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# **Developing Rubrics for Performance-Based Assessment**

**The Languages Other Than English  
Center for Educator Development**

# Agenda

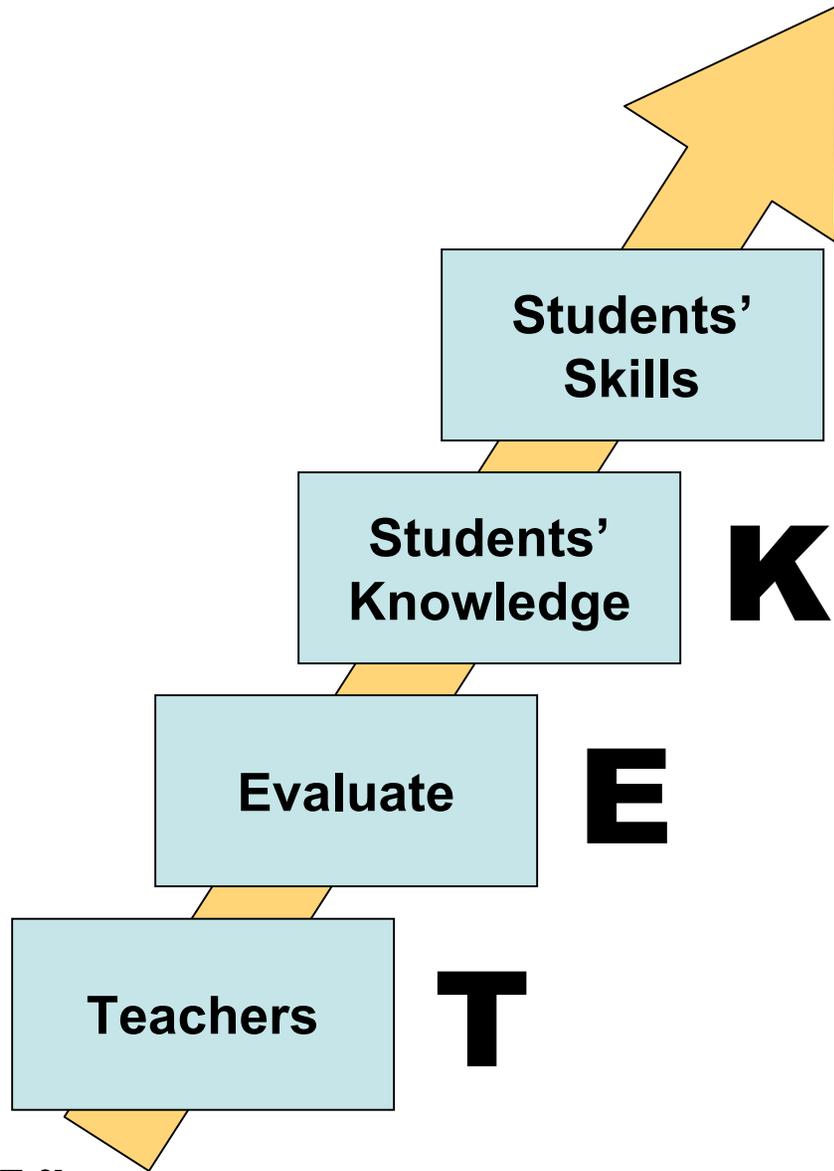
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## Developing Rubrics for Performance-Based Assessment

- ❑ **Review of Performance-Based Assessment/  
An Introduction to Rubrics**
  - What is a Rubric?
  - Why Use Rubrics
- ❑ **Rubric Design**
  - The Basic Format
  - A Rubric Checklist
- ❑ **From the Rubric to the Grade Book**
  - Grades Reflect Achievement
  - Practice Makes Perfect!

