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 Rubrics: Lesson Builder--Page 1

# Introduction

		Levels of performance (scale)			
		4	3	2	1
Criteria or Dimensions	Rubric design				
	Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
	Criterion 2	Performance descriptors			
	Criterion 3				
⋮					

This workshop focuses on grading complex assignments that often include critical thinking. We will explore the purpose and characteristics of rubrics and use the RubiStar site to create rubrics for an objective for one of your classes. At the end of the session, faculty will share the rubrics they have created for a specific assignment and receive feedback from their peers.

You may want to explore the [PC critical thinking rubrics](#) to see if one

or more or them are applicable to your course.

## Materials in this handout were compiled from the following web sites.

- [http://www.carla.umn.edu/assessment/VAC/Evaluation/p\\_4.html](http://www.carla.umn.edu/assessment/VAC/Evaluation/p_4.html)
- <http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm>
- <http://rubistar.4teachers.org>
- <http://valenciacc.edu/learningevidence/rubrics.asp>
- <http://faculty.sacredheart.edu/stiltnerb/students/rubrics.htm>

# Objectives

## Rubrics: Lesson Builder--Page 2

### **At the end of this workshop, you should be able to:**

1. Describe a rubric (what is it?)
2. Describe the purpose of rubrics.
3. Describe the difference between holistic and analytic rubrics.
4. List the characteristics of good rubrics.
5. Develop a rubric for judging the quality of a product (chocolate chip cookie).
6. Create/modify a rubric for an assignment or activity in a class you teach.
7. Identify strengths and weaknesses in a rubric.

# Overview of Workshop

## Rubrics: Lesson Builder--Page 3

### Introduction

- Welcome and sign in.
- Introductions (Who you are, something cool about you)
- Expectations (each shares a reason for attending the workshop)
- Example of importance of criteria and expectation (Look at my feet and guess?)

### What is a rubric?

- Discuss content on page 4.
- Complete the One-Sentence-Summary Activity (see menu to the right).

### Why use rubrics

- Review content on use of rubrics on page 5.
- Complete survey on which of these are important to each participant. (*Activities – Why use rubrics?* )
- Review the results of the survey. (*Activities – Why use rubrics –responses*)

### Types of Rubrics

- Review the different types of rubrics (Page 6 – *Types of Rubrics*)
- Sorting activity on types of rubrics (Page 6)

## Characteristics of rubrics

- Review and discuss the characteristics of rubrics (page 8).

## The chocolate chip example

- *Activities-Cookie Rubric* (Work in pairs to create a rubric for judging chocolate chip cookies—Thanks to Julie Magadan for sharing information she learned at a conferences!)
- Judge the quality of cookies.
- Discuss/debrief the process.

## Creating a rubric for your class

- Explore RubiStar.
- Create a rubric for a class/workshop.
- Exchange rubrics and use the *Aunt Olive's Rubric on Rubric* to critique another's rubric.

# What is a rubric?

## Rubrics: Lesson Builder--Page 4

The [Virtual Assessment Center](#) at the University of Minnesota says:

Rubrics, also commonly referred to as rating scales, are increasingly used to evaluate student performance.

The [Teaching, Learning, and Technology Group](#) defines rubrics as:

"Rubrics" are a way of explicitly stating the criteria for student work. They may lead to a grade or be part of the grading process. However, they are more specific, detailed, and disaggregated than a grade. Thus they can show strengths and weaknesses in student work.

[Jon Mueller](#), Professor of Psychology, North Central College, describes rubrics in a bit more detail.

*Rubric: A scoring scale used to assess student performance along a task-specific set of criteria.*

Authentic assessments typically are criterion-referenced measures. That is, a student's aptitude on a task is determined by matching the student's performance against a set of criteria to determine the degree to which the student's performance meets the criteria for the task. To measure student performance against a pre-determined set of criteria, a rubric, or scoring scale, is typically created which contains the essential criteria for the task and appropriate levels of performance for each criterion. For example, the following rubric (scoring scale) covers the research portion of a project:

### Sample Rubric for a Research Project

Criteria	Weight	Levels of Performance		
		1	2	3
Number of Sources	x1	1-4	5-9	10-12
Historical Accuracy	x3	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies
Organization	x1	Can not tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources info was drawn from
Bibliography	x1	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included

As in the above example, a rubric is comprised of two components: *criteria* and *levels of performance*. Each rubric has at least two criteria and at least two levels of performance. The criteria, characteristics of good performance on a task, are listed in the left-hand column in the rubric above (number of sources, historical accuracy, organization and bibliography). Actually, as is common in rubrics, the author has used shorthand for each criterion to make it fit easily into the table. The full criteria are statements of performance such as "include a sufficient number of sources" and "project contains few historical inaccuracies."

For each criterion, the evaluator applying the rubric can determine to what degree the student has met the criterion, i.e., the level of performance. In the above rubric, there are three levels of performance for each criterion. For example, the project can contain lots of historical inaccuracies, few inaccuracies or no inaccuracies.

Finally, the rubric above contains a mechanism for assigning a score to each project. (Assessments and their accompanying rubrics can be used for purposes other than evaluation and, thus, do not have to have points or grades attached to them.) In the second-to-left column a weight is assigned each criterion. Students can receive 1, 2 or 3 points for "number of sources." But historical accuracy, more important in this teacher's mind, is weighted three times (x3) as heavily. So, students can receive 3, 6 or 9 points (i.e., 1, 2 or 3 times 3) for the level of accuracy in their projects.

# Why use rubrics

## Rubrics: Lesson Builder--Page 5

From the University of Minnesota's [Virtual Assessment Center](#):

When we consider how well a learner performed a speaking or writing task, we do not think of the performance as being *right* or *wrong*. Instead, we place the performance along a continuum from exceptional to not up to expectations. Rubrics help us to set anchor points along a quality continuum so that we can set reasonable and appropriate expectations for learners and consistently judge how well they have met them.

- Well-designed rubrics increase an assessment's construct and content validity by aligning evaluation criteria to standards, curriculum, instruction, and assessment tasks.
- Well-designed rubrics increase an assessment's reliability by setting criteria that raters can apply consistently and objectively.
- Evaluating student work by established criteria reduces bias.
- Identifying the most salient criteria for evaluating a performance and writing descriptions of excellent performance can help teachers clarify goals and improve their teaching.
- Rubrics help learners set goals and assume responsibility for their learning—they know what comprises an optimal performance and can strive to achieve it.
- Rubrics used for self- and peer-assessment help learners develop their ability to judge quality in their own and others' work.
- Rubrics answer the question "Why did I/my child get a B on this project?"
- Learners receive specific feedback about their areas of strength and weakness and about how to improve their performance.
- Learners can use rubrics to assess their own effort and performance, and make adjustments to work before submitting it for a grade.



- Rubrics allow learners, teachers, and other stakeholders to monitor progress over a period of instruction.
- Time spent evaluating performance and providing feedback can be reduced.
- When students participate in designing rubrics, they are empowered to become self-directed learners.
- Rubrics help teachers move away from subjective grading by allowing them and others, including students themselves, to assess work based on consistent, often agreed upon, and objective criteria.

From [Jon Mueller](#). Professor of Psychology, [North Central College](#)

#### Clearer expectations

...it is very useful for the students and the teacher if the criteria are identified and communicated prior to completion of the task. Students know what is expected of them and teachers know what to look for in student performance. Similarly, students better understand what good (or bad) performance on a task looks like if levels of performance are identified, particularly if descriptors for each level are included.

#### More consistent and objective assessment

In addition to better communicating teacher expectations, levels of performance permit the teacher to more consistently and objectively distinguish between good and bad performance, or between superior, mediocre and poor performance, when evaluating student work.

#### Better feedback

Furthermore, identifying specific levels of student performance allows the teacher to provide more detailed feedback to students. The teacher and the students can more clearly recognize areas that need improvement.

## Which of these reasons are important to you?

Each link below takes you to a separate poll item. Select the answer that best matches your beliefs about rubrics. You can see how others respond by viewing the results.

