

Creating and Working with Rubrics¹

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Rubrics are tools created to help assess student performance in a more reliable, objective, and consistent manner. Rubrics are particularly helpful in situations where there is not always a right or a wrong way or where grading can become subjective. A rubric establishes guidelines and point values to help students understand what to expect and also helps the instructor remain consistent throughout the grading process.

When creating an assignment teachers generally consider what they would ideally see when the students complete an assignment. A rubric documents these thoughts and assesses a point value to correspond with each expectation. Rubrics are also a useful way to ensure that course assignments are consistent with course objectives and state standards.

Types of Rubric

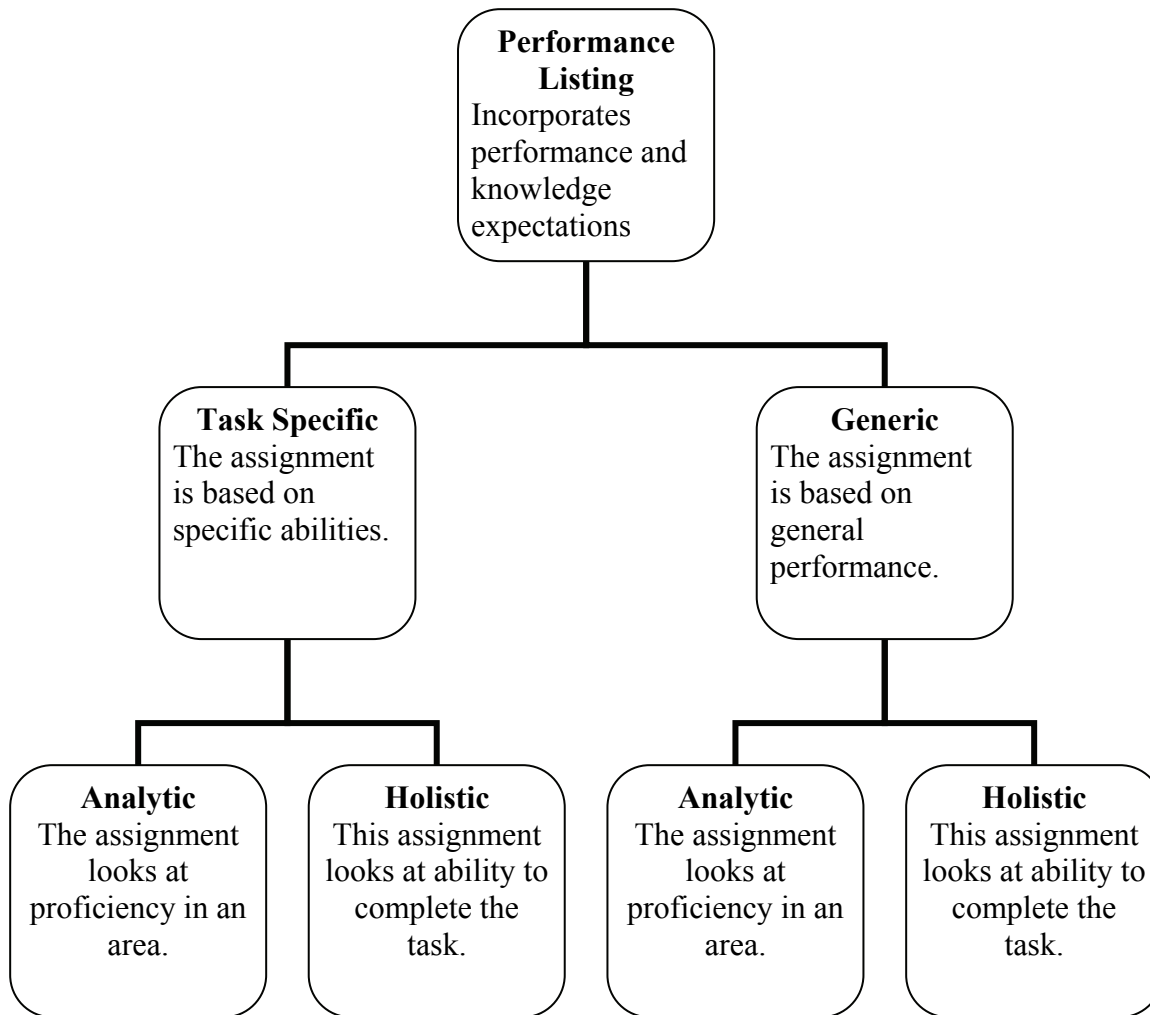
There are two main types of rubrics: generic and task specific. Generic rubrics generally evaluate a broader spectrum of assessment where students are encouraged or expected to have more breadth in their final products, such as a agriscience fair portfolios. Task specific rubrics look at the particular behaviors to be assessed, such as the creation of a woodworking project.

