

SCORING RUBRICS

THREE DIMENSIONS

A scoring rubric is an assessment tool with three dimensions:

1. The first dimension involves identifying a **rating scale** that describes levels of achievement. The rating scale may be numerical (using numbers to define a scale), qualitative (using words to describe levels), or both.
2. The second dimension lists **criteria** for the assignment to be scored.
3. The third dimension provides the **description** for each criteria and level within the rating scale. The criteria descriptions provide the standards defined for each performance level.

It is the combination of these dimensions that assists a scorer to define the level of a student's performance.

ADDING MEANING TO TEACHING AND LEARNING

Rubrics become meaningful when developed by instructors as they assist in clarifying the purpose of an assignment and the levels of expected outcomes. Value is added to the use of rubrics when they are shared with students as the assignment is given. Students then have the opportunity to review their own work in relation to expectations. Samples of student work that illustrate each level of the rating scale are helpful to the learning process.

TWO RUBRIC FORMATS

Rubrics provide the three dimensions in two formats:

The **Analytic Rubric**

displays the description for each criteria and rating scale in matrix format.

Analytic Oral Presentation Rubric				
Criteria	1	2	3	4
Speaks Clearly	Rarely speaks clearly and distinctly.	Speaks clearly and distinctly some of the time.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly all the time.
Speaks with Enthusiasm (Engaging)	Seldom uses facial expressions and body language. Seldom generates a strong interest and enthusiasm about the topic in others.	Sometimes uses facial expressions and body language. Sometimes generates a strong interest and enthusiasm about the topic in others.	Frequently uses facial expressions and body language. Frequently generates a strong interest and enthusiasm about the topic in others.	Consistently uses facial expressions and body language. Consistently generates a strong interest and enthusiasm about the topic in others.
Speaks in a Confident Manner	Rarely stands up straight. Rarely establishes eye contact during the presentation.	Sometimes stands up straight some of the time. Sometimes establishes eye contact during the presentation.	Stands up straight most of the time. Establishes eye contact with most everyone in the room during the presentation.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

The **Holistic Rubric**

combines criteria by each rating scale.

Holistic Oral Presentation Rubric	
4	
<ul style="list-style-type: none"> • Speaks clearly and distinctly all the time. • Consistently uses facial expressions and body language. Consistently generates a strong interest and enthusiasm about the topic in others. • Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. 	
3	
<ul style="list-style-type: none"> • Speaks clearly and distinctly most of the time. • Frequently uses facial expressions and body language. Frequently generates a strong interest and enthusiasm about the topic in others. • Stands up straight most of the time. Establishes eye contact with most everyone in the room during the presentation. 	
2	
<ul style="list-style-type: none"> • Speaks clearly and distinctly some of the time. • Sometimes uses facial expressions and body language. Sometimes generates a strong interest and enthusiasm about the topic in others. • Sometimes stands up straight some of the time. Sometimes establishes eye contact during the presentation. 	
1	
<ul style="list-style-type: none"> • Rarely speaks clearly and distinctly. • Seldom uses facial expressions and body language. Seldom generates a strong interest and enthusiasm about the topic in others. • Rarely stands up straight. Rarely establishes eye contact during the presentation. 	

<http://rubistar.4teachers.org/index.php>

Exhibit 9.6. Descriptive Rubric for a Slide Presentation on Findings from Research Sources

	<i>Well Done (5)</i>	<i>Satisfactory (4-3)</i>	<i>Needs Improvement (2-1)</i>	<i>Incomplete (0)</i>
Organization	Clearly, concisely written. Logical, intuitive progression of ideas and supporting information. Clear and direct cues to all information.	Logical progression of ideas and supporting information. Most cues to information are clear and direct.	Vague in conveying viewpoint and purpose. Some logical progression of ideas and supporting information, but cues are confusing or flawed.	Lacks a clear point of view and logical sequence of information. Cues to information are not evident.
Persuasiveness	Motivating questions and advance organizers convey main idea. Information is accurate.	Includes persuasive information.	Includes persuasive information with few facts.	Information is incomplete, out of date, or incorrect.
Introduction	Presents overall topic. Draws in audience with compelling questions or relating to audience's interests or goals.	Clear, coherent, and related to topic.	Some structure but does not create a sense of what follows. May be overly detailed or incomplete. Somewhat appealing.	Does not orient audience to what will follow.
Clarity	Readable, well-sized fonts. Italics, boldface, and indentations enhance readability. Text is appropriate length. Background and colors enhance readability.	Sometimes fonts are readable, but in a few places fonts, italics, boldface, long paragraphs, color, or background detract.	Overall readability is difficult, with lengthy paragraphs, too many fonts, dark or busy background, overuse of boldface, or lack of appropriate indentations.	Text is very difficult to read. Long blocks of text, small fonts, inappropriate colors, or poor use of headings, indentations, or boldface.
Layout	Aesthetically pleasing. Contributes to message with appropriate use of headings and white space.	Uses white space appropriately.	Shows some structure but is cluttered, busy, or distracting.	Cluttered and confusing. Spacing and headings do not enhance readability.

Source: Adopted with permission from a rubric developed by Patrica Ryan, lecturer, Department of Reading, Special Education, and Instructional Technology, Towson University.

ANALYTIC
numbers
RESEARCH
PAPER

ANALYTIC

numbers/

PHILOSOPHY
DEPT.
PAPER

Philosophy Dept. Paper Grading Rubric (Mara Harell, Carnegie Mellon University)

Dimension	Sophisticated	Competent	Needs Work
Introduction	Position and exceptions, if any, are clearly stated. Organization of the argument is completely and clearly outlined and implemented. 4-5 pts	Position is clearly stated. Organization of argument is clear in parts or only partially described and mostly implemented. 2-3 pts	Position is vague. Organization of argument is missing, vague, or not consistently maintained. 0-1 pts
Research	Research selected is highly relevant to the argument, is presented accurately and completely -- the method, results, and implications are all presented accurately; Theory is relevant, accurately described and all relevant components are included; relationship between research and theory is clearly articulated and accurate. 8-10 pts	Research is relevant to the argument and is mostly accurate and complete -- there are some unclear components or some minor errors in the method, results or implications. Theory is relevant and accurately described, some components may not be present or are unclear. Connection to theory is mostly clear and complete, or has some minor errors. 5-7 pts	Research selected is not relevant to the argument or is vague and incomplete -- components are missing or inaccurate or unclear. Theory is not relevant or only relevant for some aspects; theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is unclear or inaccurate, major errors in the logic are present. 0-4 pts
Conclusions	Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit. 4-5 pts	Conclusion is clearly stated and connections to research and position are mostly clear, some aspects may not be connected or minor errors in logic are present. 2-3 pts	Conclusion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear.
Writing	Paper is coherently organized and the logic is easy to follow. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive. 4-5 pts	Paper is generally well organized and most of the argument is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness. 2-3 pts	Paper is poorly organized and difficult to read -- does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. 0-1 pts

CHECK-BOX.

Rubric for Film Presentation

Task Description: Working in groups of four or five, students will develop and present to the class an analysis of a Japanese movie about World War II. This analysis should go beyond a simple synopsis of the movie to discuss how well or poorly the film reflects a particular point of view about the war. You are expected to do additional research to develop this presentation and to use visual aids of some sort. All groups members are expected to participate in the presentation.

Exemplary	Competent	Developing
<p>Individual presentation skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> The presenter spoke clearly, slowly, and loudly enough to be heard without shouting, and modulated voice tone and quality. <input checked="" type="checkbox"/> The presenter used expressive, appropriate body language and maintained eye contact with the audience. <input type="checkbox"/> The presenter used all the time allotted but did not speak too long. <input checked="" type="checkbox"/> The presenter used humor and anecdotes appropriately to liven up and illustrate the presentation. <input checked="" type="checkbox"/> The presenter or an assistant competently handled the equipment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The presenter was understood but mumbled, spoke <u>too fast</u> or too slow, whispered, shouted, or droned; intelligibility however, was not compromised. <input type="checkbox"/> The presenter's body language did not distract significantly, but the presenter fidgeted, remained rigid, never looked at the audience, or engaged in other inappropriate body language. <input checked="" type="checkbox"/> The presenter's timing was <u>too long</u> or too brief. <input type="checkbox"/> Humor and anecdotes were used, but they were over- or underused to liven up and or illustrate the presentation. <input type="checkbox"/> Equipment was used, but there was some fumbling although not to the point where it seriously distracted from the presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> The presenter mumbled, spoke too fast or too slow, whispered or shouted, or droned to the point where intelligibility was compromised. <input type="checkbox"/> The presenter fidgeted, remained rigid, never looked at the audience, or engaged in other body language that distracted seriously from the content. <input type="checkbox"/> The presenter barely used the time allotted or used much too much time. <input type="checkbox"/> The lack of humor and anecdotes made the presentation dull. <input type="checkbox"/> There was a lot of fumbling with the equipment that could have been prevented with a little practice.
<p>Group presentation skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The presentation allowed each member an equal opportunity to shine. <input type="checkbox"/> The individual presentations followed one another in a way that promoted a logical discussion of the topic, and connections between individual presentations were clearly shown. <input checked="" type="checkbox"/> Members treated each other with courtesy and respect. 	<ul style="list-style-type: none"> <input type="checkbox"/> The presentation was unbalanced in the way time or content was assigned to members. <input checked="" type="checkbox"/> The individual presentations followed one another in a way that mostly promoted a logical discussion of the topic, but connections between individual presentations were not clearly shown, or the presentation lost direction from time to time for other reasons. <input type="checkbox"/> Group members mostly treated each other with courtesy and respect, but there were lapses where members were not listening to each other. 	<ul style="list-style-type: none"> <input type="checkbox"/> The presentation was seriously unbalanced so that one or a few people dominated or carried the ball. <input type="checkbox"/> There was little if any evident logic in how the individual presentations followed one another, and the connections between individual presentations were unclear. <input type="checkbox"/> Group members showed little respect or courtesy toward one another.

Figure 6.1 Three-level rubric with check boxes. Note how the professor has used checks and circles to clarify and individualize feedback.

HOLISTIC
CHECK BOX

Presentation Rubric

Student: Stanley Livingston

Topic: Ad campaign

	Professional	Adequate	Needs work	You're fired	Grade
Content	Full grasp (more than needed) of material in initial presentations and in answering questions later.	Solid presentation of material and answers all questions adequately but without elaboration.	Less than a full grasp of the information revealed rudimentary presentation and answers to questions.	No grasp of information, some misinformation, and unable to answer questions accurately.	B+
Organization	Information is presented in a logical interesting sequence that is easy for the audience to follow.	Information is presented in a logical sequence that is easy for the audience to follow but a bit dull.	Presentation jumps around a lot and is not easy to follow, although it is possible.	Audience cannot follow presentations because they follow no logical sequence.	C
Graphics	Graphics explain and reinforce the rest of the presentation.	Graphics relate to the rest of the presentation.	Graphics are too few or not sufficiently related to the rest of the presentation.	Graphics are either not used or are superfluous.	B
English	No misspelled words or grammatical errors.	No more than two misspelled words or grammatical errors.	Three misspelled words or grammatical errors.	Four or more misspelled words or grammatical errors.	A
Elocution	Speaks clearly, correctly, and precisely, loud enough for audience to hear and slowly enough for easy understanding.	Speaks clearly, pronounces most words correctly, loud enough to be easily heard, and slow enough to be easily understood.	Speaks unclearly, mispronounces many major terms, and speaks too softly or rapidly to be easily understood.	Mumbles, mispronounces most important terms, and speaks too softly or rapidly to be understood at all.	C
Eye Contact	Eye contact constant; minimal or no reading of notes.	Eye contact maintained except when consulting notes, which is too often.	Some eye contact, but mostly reading from notes.	No eye contact; reads from notes exclusively.	B-

Figure 6.3 Three-level rubric with circled feedback. Note how the less complex descriptions make this a viable way to grade using circles.

HOSTILE vs
LEVELS
of grades