RUBRCS FOR FORMATIVE ASSESSMENT AND GRADING

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WHAT ARE RUBRICS

"A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria."

Source: Brookhart, 2013, p. 4

WHAT ARE RUBRICS GOOD FOR?

★ Assessing complex performances
★ Helping students assess their own work
★ Helping teachers give feedback targeted to learning criteria

HOW DO RUBRICS DIFFER FROM OTHER ASSESSMENT TOOLS?

Performance level descriptions are what separate rubrics from other assessment tools.

★ A checklist is a set of criteria that are judged present/absent or yes/no.

- Checklists do not have performance level descriptions.
- Checklists are especially useful for assessing whether students have followed directions for an assignment (e.g. has a title page, has a table of contents) or for simple performance assessments (e.g. my sentence starts with a capital letter, ends with a full stop).

★ A rating scale is a set of criteria that are assessed by a scale, typically an evaluative scale (e.g. Excellent, Good, Fair, Poor) or a frequency scale (e.g. Always, Often, Sometimes, Never).

- Rating scales have criteria but no performance level descriptions and do not describe why, for example, work is "good".
- Evaluative rating scales are not very useful in the classroom. Frequency scales are useful for behaviour and effort ratings (e.g. Comes to class prepared: Always, Often, Sometimes, Never).

DISPLAYING CRITERIA AND PERFORMANCE LEVEL DESCRIPTIONS TOGETHER

What makes a rubric a rubric (as opposed to a checklist or rating scale) is the use of both criteria and performance level descriptions. In a rubric, these must be displayed together, but there is no definitive way to do so.

EXAMPLE RUBRIC TEMPLATE

As seen in this chart, analytical rubrics are often constructed with the criteria defining the rows and levels defining the columns. Sometimes the chart is reversed with the criteria defining columns and the levels defining rows, or there is no chart and each criterion is presented with its performance level descriptions listed underneath.

	Advanced	Proficient	Novice	Beginner
Sample Criterion	Description of work at an advanced level on the sample criterion.	Description of work at a proficient level on the sample criterion.	Description of work at a novice level on the sample criterion.	Description of work at a beginning level on the sample criterion.