



# Four Rubrics and When to Use Them

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# Our Objectives



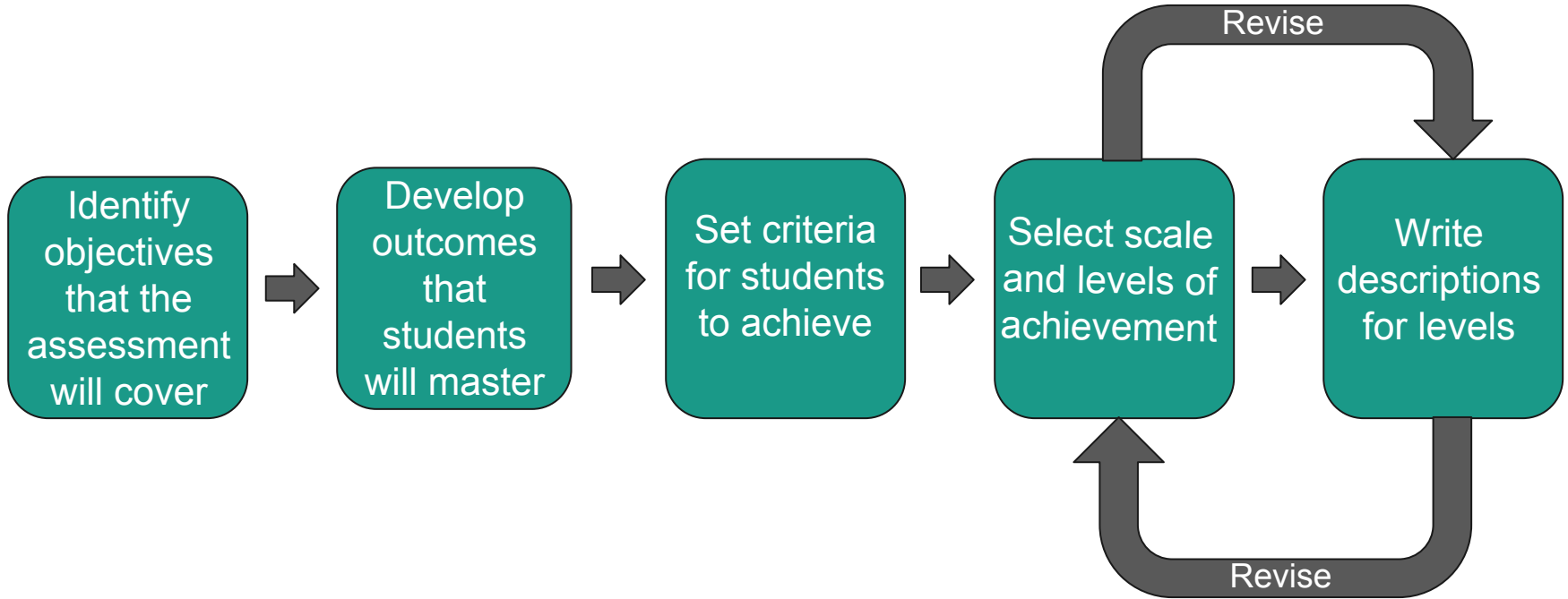
After participating in this session, participants will be able to:

- ★ Understand the process for creating a rubric
- ★ Differentiate between the four types of rubrics
- ★ Select the correct rubric for an assignment



**A rubric is “a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.”**

# Developing a Basic Rubric



# Guidelines



1. Make sure the assignment is clearly defined and aligns with the learning objectives for the lesson or project
2. Brainstorm what your expectations are for the assignment
3. Refine the list of expectations and organize into criteria
4. Write detailed mastery standards for each criteria
5. Review the standards for fairness and practicality
6. Continue to develop the type of assessment you prefer based on the type of rubric used

# Best Practices



Give yourself the “10%” rule the first time you use a rubric

Have students contribute to rubric generation if possible

Use clear language in constructing a rubric

Provide the rubric to the students when the assignment is given

Have one of your peers review it and give feedback

Plan rubric in another document and use it to copy/paste into your LMS

# Four Types



**Single-Point → Analytic → Primary Trait → Holistic**

# Single-Point Rubrics



**Description:** focuses on proficiency

## **Advantages:**

- Contains far less verbiage than the analytic rubric
- Takes less time to create than other rubrics
- Areas of concern and excellence are open-ended
- No need to predict how students might go wrong or excel

## **Disadvantages:**

- Requires more writing on the instructor's part during use



# Single-Point Rubric Design



Areas that need work	<b>Criteria Standards for task</b>	Evidence of exceeding standards
subtract points	100 points	add points

# S A M P L E

Table 1: Single Point Rubric – High School (Rold, 2007)  
Persuasive Writing

Not Yet (Areas that need work)	Proficient (Performance Standards)	Evidence (How you've met the standard)	Advanced (Areas that go beyond the basics)
	<b>IDEAS &amp; CONTENT</b> a) Creates a clear understanding of the writer's opinion. b) Well-focused on the prompt. c) Contains numerous, relevant supporting examples, reasons. d) Contains arguments that are distinctive in approach.		
	<b>ORGANIZATION</b> a) Structural development includes a functional introduction, body, and conclusion. b) Sequencing is thoughtful, logical, and effective. c) Pacing is well-controlled. d) Transitions clearly show how ideas connect.		
	<b>WORD CHOICE</b> a) Uses language that is specific and precise. b) Uses language that seems natural and appropriate to the purpose and audience. c) Effectively uses vivid words and phrases. d) Avoids clichés and jargon.		
	<b>VOICE</b> a) Shows strong commitment to the topic. b) Engages the reader throughout. c) Uses tone appropriate and effective for the purpose and audience. d) Anticipated reader's questions throughout.		
	<b>CONVENTIONS</b> a) Paragraphing is sound. b) Grammar, usage, spelling and punctuation is correct. c) Conventions may be manipulated for stylistic effect.		

Table 2 – Checklist and Single Point Rubric Combination  
Theme Self-Editing Checklist and Rubric

Part I. – Yes or No Checklist of Directions – Please revise until all are Yes.

- |  |  |     |    |
|--|--|-----|----|
| 1. Does your heading include:                                |  |     |    |
| a. English 1 (top-left corner)                               |  | Yes | No |
| b. Period (top-left corner, below English 1)                 |  | Yes | No |
| c. First and Last Name (top-right corner)                    |  | Yes | No |
| d. Full Date (top-right corner, below name)                  |  | Yes | No |
| 2. Did you...  |  |     |    |
| a. Write on front side of theme paper?                       |  | Yes | No |
| b. Write with a blue or black ink pen?                       |  | Yes | No |
| c. Skip a line between the heading and assignment title?     |  | Yes | No |
| d. Title your assignment "Theme 1 Rough Draft"?              |  | Yes | No |
| e. Skip a line between the assignment title and essay title? |  | Yes | No |
| f. Include an essay title that describes your essay?         |  | Yes | No |
| g. Skip a line between your essay title and your paragraph?  |  | Yes | No |

Part II. – Single-Point Rubric – Use the rubric to revise your paper.

How I will revise to better meet criteria	Performance criteria	How I know met the criteria	How I went beyond the criteria
	Attention getter and clincher sentence are creative and quickly capture the reader's attention.		
	Grammar, spelling, and punctuation errors are so minor that they do not distract the reader.		
	Vivid words contribute to detailed, powerful sentences.		
	Third person point-of-view is maintained throughout the piece.		

# When to use a Single-Point Rubric



## In General

When there are clear competencies for the product or performance being produced

For formative evaluations

## Subjects/Topic Areas

- Writing assignments
- Skills assessments
- Low stakes work (discussion board)
- Procedures (processes)
- Peer Review
- Scaffolding exercises (uses series of these rubrics)
- Rough Drafts

# Analytic Rubrics



**Description:** breaks down tasks, score and feedback on each part, calculated final score

## Advantages:

- Gives considerable feedback to students embarking on an assignment
- Shows clearly what portions of the assignment are most important

## Disadvantages:

- Developing a quality analytic rubric can be a lengthy process
- Rarely perfect the first time used

# Basic Analytic Rubric Design



	Above (3)	Meets (2)	Below (1)	Score
Criteria 1	Descriptor for criteria 1 for students above standard	Descriptor for criteria 1 for students meeting standard	Descriptor for criteria 1 for students not meeting standard	
Criteria 2				
Criteria 3				
				Total

### Undergraduate Research Presentation Rubric

Name \_\_\_\_\_

Undergraduate research is becoming more important in higher education as evidence is accumulating that clear, inquiry-based learning, scholarship, and creative accomplishments can and do foster effective, high levels of student learning. This curricular innovation includes identifying a concrete investigative problem, carrying out the project, and sharing findings with peers. The following standards describe effective presentations.

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Unacceptable	Score	Weight	Total Score
Organization	Has a clear opening statement that catches audience's interest; maintains focus throughout; summarizes main points	Has opening statement relevant to topic and gives outline of speech; is mostly organized; provides adequate "road map" for the listener	Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation		X 2	
Content	Demonstrates substance and depth; is comprehensive; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources		X 2	
Quality of conclusion	Delivers a conclusion that is well documented and persuasive	Summarizes presentation's main points; draws conclusions based upon these points	Has missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion		X 2	
Delivery	Has natural delivery; modulates voice; is articulate; projects enthusiasm, interest, and confidence; uses body language effectively	Has appropriate pace; has no distracting mannerisms; is easily understood;	Is often hard to understand; has voice that is too soft or too loud; has a pace that is too quick or too slow; demonstrates one or more distracting mannerisms		X 1.5	
Use of media	Uses slides effortlessly to enhance presentation; has an effective presentation without media	Looks at slides to keep on track; uses an appropriate number of slides	Relies heavily on slides and notes; makes little eye contact; uses slides with too much text		X 1.5	
Response to Questions	Demonstrates full knowledge of topic; explains and elaborates on all questions	Shows ease in answering questions but does not elaborate	Demonstrates little grasp of information; has undeveloped or unclear answers to questions		X 1	

Reviewer \_\_\_\_\_

Grand Total \_\_\_\_\_

# When to use an analytic rubric

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## In General

When there is flexibility in the development of the rubric

When there are clear outcomes for the product or performance being produced

## Subjects/Topic Areas

- Writing assignments
- Multi-media projects
- Discussion forums (higher order)
- Peer evaluation
- Presentations
- Self-assessment
- Summative assessment (lab project)

# Primary Trait Rubrics



**Description:** breaks down tasks, levels of performance build from bottom up, score is based on lowest level achieved

## Advantages:

- Can re-use common primary traits across assignments

## Disadvantages:

- Require careful reflection on all levels of a product/performance
- No ability to weigh on individual traits when they are combined--score is based on lowest level



# Primary Trait Rubric Design



<b>Score</b>	<b>Detailed Description</b>
4 points	Criteria in addition to item(s) below
3 point	Criteria in addition to item(s) below
2 points	Criteria in addition to item(s) below
1 points	Criteria in addition to item(s) below
0 points	Detailed description

# SAMPLE

## Discussion Rubric

Students are expected to participate in in online activities and discussions. Because of the importance of discussion to meeting the objectives of the course, students will be evaluated on the frequency and quality of their participation, including the level of preparation for discussion and student analysis and integration of the assigned materials. Students are expected to communicate their ideas clearly and persuasively. This rubric provides the levels of quality expected in this course.

This level of quality includes all categories below and is distinguishable according to the regular, timely, and high-quality nature of the participation. For example, this level of contribution not only responds to preceding postings, but it reflects insight and depth of understanding of course materials and/or stimulates additional relevant discussion.	4 points
This level of quality includes all categories below and includes periodic and timely contributions to class message boards, clear involvement in team exercises, and active, quality responses and questions pertaining to online activities.	3 points
The student regularly logs in to the course system, responds to direct requests for input (for example, e-mail), and contributes to team exercises.	2 points
The student irregularly logs on to the course system, fails to reliably respond to requests for input, and does not clearly contribute to team exercises.	1 point

# When to use a Primary Trait Rubric

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## In General

When the traits may relate to more than one product or performance

If you want to see a student progresses on a trait through time

## Subject/Topic Area

- Discussion forums
- Participation
- Length requirement
- Project with drafts

# Holistic Rubrics



**Description:** provides a broad overview of student performance, and assesses tasks as a whole

## Advantages:

- Allows evaluation of a large number of projects quickly
- Makes transparent the elements needed for quality

## Disadvantages:

- Requires a “norming” process and samples at each level of quality
- Does not allow for variation in performance

# Basic Holistic Rubric Design



<b>Score</b>	<b>General Area</b>	<b>General Area</b>	<b>General Area</b>	<b>General Area</b>
0 points	Detailed Description	Detailed Description	Detailed Description	Detailed Description
1 point	Detailed Description	Detailed Description	Detailed Description	Detailed Description
2 points	Detailed Description	Detailed Description	Detailed Description	Detailed Description
3 points	Detailed Description	Detailed Description	Detailed Description	Detailed Description
4 points	Detailed Description	Detailed Description	Detailed Description	Detailed Description

# PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

S  
A  
M  
P  
L  
E

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	<i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	<i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i>	<i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i>	<i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i>	<i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation
	NON-SCORABLE			OFF-PROMPT	
0	<ul style="list-style-type: none"> <li>Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response</li> <li>Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense</li> <li>Is insufficient; i.e., does not include enough to assess domains adequately</li> <li>Is a blank paper</li> </ul>			<ul style="list-style-type: none"> <li>Is readable but did not respond to prompt</li> </ul>	

# When to use the Holistic Rubric



## In General

When a student work is ineffable

Where there are sufficient samples of work at each level already available

When there is time for calibration

## Subjects/Topic Areas

- Poetry, art, dance
- Writing assignment
- Participation

# Penn State Resources



Dutton Faculty Development - <http://facdev.e-education.psu.edu/plan/rubrics>

Schreyer Institute- <http://www.schreyerinstitute.psu.edu/tools/?q=rubric>

## References:

<http://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>

[http://www.carla.umn.edu/assessment/vac/improvement/p\\_5.html](http://www.carla.umn.edu/assessment/vac/improvement/p_5.html)



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**Questions?**



**PennState**  
College of Earth  
and Mineral Sciences

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***Thank you!***

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**<https://psu.box.com/v/OLC17Rubrics>**



# Session Evaluations Contest



- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click "Evaluate Session" at the bottom of session details screen
- Complete session evaluation\*

Each session evaluation completed (limited to one per session) = one contest entry  
**Five (5) \$25 gift cards** will be awarded to five (5) individuals  
Must submit evals using the OLC Conferences mobile app or website