

13th Annual

# Thinking & Learning Conference

**DR SUSAN BROOKHART**

Saturday 21 May

**Rubrics**

Session 2

---

**MELBOURNE**

---

# DR SUSAN BROOKHART

Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment.

A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne.

Susan has been a columnist for Phi Kappa Phi's *National Forum* journal and editor of *Educational Measurement: Issues and Practice*. She is author or coauthor of several books and over 50 articles on classroom assessment, teacher professional development and evaluation.

Susan holds a master's degree in religion from Lutheran Theological Seminary and a doctorate in educational research and evaluation from Ohio State University.



---

## A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 13th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education  
P.O. Box 580, Moorabbin, Victoria 3189, Australia  
Phone: (03) 8558 2444 Fax: (03) 8558 2400  
Toll Free Ph: 1800 334 603 Fax: 1800 150 445  
Website: [www.hbe.com.au](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

© 2016 Hawker Brownlow Education  
Printed in Australia

CODE: MELSB0202  
0516

## Rubrics

Sue Brookhart

Hawker Brownlow 13<sup>th</sup> Annual  
Thinking and Learning Conferences  
Melbourne – Adelaide – Perth  
May, 2016

### Session Summary

Rubrics are coherent sets of criteria for students' work that include descriptions of levels of performance quality on the criteria. As such, they are an excellent means for connecting formative assessment and summative assessment (grading). The same criteria and performance quality that students aim for in a formative manner as they learn can become the basis for the students' grades if students and teachers have a shared understanding of the criteria and performance descriptions.

### Objectives and Outcomes:

- Creating or selecting effective criteria and performance level descriptions for rubrics
- Distinguishing rubrics from checklists and rating scales
- Using rubrics with students to link learning and formative assessment

### Session Outline

- Rubrics: Criteria and performance level descriptions
- How to write effective rubrics
  - Critique an example, p. 2
- Seven strategies for using rubrics with students
  - Co-creating a rubric, p. 3

### For More Information:

*How to Create and Use Rubrics for Formative Assessment and Grading*, by Susan M. Brookhart, 2013, ASCD.

## Critique and Revise This Persuasive Writing Rubric

	4	3	2	1
<b>Topic</b>	Strongly and clearly states a personal topic/opinion.	Some reference to the issue but does not state a topic/opinion.	Personal topic/opinion is hard to understand.	Personal topic/opinion is not clearly stated.
<b>Reasons and Support</b>	3 reasons stated with excellent support.	3 reasons are made but the support is weak or lacking evidence.	Only 2 points are made with weak arguments.	Arguments are weak and less than 2 points are made.
<b>Introduction</b>	Paragraph introduces the paper and has 4 sentences.	Paragraph introduces the paper but contains only 3 sentences.	Introduction paragraph is evidence but does not introduce paper. Only 1-2 sentences.	Introduction paragraph is not evident.
<b>Conclusion</b>	Paragraph concludes paper and contains 4 sentences.	Paragraph concludes the paper but contains only 3 sentences.	Concluding paragraph is evident but does not conclude paper. Only 1-2 sentences.	Concluding paragraph is not evident.
<b>Mechanics and Grammar</b>	Contains 1-2 errors in spelling, punctuation, and grammar usage.	Contains 3-5 errors in spelling, punctuation, and grammar usage.	Contains 5-7 errors in spelling, punctuation, and grammar usage.	Contains more than 7 errors in spelling, punctuation, and grammar usage.
<b>Organization</b>	Paper is organized into 3 evident paragraphs of an intro, body, and conclusion. Sentences are well written.	Paper is organized into 3 evident paragraphs of an intro, body, and conclusion. Sentences are average.	Paragraph and sentence structure is inconsistent.	There is no logical organization to the paper.

## Haiku Examples for Exercise in Co-creating Rubrics

An old silent pond...  
A frog jumps into the pond,  
splash! Silence again.

ground squirrel  
balancing its tomato  
on the garden fence

The sky is so blue.  
The sun is so warm up high.  
I love the summer.

Green and speckled legs,  
Hop on logs and lily pads  
Frog frog frog frog frog

blue green surfer whitecap  
riding the wave, the big one  
wipeout

Mountains are so big.  
Mountains big as anything.  
Mountains are so big.

egg shell cracked broken  
dead chick inside so stinky  
no Easter egg here

Peanut butter sandwich  
Bread, jelly, peanut butter  
I love to eat it.

brown  
leaf

Brush my hair  
Use hair spray  
I'm good to go

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

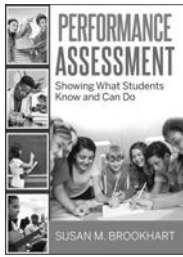
---

---

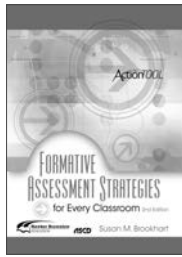
---

# RELATED RESOURCES

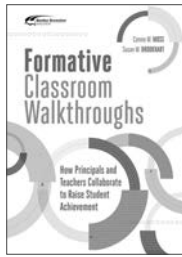
Available from Hawker Brownlow Education



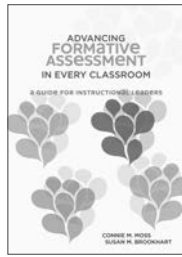
LSM6081



111005



115003



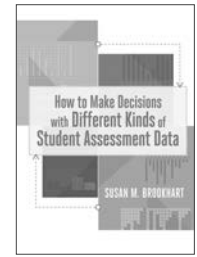
109031



112002

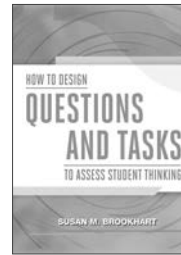


109038

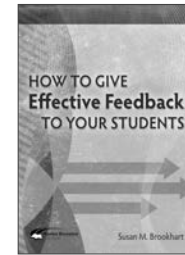


116003

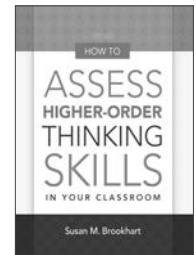
Qty	Code	Title	Price
	109031	Advancing Formative Assessment in Every Classroom: A Guide for Instructional Learners	\$32.95
	SF113073	ASCD Arias Publication: Grading And Group Work	\$15.00
	109038	Exploring Formative Assessment (The Professional Learning Community Series)	\$19.95
	111005	Formative Assessment Strategies for Every Classroom: An ASCD Action Tool, 2nd Ed	\$69.00
	115003	Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement	\$35.95
	109111	How to Assess Higher-Order Thinking Skills in Your Classroom	\$25.95
	112001	How To Create and Use Rubrics for Formative Assessment and Grading	\$29.95
	114014	How To Design Questions And Tasks To Assess Student Thinking	\$27.95
	108019	How to Give Effective Feedback to Your Students	\$21.95
	112002	Learning Targets: Helping Students Aim for Understanding in Today's Lesson	\$35.95
	LSM7375	Performance Assessment Quick Reference Guide	\$15.00
	LSM6081	Performance Assessment: Showing What Students Know and Can Do	\$35.95
	116003	How to Make Decisions with Different Kinds of Student Assessment Data	\$35.95
<b>Total (plus freight) \$</b>			



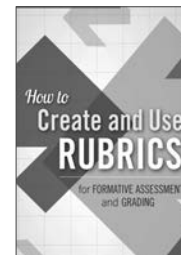
114014



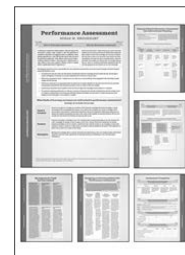
108019



109111



112001



LSM7375



SF113073

Attention ..... Order Number .....

Name of School .....

Address .....

..... State ..... P/Code .....

Country .....

Email: .....

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

## Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call  
1800 334 603  
(03) 8558 2444

Fax  
1800 150 445  
(03) 8558 2400

Online  
www.hbe.com.au

Mail  
Hawker Brownlow Education  
PO Box 580,  
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at [www.hbe.com.au](http://www.hbe.com.au).

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.