Under these two main categories there are two subcategories, analytic and holistic. An analytic rubric examines the individual details of a performance or assignment and focuses on the end product, such as a rubric evaluating a livestock pen design project. Teachers determine the criteria that represents high quality performance, such as functionality, convenience, durability, design rationale, and technical ability. Each of these main criteria may be comprised of specific elements which each have a corresponding point value.

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Figure 1. Types of Rubrics



A holistic rubric focuses more on process, and typically follows a "yes or no" format, evaluating whether the student completed each step in the process or not. *Insert Figure 3.* In the example, the assignment to administer an equine vaccine can only be passed by successfully completing each step in the process.

Figure 2. Sample Analytic Rubric

Ex. Functionality (35 points)

- ✿ Pen allows for animals to be gathered and contained.
- ✿ All gates are in appropriate areas.
- ✿ All areas are accessible in case of emergency.
- ✿ Animals can be separated, if necessary.
- ✿ Animals can be restrained properly.

Convenience (20 points)

- ✿ Working in pens requires minimum effort.
- ✿ Pens are easy to maintain and repair.
- ✿ Animals can be worked with minimal stress

Species Appropriate (20 points)

- ✿ Takes farm and animals worked into consideration
- ✿ Appropriately sized and equipped for desired species
- ✿ Takes into account special needs associated with different species

Design Rationale (20 points)

- ✿ Students show an understanding of the function of the pens and why their design incorporates the characteristics it does.
- ✿ Explanation of design is clear and cohesive.

Technical ability (5pts)

- ✿ Design is appropriately laid out and easy to follow.
- ✿ Professional in appearance (lines, color, and labeling are clear, crisp, and easy to see.)

Figure 3. Sample Holistic Rubric

Equine Vaccination (50 points, must pass all aspects 50 or 0)

Task	Yes	No
Was vaccine kept cold prior to drawing up?		
Was injection site cleansed?		
Was injection given in the correct triangular area of the neck or the buttock?		
Did the student draw back to check for blood prior administering the vaccine?		

Creating Your Own Rubric

The main element to consider in choosing which type of rubric to use is its purpose. There are no rules to building a rubric as long as it serves the function for which it is intended. Here are a few guidelines, however, for creating a new rubric::

Step1: Make a list of the criteria for the assignment. This might include format, topics, proficiencies, steps, or any other criteria.

Step 2: Assign a point value for each criterion.

Step 3: Design a format that contains all needed student information, clearly conveys performance expectations, and makes it grade entry easy.

Step 4: Create a matrix that correlates a behavior with a point value for each competency.

There are many tools on the Internet designed to help generate rubrics and to provide examples. The following websites help teachers create their own rubrics based on content and subject:

Rubistar

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

Rubric Machine

http://landmark-project.com/rubric_builder/index.php

Teachnology

http://www.teach-nology.com/web_tools/rubrics/

Once you are comfortable with the general rubric design, you can also easily create your own rubric in a Word document or Excel file.

The use of rubrics allows for a greater accountability and reliability in grading and offers a structure and guidance to students as they create their projects. Working with such a tool enables teachers to quickly grade assignments and remain objective in their grading.

Figure 4. Website-Generated Rubric



University of Florida Class participation

Name: _____

Teacher: Ms. Stoughton

	Criteria				Points
	4	3	2	1	
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.	—
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	—
				Total---->	—

Teacher Comments: