RUBRICS & SCORING CRITERIA: GUIDELINES & EXAMPLES

A. What is a rubric? A rubric is a set of scoring guidelines for evaluating student work. Rubrics answer the questions: By what criteria should performance be judged? Where should we look and what should we look for to judge performance success? What does the range in the quality of performance look like? How do we determine validly, reliably, and fairly what score should be given and what that score means? How should the different levels of quality be described and distinguished from one another?[1]

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[1] The word "rubric" derives from the Latin word for "red." It was once used to signify the highlights of a legal decision as well as the directions for conducting religious services, found in the margins of liturgical books -- both written in red.

A typical rubric:

1. Contains a <u>scale</u> of possible points to be assigned in scoring work, on a continuum of quality. High numbers usually are assigned to the best performances: scales typically use 4, 5 or 6 as the top score, down to 1 or 0 for the lowest scores in performance assessment.

2. Provides <u>descriptors</u> for each level of performance to enable more reliable and unbiased scoring.

3. Is either <u>holistic</u> or <u>analytic</u>. If holistic, a rubric has only one general descriptor for performance as a whole. If analytic, there are <u>multiple rubrics</u> corresponding to each <u>independent</u> dimension of performance being scored. Examples:

    ∑ "Syntax," "focus," and "voice" in writing

    ∑ "Precision of calculations" and "understanding of scientific method" in science

4. Is <u>generic</u>, <u>genre</u> or <u>task specific</u>. If generic, it can be used to judge a very broad performance, such as communication or problem solving. If genre specific, it applies to a more specific type of performance within the broad performance category (e.g. essay or speech or narrative as forms of communication; open-ended problems or closed-ended problems as kinds of problems solved). Task specific is unique to a single task.

5. May be <u>longitudinal</u>. It measures progress over time toward mastery of educational objectives such that we assess developmental change in sophistication or level of performance.

B. The best rubrics:

1. Are sufficiently generic to relate to general goals beyond an individual performance task but specific enough to enable useful and sound inferences on the task.

2. Discriminate among performances validly, not arbitrarily - by the central features of performance, not by the easiest to see, count, or score.

3. Do not combine independent criteria in one rubric.

4. Are based on analysis of many work samples, and based on the widest possible range of work samples - including valid exemplars.

5. Rely on descriptive language - what quality, or its absence, looks like - as opposed to relying heavily on mere comparatives or value language (e.g. "not as thorough as," or "excellent product") to make the discrimination.

6. Provide useful and apt discrimination to enable sufficiently fine judgments -- but not using so many points on the scale as to threaten reliability (typically involving, therefore, 6-12 points on a scale).

7. Use descriptors that are sufficiently rich to enable student performers to verify their score, accurately self-assess, and self-correct.

    • The use of bulleted "indicators" makes the description less ambiguous- hence, more reliable - by providing examples of what to look for in recognizing each level of performance. (Indicators are useful concrete signs or examples of criteria being met, but not always reliable or appropriate in a given context.)

8. Highlight the judging of the "impact" of performance - the effect, given the purpose - as opposed to over-rewarding merely the processes, the formats, or the content used; and/or the good-faith effort made.

C. Technical Requirements of Rubrics:

1. **Continuous:** The change in quality from score point to score point must be "equal": the degree of difference between a 5 and 4 should be the same as between a 2 and a 1. The descriptors should reflect this continuity.

2. **Parallel:** Each descriptor should be constructed parallel to all of the others, in terms of the criterial language used in each sentence.

3. **Coherent:** The rubric must focus on the same criteria throughout. While the descriptor for each point on the scale will be different from the ones before and after, the changes should refer to the variance of quality for the (fixed) criteria, not language that explicitly or implicitly introduces new criteria or a shift in the importance of the various criteria.

4. **Aptly Weighted:** With multiple rubrics there must be an apt, not arbitrary weighting of each criterion in reference to the others.

5. **Valid:** The rubric permits valid inferences about performance to the degree that what is scored is what is central to performance, not what is merely easy to see and score. The proposed differences in quality should a) reflect task analysis and be based upon samples of work across the full range of performance, b) describe qualitative, not quantitative differences in performance, and c) not confuse merely correlative behaviors with actual authentic criteria. (e.g. many speakers use note cards, but using note cards or not using note cards should not be a criterion in judging relative success in speaking effectiveness. Rather, the rubric should enable assessment of the relative smoothness and informativeness of the presentation)

6. **Reliable:** The rubric enables consistent scoring across judges and time. Rubrics allow reliable scoring to the degree that evaluative language ("excellent," "poor") and comparative language ("better than," "worse than") is transformed into highly-descriptive language which helps judges recognize the salient and distinctive features of each level of performance.

D. Stages in Rubric Construction:

1. There are many important decisions to be made in rubric construction:

   - The **criteria** to be used in assessing performance
   - **How many** rubrics will be used (whether there will be one holistic rubric, separate rubrics for <u>each</u> criterion, or separate rubrics for various feasible <u>combinations</u> of criteria)
   - How **fine a discrimination** needs to be made, (i.e. how many different points on the scale there will be)
   - How different criteria will be **weighted** relative to other criteria (if there are separate rubrics for various criteria)
   - What point on the scale will be the **"cut score,"** (i.e. the difference between passing and failing the task)
   - Which **standard** (hence, which performance samples) will anchor the rubric

   a. The initial design decisions will <u>likely (and appropriately) change</u> as the work of design unfolds and the feedback from actual use emerges and suggests apt refinements

   b. Rubric **editing decisions**, based on the feedback from peer reviewers, performers, and designer self-assessment after use, typically involve:

   - Making sure impact criteria are represented and aptly weighted
   - Revising the language of descriptors to make it more descriptive and less based on comparative or evaluative language - using bulleted specific indicators under each general paragraph description, where possible
   - Refining the language of the descriptors based on more performance samples
   - Including more score points so as to make finer distinctions
   - Revising the descriptor for the highest score and the cut score to demand higher standards of performance
   - Revising the descriptors to make sure that the rubric language is consistent, parallel, and smooth across score points (i.e. the gaps between score points are equal).

2. The logic of rubric design and refinement[2]

    a. Establish a first-draft of the possible **criteria** to be used in scoring the work.

        1. The criteria derive from the achievement target: if the aim is "effective writing," then the criteria might be **engaging, mindful of audience, clear, focused, effective voice,** etc.

        2. There are different **types** of criteria, relating to different aspects of performance, that need to be considered in designing assessments.

∑ impact of performance   ∑ work quality and craftsmanship   ∑ adequacy of methods and behaviors

∑ validity of content   ∑ sophistication of knowledge employed

a. Impact of Work: *Effective Performance*	b. Craftsmanship: *Work of High Quality*	c. Adequacy of Process & Behavior: *Methodical Performance*	d. Aptness of Material: *Valid Content*	e. Degree of Mastery: *Sophistication of Knowledge Employed*
Impact refers to the success of the work, given the purposes and goals: Was the desired result achieved? Was the problem solved? Was the client satisfied? Was the audience engaged and informed? Was the dispute resolved? Did the speech persuade? Did the paper open minds to new possibilities? Was new knowledge created? In sum: *Was the work effective?*	*Craftsmanship* refer to the overall polish and rigor of the work's form or appearance: Was the speech organized? Was the paper mechanically sound? Was the argument justified? Was the chart clear? Did the story build and flow smoothly? Was the dance graceful? Did the poem scan properly? Was the proof logical? Was there a clear voice in the writing? Did form follow function? In sum: *Was the performance or product of high quality?*	*Processes and behaviors* refer to the quality of the procedures and manner of presentation, prior to and during performance: Was the student careful? Was the speaker using apt tools of engagement? Was proper procedure followed? Was the speaker mindful of and responsive to the audience in preparation and delivery? Did the reader employ apt strategies? Did the group work efficiently? In sum: *Was the performer methodical?*	*Aptness of content* refers to the correctness of the ideas, skills, or materials used: Was the work accurate? Was the paper on the topic? Were the proposals supported by apt data? Were the facts and arguments of the essay appropriate? Was the hypothesis plausible and on target? In sum: *Was the content valid?*	*Degree of mastery* refers to the relative complexity or maturity of the knowledge employed: Was the student's approach insightful? Did the work display unusual or mature expertise? Did the student avoid naive misconceptions? Were the most powerful concepts and skills available employed? In sum: *Was the work sophisticated?*

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[2] Note that logic and chronology are not the same thing. The chronology of the design work may vary from this logic. Sometimes we obey the logic <u>last</u> in completing our work, as when mathematicians turn their discoveries into proofs.

> Many assessments make the **mistake** of **over-emphasizing** *content, format, and conventions* while **under-emphasizing** *"impact"* and *"methods".*

b. Decide which of the possible criteria are most **important** for the purpose and nature of this particular assessment, vs. the **feasibility** of using those criteria or that many criteria.

Keep in mind that, regardless of the criteria implied in the targeted achievement, the particular demands of the specific performance task may imply additional, task-specific criteria.

- For example: if the task is to write a winning proposal for a new museum, there would likely be specific criteria related to writing proposals or including task-specific information

c. Decide whether there will be one **holistic** rubric or various **analytic-trait** rubrics for each of the priority criteria.

1. The trade-offs are **efficiency vs. effectiveness**: holistic rubrics are quicker and easier to write and use, but analytic rubrics give better feedback and more valid results.

2. Beyond issues of time and labor, the question to be asked is: will a holistic score conceal more than it reveals? Would similar scores likely be given to such vastly different performances that the rubric doesn't really help anyone know the meaning of the scores?

- For example: if one paper is weak in clarity but strong in the power of the ideas, and another paper is the opposite, only one score is given, and they thereby get the same score, has the efficiency cost us too much in understanding?

d. Begin by trying to **build a 4-point or 6-point rubric,** regardless of how many points on a scale you want the rubric(s) to eventually have.

   1. It is customary for the best scores to get the highest numbers, e.g. a "6" on a 6-point rubric would be the most successful performance and a "1" would be the least successful.

   2. In many systems, the number "0" is a special score, reserved for performance that are not scorable due to work that is illegible, too incomplete, completely off the subject, etc.

   3. The refinement of the discrimination to 7 or more points will best come later -- from looking at (somewhat differing) samples of student work that get the same score and from reflecting upon the judging process with its inevitable conflicted decisions, suggesting the need to refine the scoring process.

e. Though your rubric(s) should <u>eventually</u> minimize the use of comparative and evaluative language, begin <u>at first</u> to **sketch out the rubric language for each point** on the scale by using words like excellent/good/fair/poor so as to set the right tone for each point on the scale.

   1. The key to good rubric construction is **to <u>eventually</u> replace (or amplify the meaning of) words like "excellent" with language which, in effect, <u>describes</u> what excellence actually looks like in performance.**

      • The key to the eventual validity and clarity of the rubrics therefore depends upon summarizing the traits of many <u>actual performance samples</u> taken from each point on the scale: what do the "4's" have in common? What do the "6's" do that the "5's" don't do well or at all? etc.

   2. Once you have a paragraph for each point on the proposed scale, **add various concrete indicators** of when such a criterion is met. The refinement of the descriptor typically requires the designer to **carefully distinguish between valid criteria and indicators.**

- *Criteria* provide the general description of what must occur (e.g. "the '3' paper is clear and accurate, but not always focused or fully developed").

- *Indicators* provide specific examples of the criterion being met (e.g. "the writer makes claims without providing evidence for them, the writer answers a question different than the one posed," etc.)

- Indicators <u>suggest</u> the criterion has been met; they are neither foolproof nor appropriate in every situation, but they help the performer and the judge better know the quality of the performance.

f. Always build your rubrics from the top, **starting from a description of exemplary performance.**

1. Regardless of whether or not students can perform at exemplary levels, the **rubric must be built from a picture of excellence** to establish a valid target and anchor for scoring.

2. Therefore, it is **rarely wise to mechanically translate performance scores into letter grades**!! Scores are meant to report out performance against standards, not against expectations of performers.

- For example: we would not give a novice diver an "F" simply because their first dives in performance never earned scores above 4.5 on a 10-point scale.

3. In the absence of any performance samples in initial construction of rubrics, either produce an exemplary performance sample yourself or collect and analyze samples of performance excellence as found in the adult world of similar performance.

4. Make sure that you use **2-3 different samples of excellence** so as not too limit your or your students' thinking about possible excellence. The goal is not to limit performance or creativity but to make clear what performances must be, no matter how diverse, to be excellent.

g. Begin by writing your descriptors as if you were writing for knowledgeable judges of performance, not novice performers. **Edit them later,** based on purpose, audience, and feasibility.

   - You may decide at a later stage to edit the descriptors for student use in self-assessment OR you might decide to write parallel versions of the rubrics for student use.

h. Carefully craft the language of the cut score point on the scale, so as to make clear what the performer must do for minimal success. Resist the urge to describe the lowest points on the scale in deficit terms only. (What <u>is</u> accomplished at even the lowest levels?)

i. Edit and amplify the rubric as necessary, based on feedback from use and from peer review.

E. Criteria and Indicators, elaborated:

1. *What is a criterion?*

A criterion is a specific achievement, providing one or more ways of operationalizing success at meeting a goal or a targeted achievement (educational outcome). If the criteria are met, then we may conclude that the performance has been successful - (i.e. that an educational goal has been met). Criteria are thus necessary and sufficient: the success has not occured unless the criteria are met, and the criteria apply in all attempted performances.

   Examples of criteria, in relation to performance goals:

   - Criteria for the high jump = clear the bar without knocking it off
   - Criteria for effective speaking = engage and inform the audience
   - Criteria for solving problems = accurate, cost-effective, efficient solutions

2. *There are different types of criteria.*

As noted above, we believe it is useful to make assessment designers aware that there are different types of criteria, relating to different aspects of performance:

"impact of performance"   refers to the success of performance,
                                           given the purposes, goals and
                                           desired results

"work quality and craftsmanship"   refers to the overall polish,
                                           organization, and rigor of the work

"adequacy of methods and behaviors"   refers to the quality of the procedures
                                            and manner of presentation, prior to
                                           and during performance

"validity of content"   refers to the correctness of the ideas,
                                            skills, or materials used

" sophistication of knowledge   refers to the relative complexity or
employed"   maturity of the knowledge employed

3. For example: There are different types of criteria implied in a specific achievement:

> Targeted Achievement: Cook a good meal

- $\sum$ *impact:* meal is nutritious, pleasing to senses
- $\sum$ *work quality:* meal is appeallingly presented and all dishes are cooked to taste
- $\sum$ *methods:* meal is efficiently prepared, and uses the freshest ingredients
- $\sum$ *content:* meal reflects knowledge of food, cooking, situation, and diners' requests
- $\sum$ *knowledge:* meal reflects sophisticated techniques and tastes

4. Indicators

An indicator is a concrete sign or symptom of a criterion being met. Indicators help make assessment and self-assessment easier by identifying typical behaviors or traits of performance that signify a criterion being met or not met.

For example, consider assessment of good speaking:

The criterion: *Student speaks in an engaging manner*

Indicators of that criterion being met might include:

- makes eye contact
- modulates voice pleasantly
- uses stories and humor appropriate to audience and context
- handles audience questions gracefully

Note that indicators are helpful but <u>not always reliable</u>. For example, some effective speakers do not make eye contact; some engaging speakers use a deliberately serious but provocative style to engage their audience; some speeches do not allow for listener questions; etc.

Examples of different criteria types for use in design:

Successful impact is achieved when performance results in:	Work is of *high quality* when it is:	*Adequate methods and behaviors* are found when performers and performances are:	*Valid content* or material is:	*Knowledge is sophisticated* when it is:
Effective answers	Well designed	Purposeful	Accurate	Deep
Clients satisfied	Clear	Efficient	Correct	Expert
Problem being solved	Well planned	Adaptive	Precise	Insightful
Audience moved	Elegant	Self-regulated	Justifiable	Fluent
Situation settled	Clever	Persistent	Verified	Rich
Reader informed	Graceful	Enterprising	Authentic	Cutting-edge
Reader persuaded	Well crafted	(Self-)Critical	Apt	Proficient
work of great value	Organized	Thoughtful	Focused	Skilled
Satisfying work	Thorough	Careful	Required	Competent
Ethical conduct	Coherent	Responsive	Honors request	Masterful
Novel work	Mechanically sound	Inquisitive	Meets rules	
Knowledge created	a genuine voice	Methodical		
A championship	Concise	Well researched		
Winning Proposal	Polished	Well reasoned		
Winning Judgment	Stylish	Collaborative		
		Facilitatative		
		Cooperative		

F. Making Rubrics More Authentic:

Criteria should validly, not arbitrarily, distinguish different levels or degrees of quality performance. Authentic assessment would properly balance the impact of the work with an assessment of content and process.

A subtle version of arbitrariness involves the use of criteria that are <u>necessary</u> to good performance, <u>but not sufficient.</u>   Consider the following criteria typically used to assess writing in many large-scale performance tests:

Organization   *Sentence Construction*

Usage/Word Choice   *Mechanics*

Focus   *Voice*

Compare those work quality criteria to the following four criteria related to impact:

Clarity   *Persuasiveness*

Memorability   *Enticingness*[3]

> *Note that the bottom four criteria not only relate more clearly to the desired impact - hence, the purpose of writing - but implicitly incorporate the top four criteria - without arbitrarily restricting the writer to conventions and rules.*

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[3] 2nd set of criteria are from A. Collins & D. Genter

1. An Exercise in Rubric Criteria Critique: "What is wrong here?"

Consider: What are the stated and implied criteria for judging narrative here? Could a student meet these criteria without creating excellent narratives? What criteria are not mentioned but should be?

[from the National Assessment of Education Progress (NAEP) Portfolio Assessment (1992) A rubric used to judge the quality of stories in 4th and 8th-grade writings:]

Narrative Scoring Guide: 4th & 8th Grade Writing

1. **Event Description:** Paper is a list of sentences minimally related or a list of sentences that all describe a single event.

2. **Undeveloped Story:** Paper is a listing of related events. More than one event is described, but with few details about setting, characters, or the events. (Usually there is no more than one sentence telling about each event.)

3. **Basic Story:** Paper describes a series of events, giving details (in at least two or three sentences) about some aspect of the story (the events, the characters' goals, or problems to be solved). But the story lacks cohesion because of problems with syntax, sequencing, events missing, or an undeveloped ending.

4. **Extended Story:** Paper describes a sequence of episodes, including details about most story elements (i.e., setting, episodes, characters' goals, problems to be solved). But the stories are confusing or incomplete (i.e., at the end the characters' goals are ignored or problems inadequately resolved; the beginning does not match the rest of the story; the internal logic or plausibility of characters' actions is not maintained).

5. **Developed Story:** Paper describes a sequence of episodes in which almost all story elements are clearly developed (i.e., setting, episodes, characters' goals, or problems to be solved) with a simple resolution of these goals or problems at the end. May have one or two problems or include too much detail.

6. **Elaborated Story:** Paper describes a sequence of episodes in which almost all story elements are well developed (i.e., setting, episodes, characters' goals, or problems to be solved). The resolution of the goals or problems at the end are elaborated. The events are presented and elaborated in a cohesive way.

G. Rubric Samples:

1. Holistic Rubrics

a. From an Advanced Placement U. S. History Essay Question

"I am not, nor have ever been, in favor of bringing about in any way the social and political equality of the white and black races."

How can this 1858 statement by Abraham Lincoln be reconciled with his 1862 Emancipation Proclamation?

13-15	Clear argument regarding question of reconciliation; sophisticated understanding of Lincoln's views on race, and slavery; solid understanding of historical context of 1850's and 1860's (may emphasize one period); factual documentation may contain inconsequential errors.
10-12	Addresses question of reconciliation; understanding of Lincoln's views on race, slavery; understanding of historical context of 1850's and 1860's (may emphasize one period); factual documentation may contain minor errors.
7-9	Attempts to address question of reconciliation; discussion of Lincoln's views and historical context of 1850's and 1860's may be uneven; limited factual documentation; some errors.
4-6	Little or no attempt to address question of reconciliation; factual documentation may be irrelevant, inaccurate, confused; generalized discussion lacks substance; may contain major errors.
1-3	Vague on question; evidence inaccurate, incompetent; an inept or inappropriate response.

b. Mark Twain Elementary School - 5th Grade Inquiry: the Oral Presentation

Student performance will be rated according to the following criteria. Scores will be assigned that best describes the student's oral performance.

5 Excellent: The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.

4 Very Good: The student described the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is mentioned and used. Questions from the audience are answered clearly.

3   Good: The student describes the question studied and conclusions are stated, but supporting information is not as strong as a 4 or 5. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is mentioned. Questions from the audience are answered.

