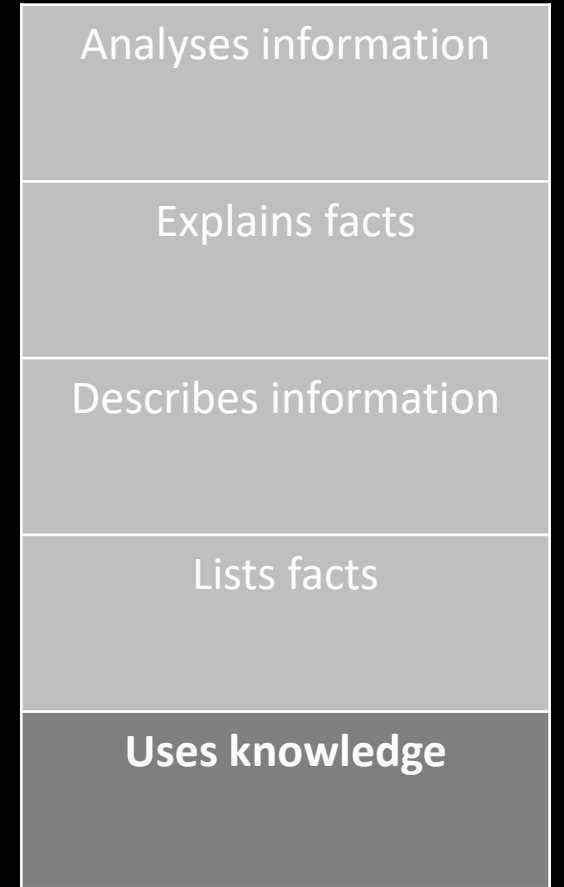


adapted from: reliablerubrics.com/2015/02/09/rules-for-writing-quality-criteria/

Developmental rubric writing advice

Quality criteria should...

- describe performances of increasingly higher quality
- e.g. using taxonomies like Bloom's, Dreyfus, SOLO, Krathwohl
- But it is totally fine to mix up different taxonomies in one rubric



Quality criteria should...

- only describe one action

1. Students can identify and describe a law

- Remove one of the things?
- Split the criteria into two?
- Create an entirely new column?

1. students can identify a law

2. students can describe a law

Quality criteria should...

- describe what students *do, say, make or write*
- Not what students *know, believe, think, understand*
- Student understands trigonometry
- Solves trigonometry problem

Quality criteria should...

- be as short and simple as possible
- “I can”
- the / of
- one phrase
- not even a whole sentence if you can help it

Discusses cultural and historical influences and explains what the author is communicating in the source

Discusses author's purpose

Quality criteria should **not**...

- count or pseudo-count
- makes three or more spelling mistakes
- spelling impairs readability

Quality criteria should **not**...

- repeat lower criteria
- just teach users how to interpret → higher criteria assume lower criteria

Support hypothesis	100%	75%	50%	25%
25% of total grade	Provided more than three arguments in support of the hypothesis. Arguments supported with more than citations. Writer incorporated own opinions. Examples incorporated in storytelling fashion.	Provides three main arguments in support of the hypothesis. Gives clear and accurate examples and development of the three main arguments.	Fewer than three main arguments and incomplete examples in support of arguments.	Minimal idea development, limited and/or unrelated details. Doesn't give arguments in support of the hypothesis.

Quality criteria should **not**...

- be a list of procedural steps
- Because steps themselves can have levels of quality
 1. writes introduction
 2. writes paragraphs
 3. writes conclusion
- 1. Uses essay structure (intro/para/concl)
- 2. Writes topic sentences
- 3. Writes linking sentences

Quality criteria should **not**...

- use ambiguous language
- beware of adverbs and adjectives

DRAMA SCHOOL-ASSESSED COURSEWORK				
Performance Descriptors				
DESCRIPTOR: typical performance in each range				
Very low	Low	Medium	High	Very high
Very limited contribution to the construction of an ensemble performance.	Limited contribution to the construction of an ensemble performance.	Adequate contribution to the construction of an ensemble performance.	Effective contribution to the construction of an ensemble performance.	Outstanding contribution to the construction of an ensemble performance.
Very little use of play-making techniques to explore the dramatic potential of stimulus material.	Little use of play-making techniques to explore the dramatic potential of stimulus material.	Satisfactory use of play-making techniques to explore the dramatic potential of stimulus material.	Informed use of play-making techniques to explore the dramatic potential of stimulus material.	Sophisticated use of play-making techniques to explore the dramatic potential of stimulus material.
Basic use of play-making	Some use of play-making	Mostly effective use of play-	Proficient use of play-making	Highly effective use of play-

Quality criteria should **not**...

- use negative language
- higher criteria imply lack at lower criteria
- lacks tone
- Speaks
- Uses tone to enhance speech

Quality criteria **and** skills should...

- start with a verb in present tense
- interconnection found
- finds interconnection

Quality criteria **and** skills should...

- be written in active language
- quotes used
- uses quotes

Rubrics...