[Importance of Reliability](#)

[Validity of the assessment](#)

[Reduction of bias in grading](#)

[Clarifying goals for you as the teacher](#)

[Communicating expectations to students](#)

[Improve students ability to judge their own performance](#)

[Means for providing better feedback to students](#)

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# Types of Rubric

## Rubrics: Lesson Builder--Page 6

All the content on this page is from:

[Analytic Versus Holistic Rubrics](#) by Jon Mueller. Professor of Psychology, North Central College

For a particular task you assign students, do you want to be able to assess how well the students perform on each criterion, or do you want to get a more global picture of the students' performance on the entire task? The answer to that question is likely to determine the type of rubric you choose to create or use: Analytic or holistic.

### Analytic rubric

Most rubrics ... are *analytic* rubrics. An *analytic rubric* articulates levels of performance for *each* criterion so the teacher can assess student performance on each criterion. Using the research rubric (see page 4), a teacher could assess whether a student has done a poor, good or excellent job of "organization" and distinguish that from how well the student did on "historical accuracy."

### Holistic rubric

In contrast, a holistic rubric does *not* list separate levels of performance for each criterion. Instead, a *holistic rubric* assigns a level of performance by assessing performance across multiple criteria as a whole. For example, the analytic research rubric above can be turned into a holistic rubric:

## Example of Holistic Rubric

<p>3 - Excellent Researcher</p> <ul style="list-style-type: none"><li>•included 10-12 sources</li><li>•no apparent historical inaccuracies</li><li>•can easily tell which sources information was drawn from</li><li>•all relevant information is included</li></ul>
<p>2 - Good Researcher</p> <ul style="list-style-type: none"><li>•included 5-9 sources</li><li>•few historical inaccuracies</li><li>•can tell with difficulty where information came from</li><li>•bibliography contains most relevant information</li></ul>
<p>1 - Poor Researcher</p> <ul style="list-style-type: none"><li>•included 1-4 sources</li><li>•lots of historical inaccuracies</li><li>•cannot tell from which source information came</li><li>•bibliography contains very little information</li></ul>

In the analytic version of this rubric, 1, 2 or 3 points is awarded for the number of sources the student included. In contrast, number of sources is considered along with historical accuracy and the other criteria in the use of a holistic rubric to arrive at a more global (or holistic) impression of the student work. Another example of a holistic rubric is the "[Holistic Critical Thinking Scoring Rubric](#)" (in PDF) developed by Facione & Facione.

## When to choose an analytic rubric

Analytic rubrics are more common because teachers typically want to assess each criterion separately, particularly for assignments that involve a larger number of criteria. It becomes more and more difficult to assign a level of performance in a holistic ru-

bric as the number of criteria increases. For example, what level would you assign a student on the holistic research rubric above if the student included 12 sources, had lots of inaccuracies, did not make it clear from which source information came, and whose bibliography contained most relevant information? As student performance increasingly varies across criteria it becomes more difficult to assign an appropriate holistic category to the performance. Additionally, an analytic rubric better handles weighting of criteria. How would you treat "historical accuracy" as more important a criterion in the holistic rubric? It is not easy. But the analytic rubric handles it well by using a simple multiplier for each criterion.

## **When to choose a holistic rubric**

So, when might you use a holistic rubric? Holistic rubrics tend to be used when a quick or gross judgment needs to be made. If the assessment is a minor one, such as a brief homework assignment, it may be sufficient to apply a holistic judgment (e.g., check, check-plus, or no-check) to quickly review student work. But holistic rubrics can also be employed for more substantial assignments. On some tasks it is not easy to evaluate performance on one criterion independently of performance on a different criterion. For example, many writing rubrics are holistic because it is not always easy to disentangle clarity from organization or content from presentation. So, some educators believe a holistic or global assessment of student performance better captures student ability on certain tasks. (Alternatively, if two criteria are nearly inseparable, the combination of the two can be treated as a single criterion in an analytic rubric.)

## **Practice Activity--See Lesson Builder**

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# Applying to Your What You Are Learning

## Rubrics: Lesson Builder--Page 7

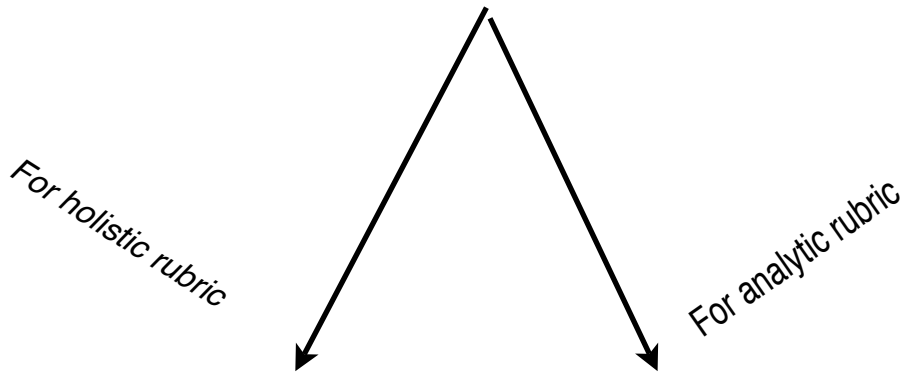
From From Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved March 5, 2008 from <http://PAREonline.net/getvn.asp?v=7&n=25> . This paper has been viewed 124,488 times since 12/11/2001.

A step-by-step process for designing scoring rubrics for classroom use is presented below. Information for these procedures was compiled from various sources (Airasian, 2000 & 2001; Mertler, 2001; Montgomery, 2001; Nitko, 2001; Tombari & Borich, 1999). The steps will be summarized and discussed, followed by presentations of two sample scoring rubrics.

# Designing Scoring Rubrics

## A Step-by-Step Procedure

- Step 1.** Re-examine learning objective to be addressed by the task.
- Step 2.** Identify observable attributes you want to see (as well as those you don't want to see) your students demonstrate in the product, process, or performance.
- Step 3.** Brainstorm characteristics of each attribute.

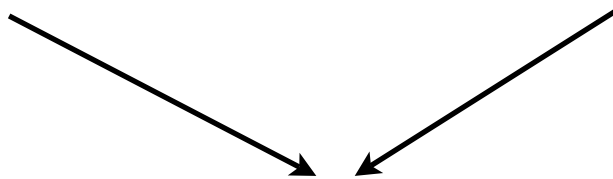


**Step 5a.** Write a thorough narrative description for **excellent and poor** work incorporating each attribute into the description.

**Step 4b.** Write thorough narrative description for **excellent and poor** work for each individual attribute.

**Step 5a.** Complete the rubric by describing other levels on the continuum that ranges from excellent to poor for the collective attributes.

**Step 5b.** Complete the rubric by describing other levels on the continuum that ranges from excellent to poor for each attribute.



**Step 6.** Collect samples of student work that exemplify work at each level.

**Step 7.** Revise rubric as necessary.

From From Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved March 5, 2008 from <http://PAREonline.net/getvn.asp?v=7&n=25> .

# Characteristics of Analytic Rubrics

## Rubrics: Lesson Builder--Page 8

There are many rubric resources available to teachers—online and in published materials. Our advice is to find and adapt existing rubrics!

Warning! While using or adapting existing rubrics makes sense, we do recommend you use your own objective and your own analysis of key attributes. Using a rubric that does not match **your** objectives defeats the purpose.

From the [Virtual Assessment Center](#) at the University of Minnesota.

Rarely will you find a rubric that is exactly right for your situation and your students, but by using rubrics that have worked well for others as a starting point, you can save a great deal of time.

There are many rubric formats. In the grid format shown here, which is one of the possible ways to lay out a rubric, we illustrate a few common, frequently recommended, features of multiple trait rubrics:

**An even number (4 or 6) of levels of performance** on the scale. When there are an odd number of levels, the middle level tends to become a catch-all category. With an even number of levels, raters have to make a more precise judgment about a performance when its quality is not at the top or bottom of the scale.