2 Limited: The student states the question studied, but fails to fully describe it. No conclusions are given to answer the question. The delivery and sentence structure is understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be mentioned. Questions from the audience are answered with only the most basic response.

1 Poor: The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic, or no, response.

0 - No oral presentation is attempted.

c. Rubric for Open-Ended Math Problems [from California CAP math report (1989)]

<u>Demonstrated Competence</u>

6 Exemplary Response: Gives a complete response with a clear, coherent, unambiguous, and elegant explanation; includes a clear and simplified diagram; communicates effectively to the identified audience; shows understanding of the problem's mathematical ideas and processes; identifies all the important elements of the problem; may include examples and counter-examples; presents strong supporting arguments.

5 Competent Response: Gives a fairly complete response with reasonably clear explanations; may include an appropriate diagram; communicates effectively to the identified audience; shows understanding of the problems ideas and processes; identifies most important elements of the problem; presents solid supporting arguments.

<u>Satisfactory Response</u>

4 Minor Flaws But Satisfactory: Completes the problem satisfactorily, but the explanation may be muddled; argumentation may be incomplete; diagram may be inappropriate or unclear; understands the underlying mathematical ideas; uses ideas effectively.

3 Serious Flaws but Nearly Satisfactory: Begins the problem appropriately but may fail to complete or may omit significant parts of the problem; may fail to show full understanding of math. ideas and processes; may make major computational errors; may misuse or fail to use math. terms; response may reflect an inappropriate strategy for solving the problem.

<u>Inadequate Response</u>

2 Begins, but Fails to Complete Problem: Explanation is not understandable; diagram may be unclear; shows no understanding of the problem situation; may make major computational errors.

1 Unable to Begin Effectively: Words used do not reflect the problem; drawings misrepresent the problem situation; fails to indicate which information is appropriate...

0 No Attempt

d. From the North Carolina State Department of Public Instruction,
   10th grade writing assessment:

ARGUMENTATIVE COMPOSITION
FOCUSED HOLISTIC SCORE SCALE

6 The response exhibits a strong command of argumentative writing with an effective sequence of events. It is focused and has a fluent, clear progression of ideas and evenness of development. There are strengths in all four criteria. The writer provides specific, relevant details to support ideas. These papers exhibit a strong command of an argumentative writing strategy. The writer clearly develops all parts of the prompt and uses an appropriate and highly effective approach (i.e. tone, point of view, originality). An appropriate sense of audience exists. Sentence structure is varied and effective, and word choice demonstrates the ability to use a wide vocabulary skillfully. If a literary work is referred to, the work must be from world literature (other than American or British literature). There is a sense of overall completeness. A clear persuasive tone exists where the prompt requires it.

5 The response is focused, progresses logically, and exhibits a command of argumentative writing. There are strengths in all four criteria. There is no break in progression. The writer uses specific details and clearly links events and relationships. A few minor flaws in coherence may be present. The writer addresses all aspects of the prompt and uses effective vocabulary and sentence structure. If a literary work is referred to, the work must be from world literature (other than American or British literature). An appropriate sense of audience exists. There is a sense of overall completeness. A persuasive tone exists where the prompt requires it.

4 The response is focused and established progression of ideas and events although minor lapses in focus and progression may be present. The papers have elaboration and support in the form of specific details. Papers scored "4" have an organizational pattern, but minor flaws may exist. They may have minor weaknesses in coherence. The writer clearly addresses the topic and supports it, although some aspect of the prompt may be missing. If a literary work is referred to, the work must be from world literature (other than American or British literature). A sense of audience and persuasive tone must exist if the prompt requires it.

3 This response exhibits some progression of ideas and events and provides some elaboration and support. The elaboration may be flawed, but it has relevance to the requirements of the prompt. Papers scored "3" have generally organized pattern but contain minor flaws. The papers are generally coherent although minor weaknesses in coherence may be present. Although these papers are focused on the prompt, some may not address all aspects of the prompt. Some papers may tend to summarize at times, and other may have a list-like quality but may have concrete, supporting details. In some responses, a sense of audience and persuasive tone may exist.

2 There is evidence that the writer has seen the prompt and responded to it, although the response may be unclear. Some responses may have little or no sense of connection between a controlling idea and supporting details relevant to development. Other responses may have a sense of focus but may lose it. Some "2" responses may be extended lists or lists with some extension. The writer has some sense of organization, but the composition may be too sparse for a higher score point. Some of the compositions may not directly address all aspects of the prompt, and others may lapse into summary.

1 There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic or it may not maintain a constant position. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but may be too sparse to be scored higher than a "1." Some responses may lack coherence and/or may have an inappropriate strategy (i.e. pure summary, pure list).

0 The response addresses a literary work but is incorrect in its perception of the literary concept.

Non-Scorable The response is off topic, unreadable, or blank.

e. Heritage High School (Littleton, Co.) SeniorEessay

(Using a reading prompt and scoring rubric from the Colorado State placement exam)

9-8   The upper range responses satisfy the following criteria:

   a. *Summary*-the summary should identify main idea [of the reading].

   b. *Focus of agreement*. Agreement and/or disagreement may be complete or partial but writer must make clear what he/she is agreeing/disagreeing with.   Specifically, 8-9 papers must address author's thesis, not substance abuse generally.

   c. *Support for agreement/disagreement*-Support should provide an analysis of argument and/or relevant and concrete examples...

   d. *Style and coherence*-These papers demonstrate clear style, overall organization, and consecutiveness of thought. They contain few repeated errors in usage, grammar, or mechanics.

7   This grade is used for papers which fulfill basic requirements for the 9-8 grade but have less development, support, or analysis.

6-5   Middle range papers omit or are deficient in one of these four criteria:

   a. Summary- Summary absent or incomplete, listing only author's thesis

   b. Focus of agreement/disagreement-What the writer is agreeing/disagreeing with is not clear or unrelated to author's proposals. Example: writer doesn't use enough phrasing like "on the one hand... on the other hand..."

   c. Support-Writer only counter-asserts; examples are highly generalized or not distinguishable from examples in the article. Analysis may be specious, irrelevant or thin.

   d. Style and coherence-These papers are loosely organized or contain noticeable errors in usage, grammar or mechanics....

4   This grade is used for papers slightly weaker than the 6-5 papers. Also, a student who writes his/her own parallel essay in a competent style should receive a 4.

3-2   These papers are deficient in two or more of the criteria. Typically, these papers weakly paraphrase the article OR they have serious organization/coherence problems. Papers with serious, repeated errors in usage, grammar or mechanics must be placed in this range.