**T-2a**

# The Real World



**S**

What they **can do** with what they know

**K**

What they **know**

**E**

**Performance-Based Assessment**

**T**

**Traditional Tests**

T-2b

# Our Understanding of Rubrics - Test what you know ....

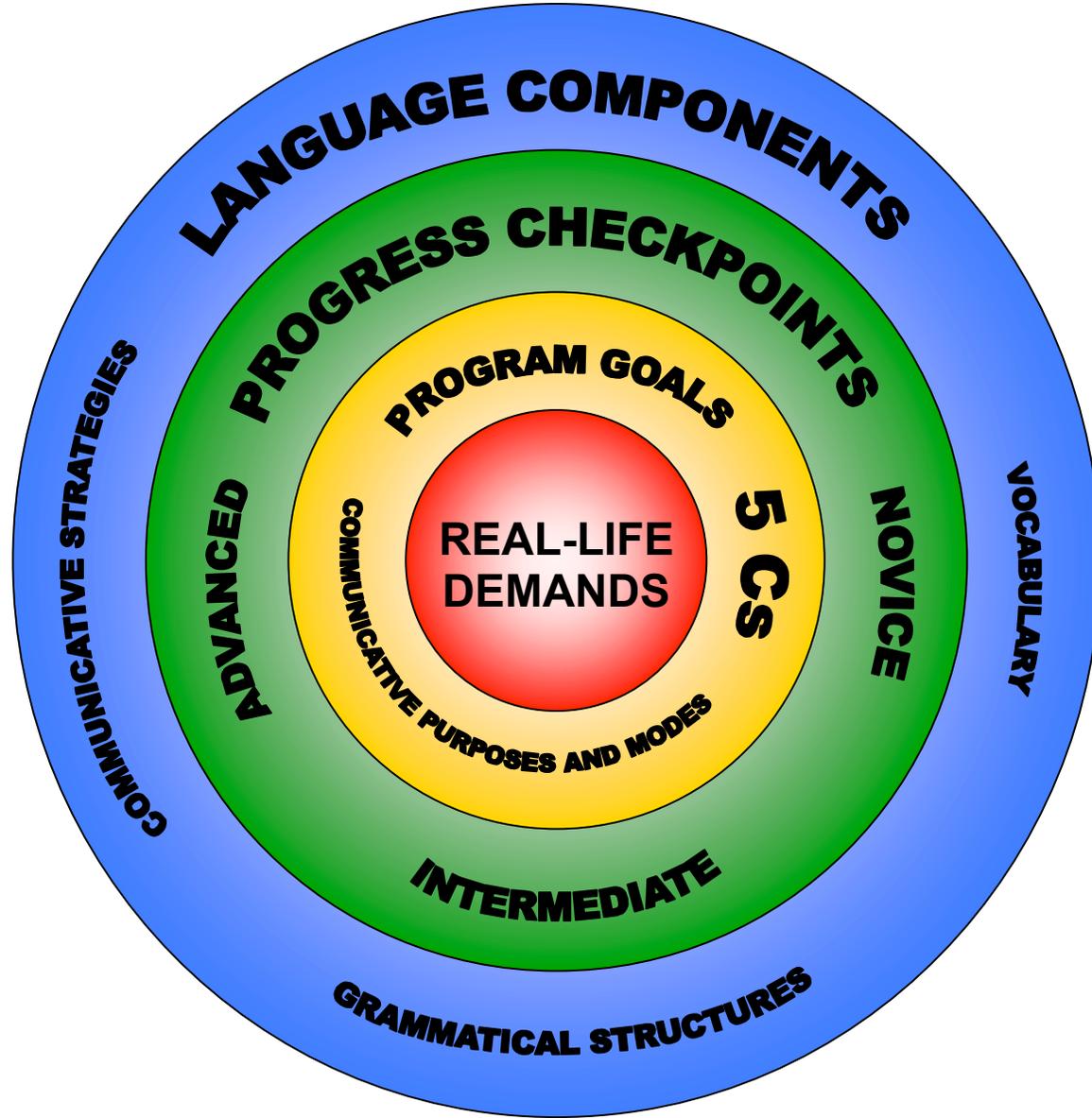
## True or False?

- \_\_\_1. An instructional rubric is usually a one or two page document that describes varying levels of quality for a specific assignment.
- \_\_\_2. An instructional rubric is usually used with a relatively complex assignment, such as a long-term project, an essay, or a research paper.
- \_\_\_3. The purposes of an instructional rubric are to give students informative feedback about their work in progress and to give detailed evaluations of their final products or performances.
- \_\_\_4. Rubrics can be created in a variety of forms and levels of complexity, but all have two features in common: a list of criteria and gradations of quality.
- \_\_\_5. Instructional rubrics are easy to use and to explain.
- \_\_\_6. Instructional rubrics focus the teacher helping to clarify the criteria and expectations in specific terms.
- \_\_\_7. Instructional rubrics provide students with more informative feedback about their strengths and areas in need of improvement than traditional forms of assessment do and allow their learning to become more focused and self-directed.
- \_\_\_8. Instructional rubrics are developed when the performance task is developed and may involve both the learners and the teacher.
- \_\_\_9. Instructional rubrics support the development of skills and understanding, while providing benchmarks against which to measure and document progress.
- \_\_\_10. Instructional rubrics empower learners by involving them in the teaching/learning process.
- \_\_\_11. Instructional rubrics blur the distinction between instruction and assessment.
- \_\_\_12. Instructional rubrics can reduce the amount of the teacher's paperwork because students are a part of the process of assessment development.