**High to low scale.** In the graphic, the highest level of performance is described at the left. Students read first the description of an exemplary performance in each criterion. A few labels for a four-point scale include:

4	3	2	1
Exemplary	Excellent	Acceptable	Unacceptable
Exceeds expectations	Meets expectations	Progressing	Not there yet
Superior	Good	Fair	Needs work

**Limited number of dimensions or criteria.** The criteria are those components that are most important to evaluate in the given task and instructional context. A rubric with too many dimensions may be unworkable in classroom assessment.

**Equal steps along the scale.** The difference between 4 and 3 should be equivalent to the difference between 3 - 2 and 2 - 1. "Yes, and more", "Yes", "Yes, but", and "No" are ways for the rubric developer to think about how to describe performance at each scale point. Some common descriptive terms are listed in the chart below.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Task requirements</b>	All	Most	Some	Very few or none
<b>Frequency</b>	Always	Usually	Some of the time	Rarely or not at all
<b>Accuracy</b>	No errors	Few errors	Some errors	Frequent errors
<b>Comprehensibility</b>	Always comprehensible	Almost always comprehensible	Gist and main ideas are comprehensible	Isolated bits are comprehensible
<b>Content coverage</b>	Fully developed, fully supported	Adequately developed, adequately supported	Partially developed, partially supported	Minimally developed, minimally supported
<b>Vocabulary</b>				
<b>Range</b>	Broad	Adequate	Limited	Very limited
<b>Variety</b>	Highly varied; non-repetitive	Varied; occasionally repetitive	Lacks variety; repetitive	Basic, memorized; highly repetitive

# The chocolate chip example

## Rubrics: Lesson Builder--Page 9

Before you get started on a rubric for your course, let's have fun doing one together.

- Break into pairs.
- Complete the worksheet *Creating a Rubric*.
  - Create a rubric for judging the quality of a chocolate chip cookie.
  - Be sure to decide if you want to do a holistic or analytic rubric!!!!
  - Be prepared to defend your decision.
- Use the handout on Rubric Examples to help you when you get stuck!
- When you all finished, you will get to judge the cookies using the different rubrics.

## Two Examples

These are adapted from Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved March 5, 2008 from <http://PAREonline.net/getvn.asp?v=7&n=25> .

## Example 1

### Step 1

Revisit the objectives for the assignment/project.

- Students will properly interpret a bar graph.
- Students will accurately estimate values from within a bar graph.

### Steps 2 and 3

Step 2. Identify observable behaviors/attributes you want to see in the assignment/product. Also include those you do not want to see!!!!

Step 3. Brainstorm the behaviors attributes.

Since the purpose of his performance task is summative in nature - the results will be incorporated into the students' grades, the instructor decides to develop a holistic rubric. The instructor continues by identifying four attributes on which to focus this rubric:

- Estimation,
- Mathematical computation,
- Conclusions, and
- Communication of explanations .

### **Steps 4 and 5**

Step 4: Write descriptions for excellent and poor performance.

Step 5: Write descriptions for other levels of performance.

Math Performance Task – Scoring Rubric Data Analysis	
Name _____	Date _____
Score	Description
4	Makes accurate estimations. Uses appropriate mathematical operations with no mistakes. Draws logical conclusions supported by graph. Sound explanations of thinking.
3	Makes good estimations. Uses appropriate mathematical operations with few mistakes. Draws logical conclusions supported by graph. Good explanations of thinking.
2	Attempts estimations, although many inaccurate. Uses inappropriate mathematical operations, but with no mistakes. Draws conclusions not supported by graph. Offers little explanation.
1	Makes inaccurate estimations. Uses inappropriate mathematical operations. Draws no conclusions related to graph. Offers no explanations of thinking.
0	No response/task not attempted.

## **Example 2: Subjects - Social Studies; Probability & Statistics**

This example is from American Government. The unit is on the electoral process and the instructor knows from past years that students sometimes have difficulty with the concepts of sampling and election polling. The instructor decides to give students a performance assessment so they can demonstrate their levels of understanding of these concepts. The main idea is that samples (surveys) can accurately predict the viewpoints of an entire population.

