What are key features of well-designed rubrics?

Designing for Deeper Learning

Stanford University

CHECKLIST FOR QUALITY RUBRIC DESIGN

PERFORMANCE ASSESSMENT

Assessment for and as Learning

Communicate the criteria for a proficient performance

controlling idea
organized
thesis
paragraph
clearly stated

SCORE LEVELS

[11-12] Writing Rubric	Level 1 Attempting the Standards	1.5	Level 2 Approaching the Standards	2.5	Level 3 Meeting the Standards	3.5	Level 4 Exceeding the Standards
Focus: Position (CCLS W.1)	States a position but does not completely address the prompt		Establishes a **general** position that responds to the prompt		Establishes a **precise and credible** position, grounded in evidence and reasoning		Establishes a precise, and **convincing** position, while also acknowledging limitations and the complexity of the issue/topic

EDUCATIVE RUBRICS

Make explicit what quality work looks like

Are shared with students before work begins

Communicate how to improve work

FOCUS on worthwhile knowledge and skills

ALIGNED RUBRICS

Does the rubric measure what it is intended to measure?

Is it aligned with the targeted performance outcomes?

Does it focus on the most significant knowledge, skills, and processes?

RUBRICS WITH CLEAR AND DISTINCT DIMENSIONS AND LEVELS OF PERFORMANCE

DISTINCT & FOCUSED DIMENSIONS

Not Distinct & Focused	Distinct & Focused

Dimension: Perspective

Responds to texts with a clear perspective that demonstrates engaged reading and critical thinking

Perspective shows consideration of alternative perspectives or ways of thinking/viewing

Makes simple connections among multiple perspectives and different points of view from across cultural or global contexts

Relates text(s) to personal experience; draws meaningful connections and conclusions from the analysis

Makes meaning from texts and draws own conclusions from the inquiry

Dimension: Point of view

Determines *the author's point of view or purpose in a text and its impact on overall meaning*

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Has a sufficient number of levels to capture progress

INDICATORS – PARALLEL ACROSS LEVELS

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
REASONING AND PROOF *What is the evidence that the student can apply mathematical reasoning/procedures in an accurate and complete manner?*	• Provides incorrect solutions without justifications • No evidence of monitoring for reasonableness • Results are not interpreted in terms of context		• Provides partially correct solutions or correct solution without logic or justification • Monitors for reasonableness in final answer • Results are interpreted partially or incorrectly in terms of context		• Constructs logical, correct, complete solution • Monitors for reasonableness in final answer and adapts appropriately • Results are interpreted correctly in terms of context		• Constructs logical, correct, complete solution with justifications • Monitors for reasonableness, identifies sources of error, and adapts appropriately • Interprets results correctly in terms of context, indicating the domain to which a solution applies

Indicators should not be grouped together if student performance on those indicators often varies.

Indicator 1

Indicator 2

SCORING ELEMENTS	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
CONTROLLING IDEA	• Attempts to establish a claim, but lacks a clear purpose. • (L2) Makes no mention of counter claims.		• Establishes a claim. • (L2) Makes note of counter claims.		• Establishes a credible claim. • (L2) Develops claim and counter claims fairly.		• Establishes and maintains a substantive and credible claim or proposal. • (L2) Develops claims and counter claims fairly and thoroughly.

Indicator 1

Indicator 2

LITERACY DESIGN COLLABORATIVE: WRITING AN ARGUMENT

SCORING ELEMENTS	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
CONTROLLING IDEA	• Attempts to establish a claim, but lacks a clear purpose. • (L2) Makes no mention of counter claims.		• Establishes a claim. • (L2) Makes note of counter claims.		• Establishes a credible claim. • (L2) Develops claim and counter claims fairly.		• Establishes and maintains a substantive and credible claim or proposal. • (L2) Develops claims and counter claims fairly and thoroughly.

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LANGUAGE: OBSERVABLE BEHAVIORS AND SKILLS

Not Observable	Observable
Responds to constructive feedback from peers and teachers to produce final draft	*Writing has a clear thesis and is well developed through details and evidence from texts.*
Selection of the most significant sources	*Annotated bibliography*

LANGUAGE – QUALITATIVE & DESCRIPTIVE

Value-laden & Quantitative	Descriptive & Qualitative
Has 1-2 errors in English grammar and conventions	*Is generally free of distracting errors in grammar, usage, and mechanics*
Often uses sophisticated language and artful sentence structure	*Demonstrates varied syntax and word choice; uses rhetorical techniques*

PURPOSEFUL FORMATTING AND STRUCTURE

LDC Rubric for Argumentative Writing
Short & Focused

SCORING ELEMENTS	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
FOCUS	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
READING/ RESEARCH	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
CONTROLLING IDEA	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
DEVELOPMENT	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connection(s) that is irrelevant to an argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection(s) with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
ORGANIZATION	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
CONVENTIONS	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Accuracy and/or appropriateness of language and tone is uneven. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
CONTENT UNDERSTANDING	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding

BOLDED WORDS

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LANGUAGE – SIMPLE, CLEAR, STUDENT FRIENDLY

Not Student Friendly	Student Friendly
Evaluate the effectiveness of an author's structural choices to create emotional effects and/or contribute to the meaning and tone of the work and proposes limited structural changes to make ideas or themes more salient.	*Evaluates the impact of author's choices, such as structure, on the meaning and tone of the work*

LANGUAGE – POSITIVE

What Students Cannot Do	What Students Can Do
Does not make inferences from the text	*Summarizes* explicit ideas/ information from texts

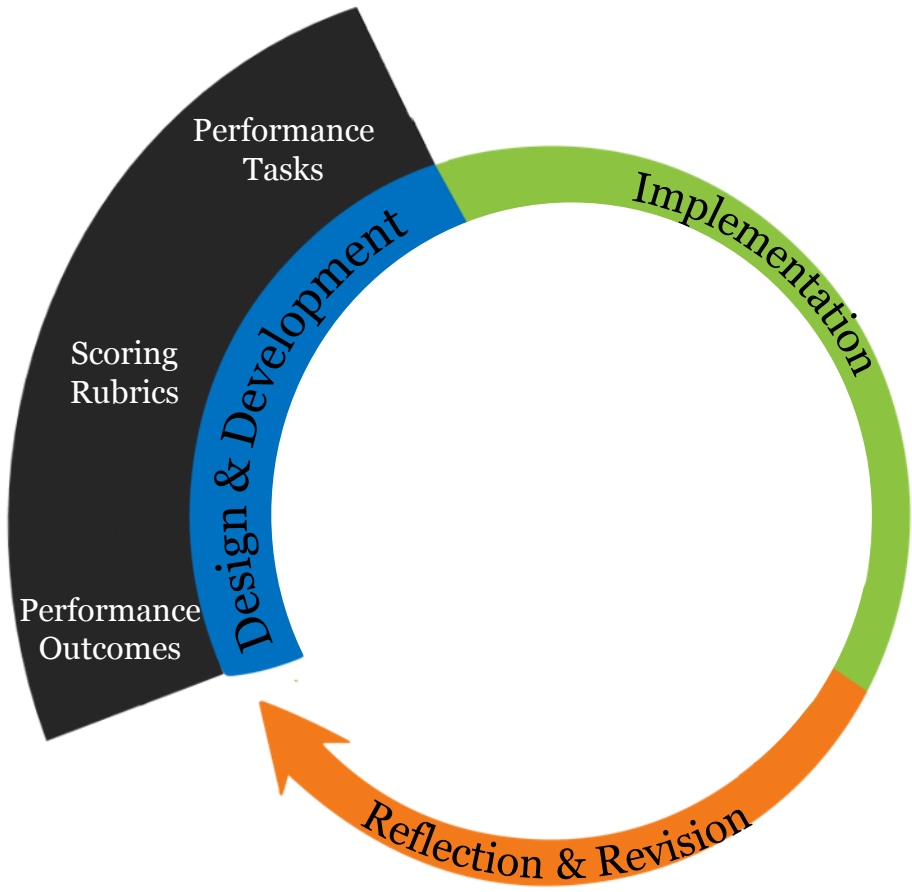# Well-designed Rubrics

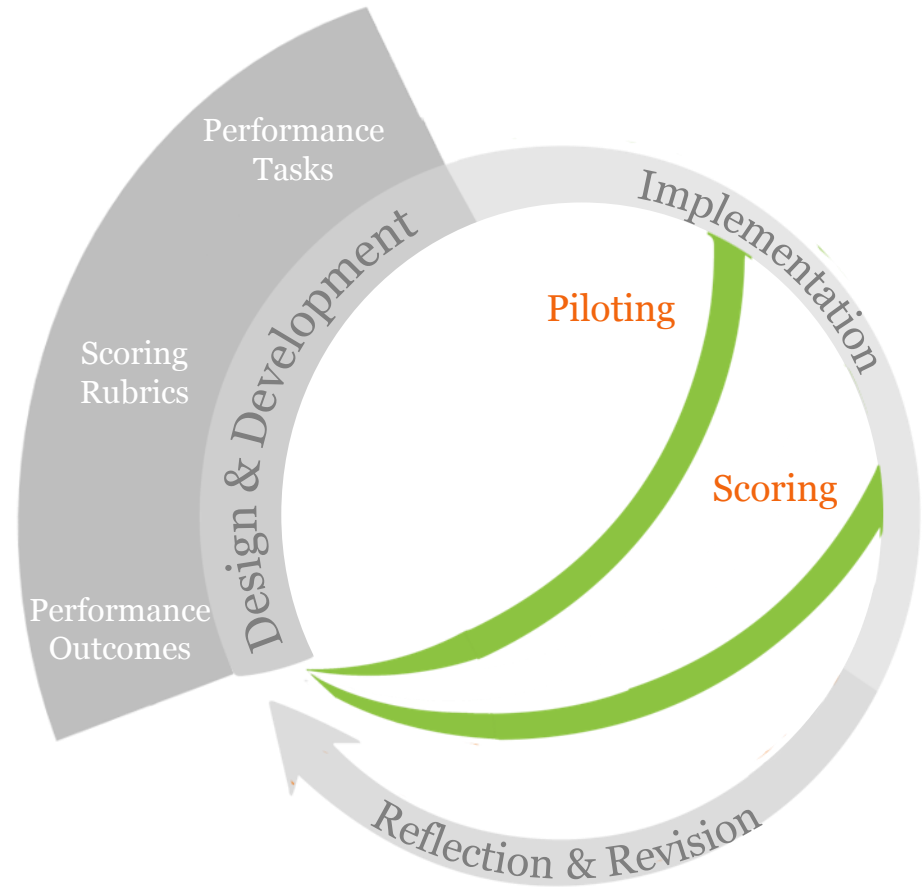| Educative | Aligned | Clear and distinct levels of performance | Purposeful formatting and structure |

Advanced Pathways Performance Assessment Common Rubrics: *EFFECTIVE COMMUNINCATION - WRITING*

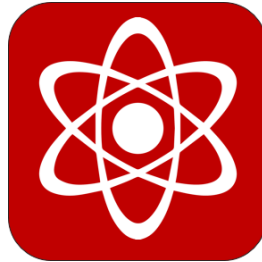| SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
ARGUMENT A What is the evidence that the student can develop an argument or thesis and draw meaningful connections and conclusions?	• Argument/thesis is unclear or underdeveloped • Draws superficial connections or conclusions		• Presents a somewhat clear, but general argument/thesis • Draws general or broad connections or conclusions		• Presents a clear and well developed argument/ thesis • Makes specific connections and draws logical conclusions that follow from the argument/thesis		• Presents a clear, well developed, and convincing argument/thesis that demonstrates original thinking • Makes insightful connections, draws logical and meaningful conclusions, and raises important implications

The Process

Performance Tasks

Scoring Rubrics

Performance Outcomes

Design & Development

Implementation

Reflection & Revision

The Process

Performance Tasks

Scoring Rubrics

Performance Outcomes

Design & Development

Implementation

Piloting

Scoring

Reflection & Revision

What's Next?

Tailoring Performance Assessments for your Classroom