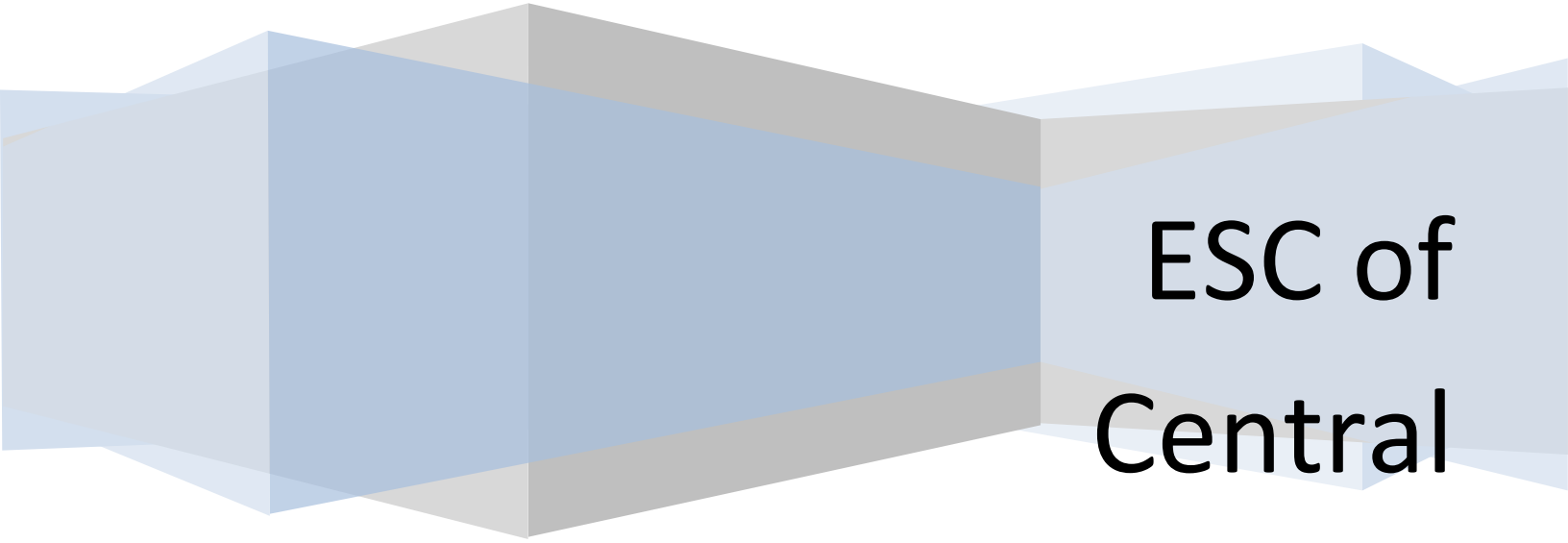


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Rubrics:

How do you know a really good one when you see it?

Teresa Dempsey, Ph.D.



ESC of
Central
Ohio

Rubrics:

How do you know a really good one when you see it?

Be a critical connoisseur of rubrics!

Examine the following rubrics and determine their level of quality

RUBRIC	QUALITY NOTES
1. Immunity Skit	
2. Ecology Concept Map	
3. Critical Thinking	
4. Choral Evaluation	
5. Worksheet Grading	
6. Scientific Report	

**Immunity Skits
Grading Rubric
(35 Points)**

Name _____
Date _____ Period _____

COMPONENTS OF PRESENTATION:

	Not present 0	To a low degree 1	To an average degree 2	To a high degree 3
Tells a creative story				
Equal participation of group members				
Utilizes props				
Eye contact of all group members				

CONTENT OF PRESENTATION:

KEY WORDS	Does not include 0	Uses term, but incorrectly 1	Uses term correctly 2
Macrophage			
Pathogen			
Helper T Cell			
Killer T Cell			
Suppressor T Cell			
B cells			
Antibodies			
Antigens			
Immunity/Immune			
Memory Cells			
Vaccination			

LENGTH OF PRESENTATION:

0 **1**
Less than 3 min 3 min or more

BONUS: Includes symptoms and cures for a real disease +3

Score: _____ /35

**Ecology Concept Map
Grading Rubric
(25 Points)**

Name _____
Date _____ Period _____

	Not done at all	Poorly done		Moderately well done		Very Well done
	0 pts	1 pts	2 pts	3 pts	4 pts	5 pts
All important concepts from unit included						
Connections between ideas are CLEAR						
Connections between ideas are ACCURATE						
Map is complex (an organized mess!)						
Map is large and colorful						

COMMENTS:

Total Score: _____ /25

Critical Thinking Rubric

“Critical thinking” can mean many things. For this assignment, The CCC Assessment Team is interested in how you draw meaning from information. We’re looking for evidence that you can work effectively with each of the modes of thought listed as A-D below. Next to each mode you can see the scoring guide that we will use to assess each paper (4 is high and 1 is low). By the time these scores are assigned, your paper will be completely anonymous, so these scores cannot affect your grade or transcript in any way. Meanwhile, your teacher will explain how your work will be evaluated for your course.

	4	3	2	1
A. GIVEN <i>Observes and describes given information in relation to a question</i>	Identifies appropriate main issue and describes it accurately, selects key component points, recognizes priorities among details in relation to given question, picks up unstated implications.		Identifies inappropriate main issue or none at all, describes issue inaccurately, fails to identify key component points, loses focus on given question.	
	4	3	2	1
B. WHEREAS <i>Analyzes the given material and shows structure of an argument</i>	Shows connections among key points with a visible structure (diagram, outline, etc.), indicates contradictions and continuities, shows cause & effect relationships, demonstrates sound logic leading toward a generalization.		Ignores key points or shows inability to manipulate them, shows confusion about relationships among key points, uses faulty logic, fails to create order from details.	
	4	3	2	1
C. THEREFORE <i>Responds to question with conclusion or hypothesis.</i>	Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.		Proposes no comprehensible conclusion or hypothesis, wanders from the given question.	
	4	3	2	1
D. AND SO . . . <i>Evaluates conclusion or hypothesis within relevant context.</i>	Appropriately assesses conclusion or hypothesis in terms of reliability and further evidence needed, assesses external implications of the conclusion/hypothesis within a larger context.		Fails to assess conclusion, raises no additional questions, fails to place the argument within a relevant larger context.	

Oregon OMEA/ACDA Choral Evaluation

Choir _____ School _____ Classification _____ Date _____

City _____ Director _____ Order of Appearance _____

Event _____ Location of Event _____

Selections: 1. _____ 2. _____

3. _____ 4. _____

Quality of Sound	Comments																								
Tone Intonation Vowel Uniformity Blend/Balance <div style="text-align: right; font-size: 1.2em;">30</div>																									
Technique	Comments																								
Rhythm/Precision Diction/Articulation Facility <div style="text-align: right; font-size: 1.2em;">30</div>																									
Musicality	Comments																								
Interpretation Phrasing Expression Sensitivity Dynamics <div style="text-align: right; font-size: 1.2em;">30</div>																									
Other Factors	Comments																								
Choice of Music 6 Appearance 4 <div style="text-align: right; font-size: 1.2em;">10</div>																									
Total Score	General comments and suggestions for improvement																								
100																									
Rating																									
Rating Conversion Table <table style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <tr> <td style="width: 10%;">0-6</td> <td style="width: 10%;">IV-</td> <td style="width: 10%;">50-55</td> <td style="width: 10%;">II-</td> </tr> <tr> <td>7-18</td> <td>IV</td> <td>56-68</td> <td>II</td> </tr> <tr> <td>19-24</td> <td>IV+</td> <td>69-74</td> <td>II+</td> </tr> <tr> <td>25-30</td> <td>III-</td> <td>75-80</td> <td>I-</td> </tr> <tr> <td>31-43</td> <td>III</td> <td>81-93</td> <td>I</td> </tr> <tr> <td>44-49</td> <td>III+</td> <td>94-100</td> <td>I+</td> </tr> </table>		0-6	IV-	50-55	II-	7-18	IV	56-68	II	19-24	IV+	69-74	II+	25-30	III-	75-80	I-	31-43	III	81-93	I	44-49	III+	94-100	I+
0-6	IV-	50-55	II-																						
7-18	IV	56-68	II																						
19-24	IV+	69-74	II+																						
25-30	III-	75-80	I-																						
31-43	III	81-93	I																						
44-49	III+	94-100	I+																						

Adjudicator

(Adjudicator may use back if necessary. Points earned to be based on performance descriptors and point values)

Name _____
Team _____
Date _____

Worksheet Grading Rubric

What does a “5” mean?

