

WHAT are rubrics?

= a scoring instrument/guide

= clearly stated product or performance criteria

WHAT types of rubrics are there?

- Checklists
- Rating scales
- Analytic scales
- Holistic scales

Checklists

	Yes	No
The student names the members of his/her family.		
The student lists at least 5 different types of vegetables.		
The student forms regular plural forms of nouns.		
The student responds to oral commands in the classroom environment.		
The student uses graphic organizers to plan his/her writing.		

Rating scales (degree of performance)

	Always	Sometimes	Never
The student asks yes/no questions.			
The student is active in group work.			
The student forms regular plural forms of nouns.			
The student responds to oral commands in the classroom environment.			

Analytics scales

	1	2	3	4
Criterion 1	Description of the beginning level of performance	Description of the progress toward mastery level of performance	Description of achievement of mastery level of performance	Description of the highest level of performance
Criterion 2	Description of the beginning level of performance	Description of the progress toward mastery level of performance	Description of achievement of mastery level of performance	Description of the highest level of performance

From: Mertler (2001)

Holistic scales

1	Demonstrates complete understanding of the classroom commands. All requirements of task are included in response.
2	Demonstrates considerable understanding of the classroom commands . All requirements of task are included.
3	Demonstrates partial understanding of the classroom commands. Most requirements of task are included.
4	Demonstrates little understanding of the classroom commands. Many requirements of task are missing.
5	Demonstrates no understanding of the classroom commands.
5	No response/task not attempted.

From: Mertler (2001)

WHY should we use rubrics?

- To provide consistency in assessment
- To show the goal and sequence to get to it
- To make teachers 'expectations transparent to students and parents

Example

- The student provided an **explicit** response to the exam question/addressed the task adequately.
 - The student provided **clear evidence** of knowledge and understanding of the addressed topic. S/he provided **clear and complete** response.
 - The student supported his/her points with **suitable** examples.
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- The student addressed the task **sufficiently**.
 - The student showed **good evidence** of understanding the subject matter but **certain key information was missing**. The provided explanation was coherent.
 - The student supported views **with examples**.
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- The student addressed the task **sufficiently**.
 - The student provided **limited** response to the exam question/addressed the task poorly.
 - The students showed **familiarity** with the topic/issue; however, the **knowledge is limited**.
 - The student did **not** provide any clear **examples** to support his/her points.
 - The student is **unable to respond** to questions regarding the topic.

WHEN should we use rubrics?

- To assess performance
- To assess products

HOW do we design rubrics?

- Examine learning objectives
- Identify specific characteristics
- Write basic descriptions
- Write remaining descriptions
- Revise the descriptions if needed

Examine learning objectives

- What do we want our students to be able to do?
 - brainstorm some goals you try to achieve with your students – students can provide basic information about themselves

Identify specific characteristics

- What exactly am I looking for in students' performance/product in relation to the identified goal?
 - specify the performance with observable characteristics (e.g. The student can say where they live, what his/her contact information is like, describe his/her family and hobbies.)

Write basic descriptions

- Write basic descriptions of the highest and lowest performance
 - The student can describe his/her family:
 - The student explicitly describes members of the family showing effective selection of vocabulary (nouns and adjectives), shows control of grammar through use of complete sentences, and accurate pronunciation to produce intelligible speech.
 - The student names members of the family, uses phrases rather than complete sentences, produces intelligible speech with occasional pronunciation mistakes.

Useful words to level the performance

Outstanding Very good Acceptable Somewhat deficient Very deficient	Exemplary Accomplished Developing Beginning	Inadequate Somewhat inadequate/limited/emerging Adequate Clear	Not given Little To some extent General Effective
Poorly Some details Specific Thorough	Limited Sufficient Explicit	Barely Mostly	No Little Partial Considerable Clear

Write remaining descriptions

- Write basic descriptions of the other levels on the continuum
 - The student can describe his/her family:
- The student describes all members of the family at an adequate level and uses selected adjectives in the descriptions. S/he speaks in complete sentences with occasional grammar related slips. The speech is intelligible with adequate pronunciation.
- The student describes selected members of the family with very little characteristics. Complete sentences are used to some extent; however, mostly incomplete ones with local mistakes dominate the speech. The speech is intelligible with acceptable pronunciation.

Useful words to level the performance

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All levels of the rubric

- The student explicitly describes members of the family showing effective selection of vocabulary (nouns and adjectives), shows control of grammar through use of complete sentences, and accurate pronunciation to produce intelligible speech.
- The student describes all members of the family at an adequate level and uses selected adjectives in the descriptions. S/he speaks in complete sentences with occasional grammar related slips. The speech is intelligible with adequate pronunciation.
- The student describes selected members of the family with very little characteristics. Complete sentences are used to some extent; however, mostly incomplete ones with local mistakes dominate the speech. The speech is intelligible with acceptable pronunciation.
- The student names members of the family/describes very few members of the family, uses phrases rather than complete sentences, produces intelligible speech with occasional pronunciation mistakes.

Tips

- Start with general/developmental rubrics and then design task-specific rubrics
- Use clear descriptive language
- Think how to convert rubrics into grades
- Think about the language of the rubrics (L1 or L2)

References & useful sites

- Gottlieb, M. (2006). Assessing English language learners: Bridges from language proficiency to academic achievement. Corwin Press.
- Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7, 25.