

Rubrics

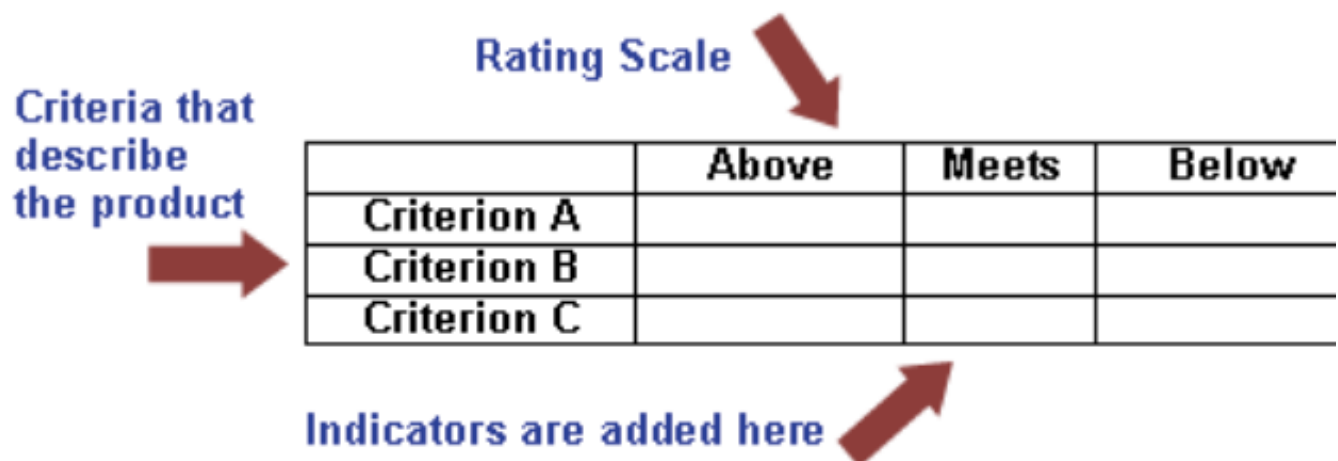
What is a rubric

A rubric is a scoring guide that helps teachers evaluate student performance, based on a range of criteria. A rubric lists the criteria, or characteristics, that student work should exhibit and describes specific quality levels for those criteria.

How is a rubric structured?

A rubric is a matrix of criteria and their descriptors. The left side of a rubric matrix lists the **criteria** for the expected product or performance. Across the top of the rubric matrix is the **rating scale** that provides a set of values for rating the quality of performance for each criterion.

Descriptors under the rating scale provide examples or concrete indicators for each level of performance.



Taken from University of Colorado, The Centre for Faculty Development,
http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/1_what_is/index.htm

Why use rubrics to assess student's work

- To make explicit to students what is required
- To identify areas where improvements can be made
- To identify areas where extra support may be needed
- To develop student's competence at self assessment

When to use rubrics

- At the beginning of a learning activity (to make explicit what is required)
- During a learning activity to guide their work (to guide teaching – what is and isn't being done well – reteach things that students are not doing)
- At the completion of a learning activity (to assess learning or performance)

Steps in creating a rubric

1. Discuss the criteria of the performance or product to be assessed before students begin work. This discussion can be undertaken with students and teachers.
2. Write a definition of each of the criteria.
3. Develop a scale or continuum for describing the range of products or performances on each of the criteria.
4. Test your rubric on samples of student work.
5. Make changes to your rubric if necessary and try it out again.

Adapted from Victorian Department of Education,
www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/

Simple poster rubric

Criteria	Working towards (1)	Achieving level (3)	Working beyond (5)
Content	Some information is included	Most information is correct and relevant	All information is correct and relevant
Pictures	Pictures sometimes relate to the topic	Most pictures relate to the topic	All pictures relate to the topic and make the it easier to understand
Spelling and grammar	Lots of spelling and/or grammatical errors	Some spelling and/or grammatical errors	No spelling and/or grammatical errors
Layout and organisation	Some parts of the layout are clear and attractive	Most parts of the layout are clear and attractive	The layout is very clear and the poster is very attractive

Simple brochure rubric

Criteria	Developing	Satisfactory	Wow
Content	Basic information is included (5)	Mostly relevant and accurate information is included (10)	All information is accurate and relevant (15)
Pictures	Pictures sometimes relate to the topic (2)	Most pictures relate to the topic (6)	All pictures relate to the topic and make it easier to understand (10)
Title and headings	A title is included Some headings used (1)	A relevant title is included Most headings are helpful to the reader (3)	A catchy title is used and headings are used for all sections to make it easy for the reader (5)
Spelling and grammar	Lots of spelling and/or grammatical errors (1)	Some spelling and/or grammatical errors (3)	No spelling and/or grammatical errors
Layout and organisation	Some of the brochure is well laid out and clear (1)	Most parts of the brochure are well laid out and clear. The brochure is attractive (3)	All parts of the brochure are well laid out and clear and the brochure is very attractive (3)

Always remember that rubrics are a work in progress and you will need to refine your rubric after using it and seeing what works and what needs improvement. This is good teaching practice – trying something and then reflecting and refining it.

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