The worksheet is complete. All work is shown and all problems were attempted to the fullest extent.

What does a “4” mean?

The worksheet is complete. However, not every problem’s work is shown or attempted.

What does a “3” mean?

Most of the problems on the worksheet are attempted or complete. Work is shown for most problems.

What does a “2” mean?

Some of the problems on worksheet are attempted. Work is shown on some problems.

What does a “1” mean?

Few of the problems on worksheet are attempted. Work is shown on a few problems.

Scientific Report Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Introduction	Does not give any information about what to expect in the report.	Gives very little information.	Gives too much information--more like a summary.	Presents a concise lead-in to the report.	
Research	Does not answer any questions suggested in the template.	Answers some questions.	Answers some questions and includes a few other interesting facts.	Answers most questions and includes many other interesting facts.	
Purpose/Problem	Does not address an issue related to tidepools.	Addresses a tidepool issue which is unrelated to research.	Addresses an issue somewhat related to research.	Addresses a real issue directly related to research findings.	
Procedure	Not sequential, most steps are missing or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Most of the steps are understandable; some lack detail or are confusing.	Presents easy-to-follow steps which are logical and adequately detailed.	
Data & Results	Data table and/or graph missing information and are inaccurate.	Both complete, minor inaccuracies and/or illegible characters.	Both accurate, some ill-formed characters.	Data table and graph neatly completed and totally accurate.	
Conclusion	Presents an illogical	Presents an illogical	Presents a logical explanation for	Presents a logical	

	explanation for findings and does not address any of the questions suggested in the template.	explanation for findings and addresses few questions.	findings and addresses some of the questions.	explanation for findings and addresses most of the questions.	
Grammar & Spelling	Very frequent grammar and/or spelling errors.	More than two errors.	Only one or two errors.	All grammar and spelling are correct.	
Attractiveness	Illegible writing, loose pages.	Legible writing, some ill-formed letters, print too small or too large, papers stapled together.	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided.	Word processed or typed, clean and neatly bound in a report cover, illustrations provided.	
Timeliness	Report handed in more than one week late.	Up to one week late.	Up to two days late.	Report handed in on time.	
				Total	

Key Criteria for Rubrics

Criterion I. COVERAGE/ORIENTATION – What counts in a student’s work?		
DESCRIPTOR		Rating
IA. Covers the right content.	Does the content represent what it means to perform well on the skill or product?	
	Does the content align directly with the intended standard/learning target?	
	Is the content <i>truly</i> what you look for when you evaluate quality of work or performance?	
IB. Criteria are well organized and concise.	Is the number of criteria appropriate for the complexity of the learning target?	
	Are the descriptors for each criterion organized well?	
	Does the relative emphasis among criteria represent their relative importance? (weight value)	
	Is the contribution of each criterion clear with minimal overlap among them?	
IC. Numbers of Levels Fits Targets and Uses.	Is the number of levels appropriate for the learning target?	
	Can users easily distinguish among levels?	
Criterion II. CLARITY – Does everyone understand what is meant?		
DESCRIPTOR		Rating
IIA. Levels Defined Well	Do definitions rely on descriptive words rather than (1) nonspecific words (2) counting the number or frequency of something?	
	Would 2 independent raters give the same rating to the same product or performance?	
	Is wording descriptive, not evaluative?	
IIB. Parallel Levels	If a feature is mentioned in 1 level, is it also mentioned at all other levels?	

Adapted from *Creating and Recognizing Quality Rubrics*, Arter & Chappuis, 2006

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