- Should have 4 or less criteria per skill
- to improve interrater reliability (different teachers are more likely to mark it the same)
- It's unlikely you would need much more than 4 criteria for a typical class
- You can always have more levels in a larger 'framework' document

Table 1: Career Development/Reflection Assessment Rubric

Criteria (mark)/Grade	HD	A	B	C	F+	F
Brief description of event (1.0)	Full details of presenter, topic title, location, dates/times and other important details of event (1.0)	Critical details of presenter, topic title, location, dates/times and other details of event (0.8)	Important details of presenter, topic title, location, dates/times of event (0.65)	Some details of presenter, topic title, location, dates/times of event (0.5)	Insufficient details of presenter, topic title, location, dates/times of event (0.25)	No details of presenter, topic title, location, dates/times of event (0.0)
Identification and description of skills/attributes enhancing graduate employability (2.5)	Identification with excellent description of critical skills and attributes enhancing graduate employability (2.5)	Identification with very good description of critical skills and attributes enhancing graduate employability (2.0)	Identification with good description of most skills and attributes enhancing graduate employability (1.75)	Identification with description of some skills and attributes enhancing graduate employability (1.25)	Identification with some but insufficient description of skills and attributes enhancing graduate employability (0.75)	No identification and description of skills and attributes enhancing graduate employability (0.0)
Emotional response (personal thoughts etc.)(1.5)	Excellent expression of thoughts and personal feelings on the presentation content using extensive vocabulary (1.5)	Very good expression of thoughts and personal feelings on the presentation content (1.25)	Good expression of thoughts and personal feelings on the presentation content (1.0)	Some expression of thoughts and personal feelings on the presentation content (0.75)	Scant expression of thoughts and personal feelings on the presentation content (0.4)	No expression of thoughts and personal feelings on the presentation content (0.0)
Analysis (through personal reflection and course readings) (2.0)	Excellent analysis and reflection of current personal skill set with good reference to the presentation contents and career development readings (2.0)	Very good analysis and reflection of current personal skill set with reference to the presentation contents and career development readings (1.6)	Good analysis and reflection of current personal skill set with reference to the presentation contents and career development readings (1.3)	Some analysis and reflection of current personal skill set with some reference to the presentation contents and career development readings (1.0)	Scant analysis and reflection of current personal skill set with little reference to the presentation contents and career development readings (0.5)	No analysis and reflection of current personal skill set with no reference to the presentation contents and career development readings (0.0)
Learning and changed actions (2.5)	Excellent description of lessons learnt from the presentation with detailed personal courses of action elaborated to improve personal employability prospects (2.5)	Very good description of lessons learnt from the presentation with personal courses of action elaborated to improve personal employability prospects (2.0)	Good description of lessons learnt from the presentation with mention of personal courses of action to improve personal employability prospects (1.75)	Some description of lessons learnt from the presentation with some mention of personal courses of action to improve personal employability prospects (1.25)	Scant description of lessons learnt from the presentation with inadequate mention of personal courses of action to improve personal employability prospects (0.75)	No description of lessons learnt from the presentation with no mention of personal courses of action to improve personal employability prospects (0.0)
References (0.5)	Several high quality references using Harvard referencing style (0.5)	Several high quality references but not properly referenced (0.4)	Minimal references using Harvard referencing style (0.35)	Minimal references but not properly referenced (0.25)	One reference provided (0.15)	No references provided (0.0)

Rubrics...

- Should have the lowest criteria something every student can do
- Should have the highest criteria a 'stretch' target

Rubrics

- should avoid applying
- confuses the purpose as 'judgement' of
- if you want to change the number of criteria

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

and assessment

decrease the

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Rubrics...

- should avoid using judgemental labels

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	

Rubrics...

- should be converted using previous average and spreads for grades



	Highest level "stretch target"	Highest level "stretch target"	Highest level "stretch target"	Highest level "stretch target"
	High level	High level	High level	High level
	Medium level	Medium level	Medium level	Medium level
	Lowest level	Lowest level	Lowest level	Lowest level
	<i>NOT SHOWN</i>	<i>NOT SHOWN</i>	<i>NOT SHOWN</i>	<i>NOT SHOWN</i>
Criteria	Skill A	Skill B	Skill C	Skill D

Number of boxes filled	0-3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	93%	97%	100%
Grade	US	E	E+	D	D+	C	C+	B	B+	A	A+	A+	A+	A+

- don't just divide rubric count by total possible
 - Makes marks too low

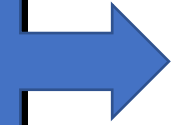
Note...

- Ingredients
 - Taxonomies, student work, small group of experienced teachers
- rubrics are not always the best form of assessment, especially if the task can be described as true/false
 - You could have a separate 'hurdle requirement' checklist instead
- There is no such thing as a perfect rubric
 - They will change as your students' skills change and as your teaching becomes more effective

Rubric construction

How to interpret: The highlighted box shows your current skill or understanding. You have also shown everything in the boxes below the highlighted box. To improve, try and show the skill or understanding in the next box up.

Stretch target



describes artistic style of source

judges the purpose

analyses evidence

weighs up how useful the source is

identifies patterns or themes in the source

analyses purpose

applies evidence to a suggested hypothesis

analyses reasons why source is or isn't useful

lists detailed features of the source

describes purpose

explains evidence used

discusses usefulness of source

lists general features of the source

suggests a plausible purpose

recognises evidence

lists information about the source

NOT SHOWN

NOT SHOWN

NOT SHOWN

NOT SHOWN

Describes what is in the source

Identifies the purpose of source

Uses information as evidence

Discusses the usefulness of the source

Something everyone can do