# Performance Task \_\_\_\_\_

Criteria:	_____	_____	_____	_____
Q U A L I T Y				

**T-5a** Reprinted with Special Permission of King Features Syndicate, Inc.



T-5b

# Why Use A Rubric?



## “BR” (Before Rubrics)

- I am the teacher. I know exactly what to look for in students’ work. Plus, I have lots of experience. So I can make the assessment.
- I’ll decide who does the best based on my experience! Actually, I could give them grades without even going through the motions of evaluating their work.

I wish I knew what the teacher wants from me.



I worked on this for a long time. I hope the teacher likes it.

Help! The teacher looks like she is mad at me. That’s not a good sign.



I know I’ll get an A. I always do!



I don’t know if this is long enough?



# Peanuts

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T-5d

# An Effective Rubric:

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*Performance-based*

**CLEAR** and **CONCISE**

Used in **Planning** and **Assessment**

Understood by *Students* and *Teachers*

Encourages Students to be **Successful**

Takes the **GUESSWORK** out of grading

# Why Use A Rubric?



## “AR” (After Rubrics)

- Wow! Using a rubric keeps everyone informed.
- The grading is so much faster and easier – and fair for all students.
- The students are so prepared they all have a chance to do well.

Whew! I'm glad we planned ahead with the rubric. I knew what was expected.



This is going to be a cinch.



I'll go first, I know exactly what to do.



Even if my visual aid is not great, I can still make a B.



I have all the points covered.

***We the People of the United States,  
in Order to form a more perfect Union,  
establish Justice, insure domestic  
Tranquility, provide for the common  
defence, promote the general Welfare,  
and secure the Blessings of Liberty to  
ourselves and our Posterity, do ordain  
and establish this Constitution for  
the United States of America.***