2. Analytic Trait Rubrics:

a. *Criteria and their weighting, from the Virginia "Literacy Passport"*

	Criteria	4 Consistent Control	3 Reasonable Control	2 Significant Control	1 No Control
x3	*Composing* • Central Idea • Elaboration • Organization • Unity				
x1	*Mechanics* • Spelling • Format • Caps • Divided Words • Internal Punctuation • End Punctuation				
x1	*Sentence Formation* • Word Order • Completeness • Enjambment • Expansion • Embedding				
x2	*Style* • Vivid Vocabulary • Tone • Voice • Selecting Information • Sentence Variety				
x1	*Usage* • Inflections • Agreement • Conventions				

b. Assessing Performance in a Socratic Seminar[4]

	Conduct	Leadership	Reasoning	Listening	Reading
Excellent	Demonstrates respect, enthusiasm, and skill for the purpose of seminar: insight into important texts and ideas, gained through the interplay of collaborative and personal inquiry. Demonstrates in speech and manner a habitual respect for the processes and norms of reasoned discussion and shared inquiry. Effectively contributes to deepen and broaden the conversation, revealing exemplary habits of mind.	Takes clear responsibility for the seminar's progress or lack of it. Takes stock of the overall direction and effectiveness of the discussion, and takes apt steps to refocus or redirect conversation and/or to cause others to rethink previous statements. Offers apt feedback and effective guidance to others. Takes steps to involve reticent participants and to insure that unnoticed points are attended to.	Arguments are so reasonable, apt, logical and substantiated with evidence from the text as to consistently move the conversation forward and deepen the inquiry effectively. The analyses made are helpful in clarifying complex ideas. Criticisms made are never ad hominen.	Listens unusually well. Takes steps routinely to comprehend what is said, is consistently attentive (as reflected in direct and indirect evidence), and later responses (actions, comments, and writings) indicate accurate and perceptive listening.	Conduct and written work indicate student has read the text carefully, is thoroughly familiar with the text its main ideas, can offer insightful interpretations and evaluations of it, is respectful of the text while also reading it critically, and has come prepared with thoughtful questions and reactions.
Good	Demonstrates in speech and manner an overall respect for and understanding of the goals, processes, and norms of reasoned discussion and shared inquiry. Participates to advance conversation and displays mature habits of mind, but may be sometimes ineffective in sharing insights, advancing inquiry or working with others.	Is generally willing to take on facilitative roles and responsibilities. Either: makes regular efforts to be helpful (in moving the conversation forward and/or including others in it) but is sometimes ineffective in doing so. Or: does not typically take a leadership role but is effective when does so.	Arguments are generally reasonable, apt, and logical. There may be some minor flaws in reasoning, evidence, or aptness of remarks, but the ideas contribute to an understanding of the text or comments made by others.	Listens well. Takes steps to comprehend what is said. Generally pays attention and/or responds appropriately to ideas and questions offered by other participants.	Conduct and written work generally indicate student has read the text carefully, grasps the main ideas, can offer reasonable if sometimes incomplete or questionable interpretations, has come with apt questions and ideas regarding it.
	Conduct	Leadership	Reasoning	Listening	Reading
Fair	Speech and manner suggest the student misunderstands the purpose of the discussion and/or is undisciplined concerning seminar practices and necessary habits of mind. May contribute, even frequently, to the conversation but is somewhat ineffective due to opinioated or unclear and undeveloped views.	Takes on facilitative roles and responsibilities infrequently and/or ineffectively. When taking on a leadership role, may misconstrue the responsibility by lobbying for favored opinions or speakers only and/or trying to close off discussion in favor of premature closure.	Unsubstantiated or undeveloped opinions are offered more than sound arguments. Comments suggest the student has some difficulty in moving beyond mere reactions to more thorough arguments, or difficulty in following the complex arguments of others (as reflected in questions asked and/or non sequiturs). Student may sometimes resort to ad hominem attacks instead of focusing on the critique of claims and arguments	Does not regularly listen very well and/or is not always attentive, as reflected in comments and body language. Verbal reactions tend to reflect an earlier failure to listen carefully to what was said.	Comments indicate that the student may have read the text but that the student has misunderstood the text and/or read the text from too present-centered a stance and/or has not put enough focused effort into preparing for the seminar. Or, varying conduct and written work indicate that the student's preparation is inconsistent.
Unsatisfactory	Speech and manner display little respect for or understanding of the seminar process. Student appears to lack essential habits of mind: is either routinely argumentative, distracting, and/or obstinate OR student is disengaged -- extremely reluctant to participate, even when called upon (to the point of making others feel the detachment).	Plays no active facilitation role of any kind OR actions are consistently counter-productive in that role.	Comments suggest student has great difficulty with analytical requirements of seminar. Remarks routinely appear to be non sequiturs and/or so illogical or without substantiation as to be not followable by others. And/or student may resort to ad hominem comments to text author.	Does not listen adequately, as reflected in later questions or comments (e.g. non sequiturs and repetition of earlier points as if they hadn't been spoken) and/or body language very suggestive of inattentiveness.	Student is EITHER generally unable to make adequate meaning of text OR has generally come to class unprepared.

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[4] Full rubrics, with indicators are available from CLASS.

c. *Mathematics Problem-Solving - from CLASS work in North Carolina*

Criteria:

- Mathematical Insight
- Mathematical Reasoning
- Effectiveness & Inventiveness of Solution

- Accuracy
- Quality of Presentation

Mathematical Insight

5 Shows a sophisticated understanding of the underlying mathematics involved. The concepts, formulae, techniques, and/or tools used go beyond the uses typically found at this level of experience. Grasps the essence of the problem: applies mathematically apt and powerful tools to solving it. The work shows that the student is able to move from the particulars and generalize to models.

4 Shows a thorough understanding of the underlying mathematics involved. The concepts, formulae, techniques, and tools that are used are appropriate and adequate for solving the problem. Grasps the essence of the problem and applies mathematically apt tools to solving it.

3 Shows an adequate understanding of the underlying mathematics involved. Work reveals control over appropriate algorithms, formulae, concepts, etc. but has some difficulty in seeing beyond the particulars of the problem to more powerful and inclusive models, formulae, or generalizations. There may be gaps or an absence of some needed concepts, formulae, algorithms that are necessary for solving the problem, but they should be minor.

2 Shows a limited understanding of the underlying mathematics involved. General principles or underlying formulae are infrequently or incorrectly used. The student's work may be adequate to solve the problem but typically relies on crude inductive and empirical strategies or needlessly laborious trial and error approaches.

1 Shows no understanding of the underlying mathematics involved in the problem. Little or no use is made of general principles, formulae, algorithms, or available resources to help with their deficiency.

0 Insufficient evidence in the response to judge the student's knowledge of the mathematics involved in this problem. (Typically due to a failure to complete the problem.)

Mathematical Reasoning

5 Develops a methodical, powerful, and thorough plan for solving the problem. The approach and answers are explicitly detailed and reasonable throughout (whether or not the knowledge used is sophisticated or accurate). The student justifies all claims with compelling evidence and argument: counter-arguments, questionable data, and implicit premises are explored.

4 Develops fully a methodical plan for solving the problem. The approach taken is appropriate, well-thought out, and based on reasonable data and strategies. The student provides evidence and argument for most claims, and the quality of the argument is high. All important reasoning is explicit and logical, though the student may not have considered one or two implicit variables or premises. Even when there is limited mathematical knowledge and a failure to come up with the right answer by the preferred methods, all the answers and methods are reasonable.

3 Grasps the problem adequately and develops an acceptable plan for solving it. All important variables have been considered, though the arguments may be incomplete. The problem-solving plan may be inefficient: these papers provide some evidence that the student had difficulty devising an appropriate strategy: the final write-up of the data and analysis may have gaps or illogical organizations of steps. Some answers or strategies along the way may not be reasonable ones, but the work provides evidence that the student was able to recognize questionable answers and re-think the reasoning.

2 Provides a barely adequate plan for solving the problem, and/or fails to consider certain critical aspects of the problem in the overall strategy. Even when work is thorough, the answers and strategies along the way may not be reasonable or sound, suggesting that the student is "number crunching" with limited understanding of the meaning of the results and the logic of proving a point. There is a semblance of sequential steps and organization of data into a meaningful result, but no clear overall strategy or logic of working out an approach based on the needs of the problem.

1 The student has failed to come up with any clear, appropriate, and/or reasonable strategy for solving the problem. There is a semblance of proof or logic only: randomness or inappropriate step after step characterize the work provided. These papers never get much beyond random calculations, hunches, and/or drawings and notes.

Math: Effectiveness and Inventiveness of Solution

5   The solution to the problem is effective and inventive. The essential details of the problem and the real-world context are fully addressed. The work reveals a clear understanding of how the "ideal" mathematical results may or may not be the most apt in the context of this problem: the real-world variables and implicit premises have been carefully and fully explored. The solution is creative in many possible ways: an unorthodox approach, the thoughtful juggling of conflicting variables, the bringing in of mathematics in ways not likely seen as apt by most students, etc.

4   The solution to the problem is effective. The details of the problem and the real-world context are clearly addressed. The work reveals a clear understanding of how the "ideal" mathematical results may or may not be the most apt in the context of this problem. Most, if not all ,of the real-world variables and implicit premises have been carefully and fully explored.

3   The solution to the problem is not fully effective. Some important assumptions and facts have not been considered in the solution and methods. EITHER the work does not reveal a clear understanding of how the "ideal" mathematical answer relates to the practical aspects and constraints of this context (the more obvious real-world variables are considered, but some implied variables are not addressed); OR the solution is ineffective as a result of the mathematical facts and principles involved not being used or understood. (An inventive but ineffective response should be given a "3".)

2   The solution to the problem is ineffective, due to weak mathematical understanding of the problem and/or weakness in relating the mathematical calculations and models to real-world constraints and considerations.

1   The solution to the problem is incomplete and ineffective.

Math: Accuracy of Written Work

(Note that <u>missing</u> formulae or reasoning are <u>not</u> scored here; they are scored in "mathematical knowledge" and "mathematical reasoning".)

5   The work is accurate throughout. All calculations are correct, provided to the proper degree of precision/measurement error, and properly labeled.

4   The work is mostly accurate and complete. All important calculations are correct and provided to the proper degree of precision; what mistakes are made are few and related to minor calculations. The student's work is clearly shown and able to be understood.

3   The work is accurate. Most important calculations are correct, but some are incorrect. The work may be somewhat difficult to follow, as presented, or the work is very messy even if it can be followed.

2   The work has inaccuracies throughout.

1   The work has many inaccuracies and is extremely difficult to follow.

Math: Quality of Presentation

5 The student's performance is very persuasive and unusually well-presented. The essence of the research and the problems to be solved are summed up in a highly engaging and efficient manner, mindful of the audience, context, and the purpose of the presentation. There is obvious craftsmanship in the final product(s): effective use is made of supporting material (visuals, models, overheads, video, etc.) and of team members (where appropriate). The audience is confident that the presenter understands what he/she is talking about and understands the listeners' interests.

4 The student's performance is persuasive and well presented. The essence of the research and the problems to be solved are summed up in a clear manner, mindful of the audience, context, and purpose of the presentation. The products are thorough and clear, if lacking in some elegance or neatness. EITHER the use of supporting material was only somewhat effective OR the students made no use of helpful supporting material available to them to make it effective. The presenter appears to understand what he/she is talking about.

3 The student's performance and/or presentation is somewhat persuasive and polished. The research and solutions are summed up, but typically in a chronological fashion ('then we did this') or without any clear sense of what would be of most importance to highlight in the presentation for the listener. The presentation is not very engaging even if it covers all the important points. The presenter does not appear to understand the listeners' main interests.

2 The student's performance and/or presentation is not very persuasive. The manner of presentation is unpolished and/or the claims too unclear and illogically organized to really engage and persuade the listener. The methods of presentation used are adequate but unimaginative or ineffective in making the points.

1 The student's performance and/or presentation is not at all persuasive or engaging. The presentation gives little or no indication of planning and practice, and the final product looks slapdash. Or, the methods used to display or communicate the information or inappropriate. (The presentation may also be ineffective because the student has no understanding of the math. involved.)

d. From Nyack, NY English Department "Writing Handbook 1994-95".

		5	*4*	*3*	*2*	*1*

CLARITY

STRUCTURE

		5	3	1
	Opening	Catches reader's attention; introduces characters/ setting	Appropriate, but not catchy; introduces characters/setting	Inappropriate; does not introduce characters/setting
	Sequence of Events	Clearly established relations between events	Unclear relationships between events	Events are confusing/out of order
	Closing	Completes the story effectively	Completes the story satisfactorily	No real closing
MECHANICS	**Grammar**	Few/no grammatical errors	Some grammatical errors	Many grammatical errors
	Usage	Few/no usage errors	Some usage errors	Many usage errors
	Spelling	Few/no spelling errors	Some spelling errors	Many spelling errors
	Neatness	Clearly written; no errors; typed	Handwritten; some cross-outs; difficult to read	Handwritten; many cross-outs very difficult to read

CONTENT

STORY

5	3	1
Thorough treatment of story elements	Satisfactory treatment of story elements	Inadequate treatment of story elements

		5	**4**	**3**	**2**	**1**
CONTENT (continued) USE OF LANGUAGE						
	Purpose/ Audience	Language appropriate to purpose/ audience	Some language not appropriate to purpose/audience	Language not appropriate to purpose/audience		
	Details	Extensive, specific detail;	Some detail used	Little or no detail		
	Sentence Variety	Sentence structure varied	Simple, complete sentences, but little variety	Simple sentence structure; run-ons, fragments		
	Diction	Correct, fresh, precise use of words	Correct, but unoriginal vague use of words	Incorrect, worn out, non-standard use of words		
	Dialogue	Dialogue used effectively	Dialogue used satisfactorily	Little/no dialogue used		
	Figurative Language	Fresh, effective use of figurative language	Satisfactory use of figurative language; some cliché	Little/no figurative language; all cliché		
CREATIVIY						
	Insight	Exceptional perception and understanding of subject; thought provoking	Ordinary understanding of subject's significance; somewhat thought provoking	Superficial understanding of story		
	Originality	Innovative writing style; distinctive voice	Ordinary writing style; emergent voice	Bland writing		

e. Rubrics for 5th-grade science experiments[5]

4   Design shows student has analyzed the problem and has independently designed and conducted a thoughtful experiment.

3   Design shows student grasps the basic idea of the scientific process by conducting experiment that controlled obvious variables.

2   Design shows student grasps basic idea of scientific process but needs some help in controlling obvious variables.

1   Design shows student can conduct an experiment when given considerable help by the teacher.

4   Pamphlet explained with convincing clarity the solution to the problem. Information from other sources or other experiments was used in explaining.

3   Pamphlet showed student understands the results and knows how to explain them.

2   Pamphlet showed results of experiment. Conclusions reached were incomplete or were explained only after questioning.

1   Pamphlet showed results of the experiment. Conclusions drawn were lacking, incomplete, or confused.

Data Collection

4   Data were collected and recorded in an orderly manner that accurately reflects the results of the experiment.

3   Data were recorded in a manner that probably represents the results of the experiment.

2   Data were recorded in a disorganized manner or only with teacher assistance.

1   Data were recorded in an incomplete, haphazard manner or only after considerable teacher assistance.

Verbal Expression

4   Speech presented a clearly defined point of view that can be supported by research. Audience interest was considered as were gestures, voice, and eye contact.

3   Speech was prepared with some adult help but uses experiment's result. Speech was logical and used gestures, voice, and eye contact to clarify meaning.

2   Speech was given after active instruction from an adult. Some consideration was given to gestures, voice, and eye contact.

1   Speech was given only after active instruction from an adult.

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[5] courtesy of Sharon Baldwin, Cherry Creek Schools. Note: there is a parallel set of rubrics for students in 'kid language'

3. Developmental/Longitudinal Rubrics:

a. From the ACTFL Spanish proficiencies

Novice-High: Able to satisfy immediate needs using learned utterances... Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic, and errors often occur when word endings and verbs are omitted or confused... Speech is characterized by enumeration, rather than by sentences. There is some concept of the present tense forms of regular verbs particular *-ar* verbs, and some common irregular verbs... There is some use of articles, indicating a concept of gender, although mistakes are constant and numerous...

Intermediate-High: Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information... Can provide sporadically, although not consistently, simple directions and narration of present, past, and future events, although limited vocabulary range and insufficient control of grammar lead to much hesitation and inaccuracy.... Has basic knowledge of the differences between *ser* and *estar*, although errors are frequent.... Can control the present tense of most regular and irregular verbs.... Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by general public.

b. *Upper Arlington Development Reading Scale*

The step score must be based on <u>repeated</u> classroom observations over a period of time.

PREREADER

Step 1   Engages briefly with book or pictures on a one-on-one basis. Relies on others to read or share books.

Step 2   May participate in shared reading experiences. Enjoys looking at books on his/her own or being read to. May repeat words or phrases with familiar books. May make up his/her own story with books.

Step 3   Responds to books during shared reading experiences. Begins to choose books on his/her own. Able to retell a story using pictures after repeated listening experiences. Demonstrates the awareness that the meaning, sequence, and words in a book remain the same with repeated listening experiences. Knows how to progress from the beginning to the end of a book.

EMERGING READER

Step 4   Able to engage in reading re-enactment. Memorizes some texts.   Mimics some texts. Mimics reading behaviors. Displays directionality (left to right and top to bottom) by running finger along entire line(s) of text. After a pattern has been established, he/she is able to read the pattern.

Step 5   Knows the difference between a letter and a word. Is moving toward   one-on-one correspondence (matching printed word with spoken word). Re-reads familiar stories or environmental print (i.e., signs, logos, cereal boxes). Reads his/her own written messages. Able to re-tell   a familiar story without the book. Uses primarily meaning (picture) and his/her own language as cues when reading text. Able to predict story events, words, and story endings. May need encouragement to take risks (i.e., selection, word analysis).

Step 6   Demonstrates one-to-one correspondence. Uses one-to-one correspondence to monitor and then self correct errors. May predict and confirm a word by using beginning and ending letters/sounds.   Begins to integrate meaning, language, and visual print as cues. Begins to develop fluency with familiar text. May need support in selecting appropriate reading material. Begins to develop sight vocabulary.

DEVELOPING READER

Step 7   Demonstrates understanding through discussion, re-telling, and/or extensions. May compare or contrast his/her experiences with story.   May make connections with other literature. Makes predictions using   book language and story structure. May read new text word by word but shows some evidence of phrasing. Self corrects most errors that   interfere with meaning. Comments upon patterns, characters, plot and setting with prompts. Chooses new, as well as familiar books. Begins to analyze words and make connections (word family patterns, beginnings, endings compound words). Is moving toward independence.

Step 8   Reads fluently with expression most of the time. Uses a variety of strategies when reading. Recognizes which errors are important to self-correct. Demonstrates understanding of material read in a variety of ways: discussion, re-tellings, changes in expressions, rate, inflection when reading aloud, and through book extensions. Makes good predictions using prior knowledge. Makes good use of reading time; often chooses to read. Views self as a reader; often takes risks. Usually selects appropriate reading materials. Makes some generalizations about patterns, characters, plot, setting, and genre. Re-tellings include some of the following elements: setting, sequence of events, main idea, characters, and conclusion.

EXCEPTIONAL READER

Step 9   Reads fluently with proper intonations and expression. Uses a wide variety of strategies automatically. Rarely makes miscues. Good comprehension of what is read. Demonstrates involvement with nuances in books (i.e., humor, sadness, injustice). Makes informed predictions using prior knowledge. Independently makes connections. Spends quality time reading. Chooses to read for a variety of purposes. Welcomes challenges as a reader. Reads a variety of reading materials (fiction, nonfiction, poetry). Independently makes generalizations about pattern, characters, plot, setting, genre, style, and purpose. Re-tellings are effective and complete.

4. A 1st-grade reading assessment and self-assessment[6]:

SCORING RUBRIC

Standards: The levels at which students perform the task.				
	In Progress	**Basic**	**Proficient**	**Advanced**
Self-Selection of Books	Reading is painful. Reading takes too much time. Doesn't like to choose books. Would rather do other things. Chooses only picture books.	Likes or needs help to choose a book. Chooses picture books or "easy" familiar books.	Initiates own selection of books. Chooses books that are "just right." Chooses books of different lengths. Chooses books by different authors. Chooses different types of books.	Initiates own selection of books. Chooses some "challenging" books. Reads widely. Knows many authors or different types of books.
Sustained Reading Engagement	Easily distracted during reading time. Requires monitoring to ensure on-task. Flips through pages. Quits or gives up when text is encountered.	Complies with reading when assigned or requested. Concentrates on reading for brief periods of time.	Concentrates on reading for periods of time. Chooses to read as one option.	Concentrates on reading for lengthy periods of time. Chooses to read when has free choice.
Response to Literature through Conversations / Conferencing	Answers questions with a few details. Retelling of content is not correct or complete. Often does not understand main idea, even if only represented in pictures.	Needs teacher prompt clues to talk about book. Volunteers some additional details when answering questions. Retells details with near accuracy – but may include details that are not important. Seldom offers own opinions or feelings. Sticks to telling facts.	Shares information and feelings about books in response to discussion. Retells details with accuracy. Is aware of humor. States opinions in response to questions.	Shares information and feelings about books freely. Retells details accurately. Enjoys and appreciates humor. Raises questions and opinions. Uses language expressions from book.

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[6] courtesy of Carolyn Taylor, Monterey Elementary School, Colorado Springs, CO 1993

SCORING RUBRIC
First Grade

STANDARD: | **Literacy: Reading** | Students will be able to construct meaning when reading in all subject areas for the purposes of becoming informed, performing a task, and enjoying literature.

INDICATOR: Students will integrate reading strategies to bring meaning to written language and to analyze content.

Standards: The levels at which students perform the task.

	In Progress Pre-emergent Reader	Basic Emergent Reader	Proficient Early Reader	Advanced Fluent Reader
Criteria: *The specific behaviors, products, and qualities we look for in judging student work.*	These characteristics indicate the child is learning about communication: He/she takes an active part by listening and discussing stories. Can listen to stories. Knows how to turn pages. Demonstrates beginning of book. Demonstrates end of book. Uses pictures to help with words. Can rely on memory to retell. Uses pictures to tell story. Shows interest in books. Can name some letters. Can write name.	These characteristics indicate the child is learning that a book tells a story: Initiates reading. Can find cover, author, title, and title page. Knows first and last words in a sentence. Has left-to-right movement in sentence. Can identify a word in sentence. Can identify a letter in word. Has 1:1 correspondence. Can match words that are the same: here, went, this, we, here. Can recognize similarities in words: me, my, mouse. Can guess a caption for a picture. Can identify some high-frequency words. Knows how story begins and ends. Starting to decode words. Can rely on memory for reading	These characteristics indicate the child's becoming a reader by learning to read for meaning: Can sit for a while and read. Can use cueing strategies (meaning, structure, visual). Can take risks in reading. can read on to gain meaning. Can use text and pictures to sample, predict, and confirm. Can re-read to monitor understanding. Can retell story identifying specific parts of text: characters, main idea, details, sequence. Self-corrects. Can identify punctuation: ? . , " Beginning to read with expression.	These characteristics indicate the child is reading independently as confidence and competence are increasing: Can read independently. Can read silently. Gives attention to expression, intonation, and pace. Selects suitable reading material. Can differentiate between fiction and non-fiction. Can recognize cause and effect. Can make comparisons.

d. A Writing Rubric for use K - 12, from the United Kingdom:

Level	Pupils should be able to:

1
- Use pictures, symbols or isolated letters, words or phrases to communicate meaning.

2
- Produce, independently, pieces of writing using complete sentences, some of them demarcated with capital letters, periods or question marks.

- Structure sequences of real or imagined events coherently in chronological accounts.

- Write stories showing an understanding of the rudiments of story structure by establishing an opening, characters, and one or more events.

- Produce simple, coherent non-chronological writing.

3

- Produce, independently, pieces of writing using complete sentences, mainly demarcated with capitals, periods, and question marks.

- Shape chronological writing by beginning to use a wider range of sentence connectives than "and" and "then".

- Write more complex stories with detail beyond simple events and with a defined ending.

- Begin to revise and re-draft in consultation with the teacher or other children in the class, paying attention to meaning and clarity as well as checking for things such as correct use of tenses and pronouns.

Level	Pupils should be able to:

4

- Produce pieces of writing in which there is a rudimentary attempt to present subject matter in a structured way (e.g., title, paragraphs, verses); in which punctuation is generally accurate; and where evidence exists of ability to make meaning clear to readers.

- Write stories which have an opening, a setting, characters, a series of events and a resolution.

- Organize non-chronological writings in orderly ways.

- Begin to use some sentence structures different from those most characteristic of speech (e.g., subordinate clauses).

- Attempt independent revising of their own writing and talk about the changes made.

5

- Write in a variety of forms, (e.g., notes, letters, instructions, stories, poems) for a range of purposes (e.g., to plan, inform, explain, entertain, express attitudes or emotions).

- Produce pieces of writing in which there is a more successful attempt to present simple subject matter in a structured way (e.g., lay-out, headings, paragraphing); in which sentence punctuation is almost accurately used, and in which simple uses of the comma are handled successfully.

- Write in standard English (except in contexts where non-standard forms are appropriate), and show an increasing differentiation between speech and writing (e.g., using constructions which decrease repetition).

- Assemble ideas on paper, show some ability to produce a draft from them, and to redraft or revise as necessary.

Level	Pupils Should Be Able to:

6

- Write in a variety of forms for a range of purposes, showing some ability to present subject matter differently for different specified audiences.

- Make use of literary stylistic features, such as alteration of word order for emphasis or the deliberate repetition of words or sentence patterns.

- Show some ability to recognize when planning, drafting, redrafting and revising are appropriate, and to carry these processes out.

7

- Produce well-structured pieces of writing, some of which handle more demanding subject-matter (e.g., going beyond first-hand experience).

- Make a more assured and selective use of a wider range of grammatical and lexical features appropriate for topic and audience...

- Show an increased awareness that a first draft is malleable (e.g., by changing form in which writing is cast (as in from a story to a play), or by altering sentence structure and placement.

8

- Write, at appropriate length, in a wide variety of forms, with assured sense of purpose and audience.

- Organize complex subject matter clearly and effectively. Produce well-structured pieces in which relationships between successive paragraphs are helpfully signaled.

- Make an assured, selective, and appropriate use of a wide range of grammatical constructions and of an extensive vocabulary. Sustain the chosen style consistently. Achieve felicitous or striking effects, showing evidence of a personal style.

e. From the 1986 NAEP Report on U. S. mathematics proficiency:

Levels of Mathematics Proficiency (150-350)

Level 150 - Simple Arithmetic

Learners at this level know some basic addition and subtraction facts, and most can add 2-digit numbers without regrouping. They recognize simple situations in which addition and subtraction apply. They are also developing rudimentary classification skills.

Level 200 - Beginning Skills & Understanding

Learners at this level have considerable understanding of 2-digit numbers. They can add 2-digit numbers, but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and use simple measurement instruments. They are developing some reasoning skills.

Level 250 - Basic Operations and Beginning Problem Solving

Learners have an initial understanding of the four basic operations. They are able to apply whole number addition and subtraction skills to 1-step word problems and money situations. In multiplication, they can find the product of a 2-digit and 1-digit number.   They can compare information from graphs and charts, and are developing an ability to analyze logical relations.

Level 300 - Moderately Complex Procedures and Reasoning

Learners are developing an understanding of number systems. They can compute with decimals, simple fractions and commonly-encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. They are also able to interpret simple inequalities, evaluate formulas and solve simple linear equations. They can find averages, make decisions on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents and square roots.

Level 350 - Multi-Step Problem Solving and Algebra

Learners can solve routine problems involving fractions and percents, recognize properties of geometric figures, and work with exponents and square roots. They can

solve a variety of two-step problems using variables, identify equivalent algebraic expressions and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.