

What is a rubric?

A rubric is a grading tool. It lists all criteria that students will be evaluated on, and then identifies levels of performance for each criterion.

Why would I use a rubric?

Using a rubric allows you to be transparent in your assessment, which means you can share the rubric with your students before you even have them begin working on the assessment. When you do that, you help them understand exactly what they are supposed to do, and what level they need to perform at in order to earn the best score. Rubrics also make grading easier for instructors because they are objective, easy to use, speed up the evaluation process and clearly indicate what is being evaluated.

How do I make a rubric?

As you are developing an assessment, think about the different criteria you will be looking for in student work. For example, if you are having students create a business plan one thing you might be looking for is that students clearly describe their target market. That would be one criterion. Within that, then, what would excellent work look like? What would average work look like? What would poor work look like (or perhaps not look like)? Those will be the levels of performance.

What does a rubric look like?

Look at some of the examples on the next pages.

Multimedia Project Rubric

Student:

	Beginner (1 point)	Novice (2 points)	Intermediate (3 points)	Expert (4 points)
Topic/Content	Includes little essential information and one or two facts.	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.
Technical Requirements	Includes 5 cards or less, few graphics from outside sources, few animations and advanced features.	Includes 6 cards or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D or sound.	Includes at least 7 cards, at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as video.	Includes at least 10 cards, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.
Mechanics	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.
Cooperative Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work.	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice, projection, appropriate language and clear delivery.

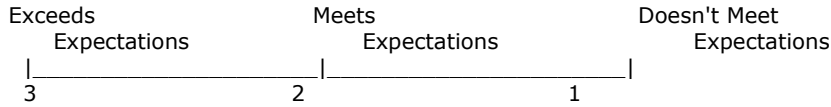
Total points out of 20:

Comments:

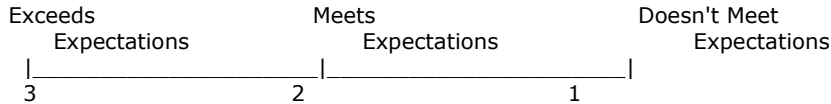
Example modeled from www.ncsu.edu/midlink/rub.mmproj.htm

Rubric for the School of Nursing Portfolios:
Student's Z-ID# _____

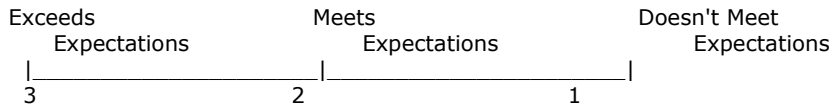
1. The student's portfolio demonstrates an ability to gather appropriate data, analyze a situation, and formulate an appropriate diagnosis/conclusion.



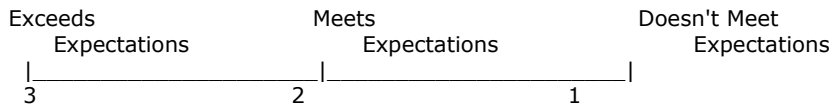
2. The student's portfolio demonstrates an ability to transfer information or apply principles from one context to another in establishing therapeutic nursing interventions or in developing implications for professional nursing.



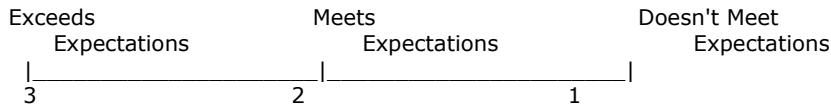
3. The student's portfolio demonstrates an ability to evaluate the effectiveness of therapeutic nursing interventions, conclusions drawn from professional resources, or other kinds of decision making.



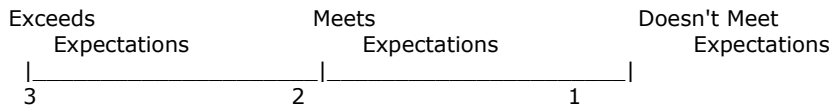
4. The student's portfolio demonstrates an ability to develop logical arguments or cases.



5. The student's portfolio demonstrates awareness of readers in the nursing field in terms of APA documentation, grammar and spelling, format, and professional vocabulary.



6. The student's portfolio demonstrates an ability to reflect upon what the student has learned and still needs to learn.



Raw score (add scores for all 6 categories) _____

Total score (divide above by 6) _____

Reader's initials _____

Building A Structure : Rebuilding a Transmission

Student Name: _____

CATEGORY	4	3	2	1
Modification/Testing	Clear evidence of troubleshooting, testing, and refinements based on data or scientific principles.	Clear evidence of troubleshooting, testing and refinements.	Some evidence of troubleshooting, testing and refinements.	Little evidence of troubleshooting, testing or refinement.
Function	Structure functions extraordinarily well, holding up under atypical stresses.	Structure functions well, holding up under typical stresses.	Structure functions pretty well, but deteriorates under typical stresses.	Fatal flaws in function with complete failure under typical stresses.
Scientific Knowledge	Explanations by all group members indicate a clear and accurate understanding of scientific principles underlying the construction and modifications.	Explanations by all group members indicate a relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by most group members indicate relatively accurate understanding of scientific principles underlying the construction and modifications.	Explanations by several members of the group do not illustrate much understanding of scientific principles underlying the construction and modifications.
Construction - Materials	Appropriate materials were selected and creatively modified in ways that made them even better.	Appropriate materials were selected and there was an attempt at creative modification to make them even better.	Appropriate materials were selected.	Inappropriate materials were selected and contributed to a product that performed poorly.
Journal/Log - Content	Journal provides a complete record of planning, construction, testing, modifications, reasons for modifications, and some reflection about the strategies used and the results.	Journal provides a complete record of planning, construction, testing, modifications, and reasons for modifications.	Journal provides quite a bit of detail about planning, construction, testing, modifications, and reasons for modifications.	Journal provides very little detail about several aspects of the planning, construction, and testing process.
Comments:				

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:

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

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. <http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm>