

# Assessment 101: Rubrics

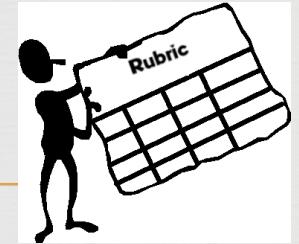


Ann Fillmore, Outcomes Assessment Liaison,  
CTE Programs

[afillmore@clark.edu](mailto:afillmore@clark.edu)

360-992-2365

# What is a rubric?



- ❧ A rubric is a scoring tool
- ❧ Lists different performance criteria
  - ❧ Often a matrix format
  - ❧ Ex: purpose, organization, voice, mechanics
- ❧ Articulates gradations of quality (levels of achievement) for each criterion, from excellent to poor

# Why Use a Rubric?



## **Clarifies content and outcomes**

- ❧ Learners know exactly what is expected to achieve a top grade
- ❧ Improve communication between students, teachers, tutors, writing center, peers

## **Encourages independence & self-regulation/evaluation**

- ❧ Students assume responsibility for the quality of their work
- ❧ Involves students in the learning process
- ❧ Provides clear information on strengths and weaknesses

## **Allows the grading process to be clearer, faster, & consistent**

- ❧ Learning outcomes have been specified and are easier to measure
- ❧ Far more detailed and explanatory than a single grade

# Benefits for Students



- ❧ Clarifies expectations
- ❧ Gives concrete directions
- ❧ Provides concise, detailed feedback
- ❧ Lowers anxiety
- ❧ Guides analysis and revision of work before submission
- ❧ Understand how to improve, achieve outcomes, and get better grades
- ❧ Allows students to plan an approach/strategy throughout the assignment

# Benefits for Teachers



- ❧ Makes assessment efficient, consistent, objective, fair, and quick
- ❧ Better able to assess skills that may fall outside the scope of traditional testing
- ❧ Informs focus of instruction / focus on outcomes
- ❧ Focuses feedback
- ❧ Reinforces key concepts
- ❧ Able to share rubrics across courses, curriculum, or various assignments

# Common Features



- Along one side: **criteria (indicators)** to be assessed
- Across the top: **levels of performance** used to assess how well students demonstrated each of the criterion
- Each gradation demonstrates whether a student performs on the higher or lower level of that category

Criteria	Beginning	Developing	Competent	Accomplished
Indicator 1				
Indicator 2				
Indicator 3				
Indicator 4				

# Language & Terminology



- ❧ Define terminology
- ❧ Use specific verbs
- ❧ Avoid vague terms like understand, clear, interesting
- ❧ Avoid negative language

# Tips



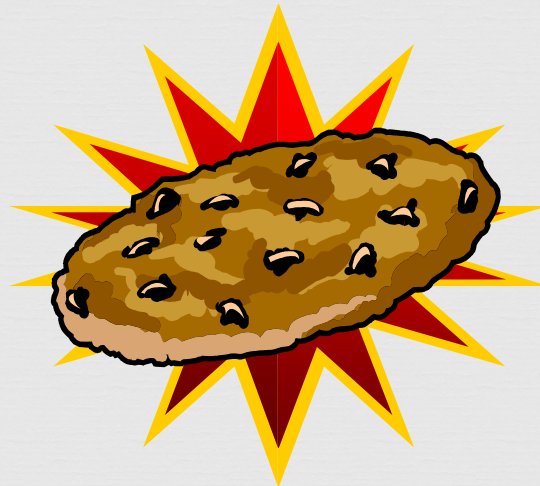
- ❧ Format your rubric onto one sheet of paper
- ❧ Distribute the rubric when you are explaining an assignment
- ❧ Show students examples of good and not-so-good work  
(Identify characteristics of the examples good or not-so-good)
- ❧ Attach a copy of the rubric (filled in with a student's scores) to the graded work, when you hand back
- ❧ Be consistent: Use the same rubric you handed out with the assignment



# The Cookie Dilemma



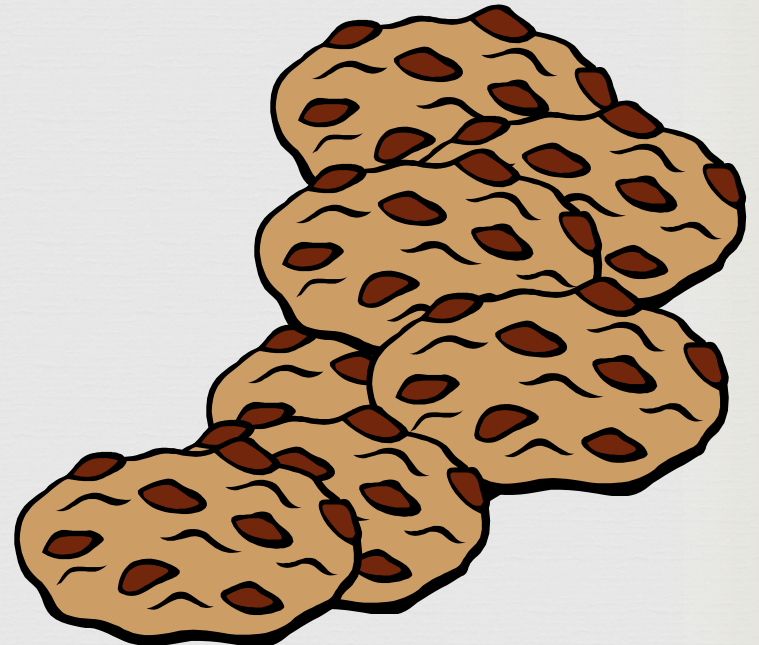
- ❧ How could you rate a chocolate chip cookie?
- ❧ What criteria could you use to judge a cookie?
- ❧ What would your range of performance look like?



# The Cookie Dilemma



- ❧ What should your cookie criteria (indicators) include?
  - ❧ Overall Taste?
  - ❧ Texture?
  - ❧ Color?
  - ❧ Number of chocolate chips?
  - ❧ Richness?
  - ❧ Size?



# The Cookie Dilemma



- ❧ How should you rate the range of “performance” for a chocolate chip cookie?
  - ❧ Deliciousness?
  - ❧ Tastiness?
  - ❧ Edibility?
  - ❧ Yuckiest?

# Cookie Rubric

	Delicious	Tasty	Edible	Yucky
Number of chips				
Texture				
Color				
Overall taste				
Richness				
Size				

# Cookie Rubric

	Delicious	Tasty	Edible	Yuck
Number of chips	Chip in every bite	Chips in 75% of bites	Chips in 50% of bites	Too few chips
Texture	Chewy	Chewy middle, crispy edges	Crunchy or uncooked	Like a dog biscuit
Color	Golden brown	Too brown or too light	Very brown or very light	Burned
Overall taste	Home baked taste	Quality store bought taste	Tasteless	Tastes terrible, burnt, stale
Richness	Rich, creamy, High fat	Medium fat content	Low-fat flavor	Nonfat flavor
Size	Extremely satisfactory	Satisfactory	Size is okay, but not satisfactory	Too large or small

# Activity



Sample the chocolate chip cookies and evaluate using the rubric provided

Reflect

- ☞ How would you describe your experience using the rubric?
- ☞ Where did you run into difficulties with the rubric?
- ☞ How could you modify the rubric?

# In Conclusion



Rubrics serve, above all, to inform and improve instruction and give students the feedback they need to learn and grow

