



Sample Assessment Rubrics

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The Rubric is an authentic assessment tool that is useful in measuring complex and subjective criteria. Rubrics allow assessment to be more objective and consistent, helps focus measurement criteria in specific terms, and clearly shows students what is expected of them and how their work will be evaluated. Rubrics can be created in a variety of forms and levels of complexity, yet can contain common features. This Guide will provide you a variety of sample assessment rubrics that you can use, adapt, modify, or combine.

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality." (Grant Wiggins)

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Reference!

You may want your students to create or modify a rubric for project-based learning activities. Students take ownership of the project and are more motivated if they have a say in what and how the project is evaluated.



Tip!

For a first rubric:

- Focus on the highest level
- Review excellent examples
- Keep it simple
- Limit to 4 levels
- Aim for mid-level of generalization
- Use unique descriptors
- Avoid relative terms
- Keep "distance" between levels equal

Helpful Hints from
Challenge 2000 PBL
<http://pblmm.k12.ca.us/PBLGuide/PlanAssess/RubricNotes2-97.html>

As you decide which rubric to use...

1. Consider if the rubric addresses the most important aspects of student performance.
2. Determine if the rubric addresses the instructional outcome(s) to be measured.
3. Decide whether the rubric includes anything extraneous. If so, change the rubric or use a different one.
4. Do not focus on the rubric's stated grade level. It may be appropriate for other grades with little or no modification.
5. Check if a rubric from a different subject area can be adapted to fit your curriculum or project.
6. Reading rubrics can often be used to assess listening skills, writing rubrics may be adapted to assess speaking skills, and rubrics involving multimedia projects can be applied to all areas.
7. Make sure the rubric is clear.
8. Try the rubric out on some actual samples of student work.
9. See if you and your colleagues can arrive at a consensus about what scores to assign a piece of student work.
10. Feel free to combine or modify rubrics to make them work better.
11. Use this criteria to evaluate the rubric.

List adapted from Chicago Public Schools site on Tips for Choosing Rubrics:

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/Choosing_Rubrics/choosing_rubrics.html