# Blondie

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**T-6a**

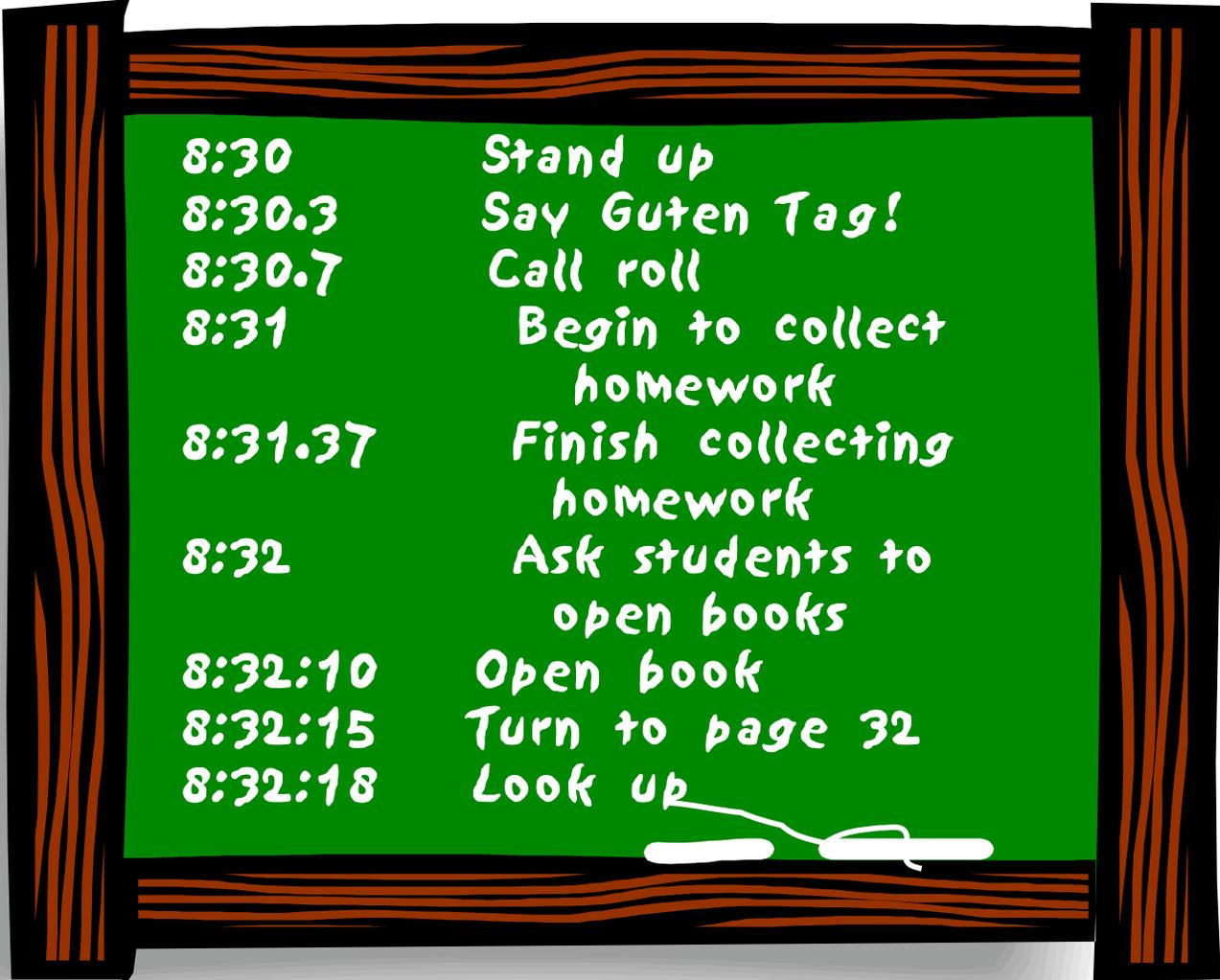
# Miss Peach

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# Rubric for Written Work

## Rubric for assessment of writing samples (compositions)

	communication, comprehensibility	accuracy		content	level requirements
		vocabulary	structure		
<b>4</b>	Very effectively communicated, appropriate	Broad vocabulary; extensive and effective use of studied words	No significant errors, control of grammatical structures studied	Appropriate to task, many supporting details; exceeds all requirements	Exceeds all level expectations; creates with language
<b>3</b>	Effectively communicated, appropriate	Generally accurate with some errors; adequate use of studied words	Generally accurate; few significant errors in areas studied	Sufficient for task, adequate supporting details; meets all requirements	Meets all level expectations completely
<b>2</b>	Some ideas clear, some difficulties	Errors in vocabulary interfere with communication	Several significant errors in areas studied	Limited, somewhat incomplete; meets most requirements	Meets most level expectations
<b>1</b>	Unclear, significant difficulties	Inadequate, repetitive or incorrect vocabulary	Constant patterns of error in areas studied	Lacking, incomplete; meets few requirements	Minimally meets some level expectations; overly simple
<b>0</b>	No written sample, no effort				



8:30	Stand up
8:30.3	Say Guten Tag!
8:30.7	Call roll
8:31	Begin to collect homework
8:31.37	Finish collecting homework
8:32	Ask students to open books
8:32:10	Open book
8:32:15	Turn to page 32
8:32:18	Look up

**There is such a thing as being *too* organized!**

# Rubric for Speaking

Rubric for assessment of oral production (modified oral proficiency interview)

	communication	text	accuracy		self-correction
			vocabulary	structure	
4	Message successfully and accurately communicated	Message carried in series of complete sentences when appropriate	Broad vocabulary; extensive and effective use of studied words	No significant errors, control of grammatical structures studied	Self correction increases comprehensibility
3	Message almost entirely communicated	Message carried mostly by complete sentences when appropriate	Generally accurate with some errors; adequate use of studied words	Generally accurate; few significant errors in areas studied.	Most self correction is successful
2	Message generally comprehensible	Message carried primarily by short phrases or single words	Errors in vocabulary interfere with communication	Several significant errors in areas studied.	Some self correction is successful
1	Message communicated with great difficulty	Message carried only by single words	Inadequate, repetitive or incorrect vocabulary	Constant patterns of error in areas studied	Self correction rare and unsuccessful
0	No show, no speech, no effort				

# Performance Task \_\_\_\_\_

Criteria:	_____	_____	_____	_____	_____
Q U A L I T Y	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				

\_\_\_\_\_ = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Grade

# The Planning Path of the Rubric Road

