with learning goals, which are already aligned with standards. | Importance of all assessed criteria are specified in both the prompt and rubric. |

AVOIDS CRITERIA THAT ARE FRIVOLOUS OR UNTAUGHT

| Common Error | Poor Design | Fixes | Better Design |
|--|---|---|--|
| Either frivolous or untaught criteria are included on rubric and assessed. | <ul style="list-style-type: none">• Neatness (often frivolous)• Length (often frivolous)• Creativity (often untaught) | Align scoring criteria to prompt, which is already aligned with learning goals, which are already aligned with standards. | Perhaps have a narrative section where you can give feedback on extra areas that are important, but unrelated to learning goals. Do not engage in score pollution. |

AVOIDS EVALUATIVE TERMS

| Common Error | Poor Design | Fixes | Better Design |
|---|---|--|--|
| Evaluative terms are used in the scoring guide. | <ul style="list-style-type: none">• “Bad Title” as a descriptor• “Poor” as a proficiency level | Use phrasing that fosters learning rather. | <ul style="list-style-type: none">• “Title needs to more accurately summarize the main idea.”• “Below Standard” |

USES TOO MANY CRITERIA

| Common Error | Poor Design | Fixes | Better Design |
|--|--|---|--|
| Includes too many criteria on the rubric | To guide students in writing a short story, the teacher developed a rubric with 15 criteria that reflected the skills learned during the year. | Limit the number of criteria based on age of student. | The teacher focused the criteria on the most relevant learning goals for the current unit – character development and conventions. |

FITS NEATLY ON ONE PAGE

| Common Error | Poor Design | Fixes | Better Design |
|--------------------------------------|--|--|--|
| Rubric extends beyond a single page. | <ul style="list-style-type: none">• May have too many criteria and/or proficiency levels• May be too verbose in descriptors | Be brief, but informative. The less you say, the more power each word carries. | <ul style="list-style-type: none">• See above on limiting criteria. Use caution when creating proficiency levels. The more you have, the less reliable the assessment is likely to be.• Use the active voice and avoid lengthy examples |

ANALYTICAL RUBRIC SAMPLE

| | Below Standard | In-Progress | Meets Standard |
|----------------------------|---|--|--|
| Has 5 lines | Does not have 5 lines 0 | (None) | Has 5 lines 1 |
| Tells a funny story | Story is incomplete and lacks humor | Story is incomplete OR lacks humor | Story is complete and humorous |
| Has correct rhyming | Does not rhyme | Has some rhymes but pattern is incorrect | Rhymes and has correct pattern (AABBA) |
| Has correct capitalization | Capitals not used correctly | Capitals sometimes used correctly | Capitals are correctly used |
| Has correct punctuation | Is not punctuated correctly | Has some correct punctuation | Is correctly punctuated |
| Uses descriptive words | Specific nouns, adjectives, and adverbs not used to “paint the picture” | Specific nouns, adjectives, and adverbs are attempted to “paint the picture” | Specific nouns, adjectives, and adverbs successfully “paint the picture” |

HOLISTIC RUBRIC SAMPLE

| Score | Description |
|----------|---|
| 3 Points | Superior – response presents a comprehensive, in-depth understanding of the subject content. Using appropriate terminology, the response accurately defines the primary concepts. It develops central idea by referencing prior knowledge, cites relevant detail, and incorporates appropriate examples. |
| 2 Points | Commendable – response adequately presents an accurate understanding of the subject content. Using appropriate terminology, the response generally defines the primary concepts. It includes an analysis of significant events by drawing conclusions, making inferences, or making predictions that are generally consistent with supporting detail. Any minor errors do not detract with overall response. |
| 1 Point | Limited– little understanding of the subject content. Presentation is brief and includes unrelated general statements. Using little, if any, appropriate terminology, the response minimally defines the primary concepts. Response attempts to provide central idea by referencing prior knowledge, but these references are sparse or unclear. May include irrelevant facts or may not include an analysis. Serious errors interfere with response. |
| 0 Points | Response is blank, too vague, inaccurate, unreadable, missing, or illegible |

GUIDELINES FOR ALL RUBRICS

Limit scoring criteria (4-6 should suffice)

The scoring guide should fit on 1 page!

For analytical and holistic rubrics:

- Use parallel language to describe achievement across levels of proficiency
- Avoid the use of negative language
- Design descriptive (not evaluative) proficiency levels
- Proficiency levels should be easily distinguishable from one another