### ***Step 1: Objectives***

Revisit the objectives for the assignment/project.

- Students will collect data using appropriate methods.
- Students will accurately analyze and summarize their data.
- Students will effectively communicate their results

### ***Steps 2 and 3: Attributes***

Step 2. Identify observable behaviors/attributes you want to see in the assignment/product. Also include those you do not want to see!!!!

Step 3. Brainstorm the behaviors attributes.

Since the purpose of this performance task is formative in nature, the instructor decides to develop an analytic rubric focusing on the following attributes: sampling technique, data collection, statistical analyses, and communication of results.

### ***Steps 4 and 5: Descriptors and Levels***

Step 4: Write descriptions for excellent and poor performance.

Step 5: Write descriptions for other levels of performance.

Performance Task – Scoring Rubric Population Sampling					
Name _____			Date _____		
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Sampling Technique	Inappropriate sampling technique used	Appropriate technique used to select sample; major errors in execution	Appropriate technique used to select sample; minor errors in execution	Appropriate technique used to select sample; no errors in procedures	
Survey/ Interview Questions	Inappropriate questions asked to gather needed information	Few pertinent questions asked; data on sample is inadequate	Most pertinent questions asked; data on sample is adequate	All pertinent questions asked; data on sample is complete	
Statistical Analyses	No attempt at summarizing collected data	Attempts analysis of data, but inappropriate procedures	Proper analytical procedures used, but analysis incomplete	All proper analytical procedures used to summarize data	
Communication of Results	Communication of results is incomplete, unorganized, and difficult to follow	Communicates some important information; not organized well enough to support decision	Communicates most of important information; shows support for decision	Communication of results is very thorough; shows insight into how data predicted outcome	
Total Score = _____					

## Creating a Rubric

A step-by-step process for designing scoring rubrics for classroom use is presented below. Information for these procedures was compiled from various sources (Airasian, 2000 & 2001; Mertler, 2001; Montgomery, 2001; Nitko, 2001; Tombari & Borich, 1999). From: <http://pareonline.net/getvn.asp?v=7&n=25>

Step 1:	Re-examine the learning objectives to be addressed by the task. This allows you to match your scoring guide with your objectives and actual instruction.
Step 2:	Identify specific observable attributes that you want to see (as well as those you don't want to see) your students demonstrate in their product, process, or performance. Specify the characteristics, skills, or behaviors that you will be looking for, as well as common mistakes you do not want to see.
Step 3:	Brainstorm characteristics that describe each attribute. Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.
Step 4a: Holistic	For holistic rubrics, write thorough narrative descriptions for excellent work and poor work incorporating each attribute into the description. Describe the highest and lowest levels of performance combining the descriptors for all attributes.
Step 4b: Analytic	For analytic rubrics, write thorough narrative descriptions for excellent work and poor work for each individual attribute. Describe the highest and lowest levels of performance using the descriptors for each attribute separately.
Step 5a: Holistic	For holistic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for the collective attributes. Write descriptions for all intermediate levels of performance.
Step 5b: Analytic	For analytic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute. Write descriptions for all intermediate levels of performance for each attribute separately.
Step 6:	Collect samples of student work that exemplify each level. These will help you score in the future by serving as benchmarks.
Step 7:	Revise the rubric, as necessary. Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation.



## ***Worksheet***

**Step 1. Reexamine the learning objectives for the task. Write your objective below. Remember that objectives describe an observable learning outcome.**

Objective(s):

**Step 2. Identify observable behaviors/attributes you want to see in the assignment/product. Also include those you do not want to see!!!!**

Behaviors/attributes:

**Step 3. Brainstorm the behaviors attributes.**

Want to see	Do not want to see

**Step 4. Write descriptions for excellent and poor work.**

**Holistic**

Excellent	Description
Poor	Description

### Analytic

Criteria	Excellent	Poor

**Step 5: Complete the other levels of performance.**

**Holistic**

Rubric Name/Topic	
Name _____	Date _____
Score	Description
4	(From step 4)
3	
2	
1	
0	(From step 4)

### Analytic

Note: If you place the “exemplary” to the left of the table, students will first read about the characteristics of quality performance.

Remember: You can add a column for weighting if criteria are of different levels of importance.

Performance Task –					
Name _____			Date _____		
Criteria	Exemplary	Accomplished	Developing	Beginning	Score
	(From Step 4)			(From Step 4)	
Total Score = _____					

# Using RubiStar

## Rubrics: Lesson Builder--Page 10

These are some simple steps for getting started with Rubistar. You will need to be sure you are using <http://rubistar.4teachers.org> site. If you go to rubistar.org, you will not have free access!

1. Access the site <http://rubistar.4teachers.org>.
2. Take a moment to read about the different features.
3. When you are ready to get started, click on the tutorial and choose the option you prefer.

## Tips

1. If you are using Internet Explorer, you can copy the rubric and paste it into a Word document where you can continue to edit.
2. When first getting started, you might want to choose an existing template.
3. You may find that you can create a rubric you like by combining existing rubrics into one of your own. You can do this by opening two windows to Rubistar and copying and pasting between windows.

## Assignment

1. Create a rubric for an objective/competency you have for a class you teach. Use the worksheet on creating a rubric to get you started.
2. Divide into teams.
3. Exchange rubrics and use the [Aunt Olive's Rubric on Rubrics](#) to provide feedback to a colleague on their work.

# Resources

## Rubrics: Lesson Builder--Page 11

### Create a Rubric from Scratch

Description: Good introduction on how to create your own rubric from scratch

[http://www.carla.umn.edu/assessment/VAC/Evaluation/p\\_7.html](http://www.carla.umn.edu/assessment/VAC/Evaluation/p_7.html)

### A paper grading rubric

Description: Interesting and thoughtful rubric for grading papers

<http://faculty.sacredheart.edu/stiltnerb/students/rubrics.htm>

### Characteristics of rubrics

Description: Matching exercise on flaws in rubrics

<http://www.carla.umn.edu/assessment/VAC/Evaluation/dragdrop/BadRubricMatch.html>

### Chico State Online Instruction

Description: A rubric created by Chico State University to assess online learning

<http://www.csuchico.edu/celt/roi/>

### Community college examples

<http://placement.amatyc.org/rubrics.html>

### Critical thinking rubric

Description: A broad-based rubric for assessing critical thinking

<http://wsuctproject.wsu.edu/ctr.htm>

## **Critical thinking student self assessment**

<http://valenciacc.edu/learningevidence/rubrics.asp>

## **CSU writing assessment rubric**

Description: Used for scoring students placement exams

<http://www.csusm.edu/lwap/lessessayrubric.html>

## **Discovery Education**

Description: Good examples of rubrics

<http://school.discovery.com/schrockguide/assess.html>

## **ERIC Clearinghouse on rubrics**

Description: Over of rubrics and their uses

<http://www.ericdigests.org/2001-2/scoring.html>

## **ERIC Clearinghouse--How to develop a rubric**

<http://www.ericdigests.org/2005-2/rubrics.html>

## **ERIC Clearinghouse--What and When**

<http://www.ericdigests.org/2001-2/rubrics.html>

## **Information literacy rubric**

<http://www.library.dtcc.edu/wilmlib/Infolitrubric.html>

## **Interactivity in Online**

Description: A rubric for assessing the level of activity in an online course

<http://www.westga.edu/~distance/roblyer32.html>



## ***Closure***

Review objectives and expectations to see how we did. At the end of the workshop, you should be able to:

1. Describe a rubric (what is it).
2. Describe the purpose of rubrics.
3. Describe the difference between holistic and analytic rubrics.
4. List the characteristics of good rubrics.
5. Develop a rubric for judging the quality of a product (chocolate chip cookie).
6. Create/modify a rubric for an assignment or activity in a class you teach.
7. Identify strengths and weaknesses in a rubric.