

Creating Rubrics

Creating a Rubric For Assessing Information

1. Use the following elements for an *Assessing Information* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---------|------------|------------|----------|-----------|
| Displays a strategic approach when accessing information. | | | | | |
| Accesses a variety of information sources. | | | | | |
| Searches for a variety of perspectives. | | | | | |
| Uses information retrieval systems and technology. | | | | | |
| Asks appropriate questions about information access. | | | | | |
| Seeks assistance when needed. | | | | | |

2. Add descriptors depicting what students do as they develop the information access expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---|------------|--|----------|---|
| Displays a strategic approach when accessing information. | Searches for information randomly or without an explicit search strategy. | | Provides evidence of a strategic approach and describes explicit plan. | | Can explain and demonstrate an explicit and comprehensive search strategy for the question being addressed. |

"Creating a Rubric for Assessing Information " is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School, Larkspur, California.

Creating Rubrics

Creating a Rubric For Selecting Information

1. Use the following elements for a *Selecting Information* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|--|---------|------------|------------|----------|-----------|
| Searches key sources efficiently. | | | | | |
| Focuses on key sources. | | | | | |
| Selects key ideas from sources. | | | | | |
| Records information efficiently. | | | | | |
| Organizes and labels selected information. | | | | | |
| Clarifies information as needed. | | | | | |

2. Add descriptors depicting what students do as they develop the information selection expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|--|--|------------|---|----------|---|
| Searches key sources efficiently. | Does not focus on key sources, or is not selective in finding information. | | Obtains relevant information from key sources and makes effective use of skimming strategies. | | Obtains relevant and wide-ranging information from key sources quickly using skimming and search strategies (index, key words). |

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Creating Rubrics

Creating a Rubric For Processing Information

1. Use the following elements for a *Processing Information* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---------|------------|------------|----------|-----------|
| Draws connections between ideas. | | | | | |
| Identifies and labels key information and ideas. | | | | | |
| Organizes data and ideas. | | | | | |
| Labels and categorizes notes. | | | | | |
| Interprets information. | | | | | |
| Summarizes information. | | | | | |

2. Add descriptors depicting what students do as they develop the information processing expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|--|------------|---|----------|--|
| Draws connections between ideas. | Reads and records verbatim information. Does not comment on connections among ideas. | | Notes and summaries show interconnections between ideas within a single source. | | Notes and summaries contain insightful comments on the relationship between ideas across multiple sources. |

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Creating Rubrics

Creating a Rubric For Composing a Presentation

1. Use the following elements for a *Selecting Information* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|--|---------|------------|------------|----------|-----------|
| Creates a convincing, authoritative argument. | | | | | |
| Exhibits creativity in composition. | | | | | |
| Puts information in own words. | | | | | |
| Develops main ideas and organizing concepts. | | | | | |
| Provides sufficient evidence to support claims. | | | | | |
| Provides examples and concrete details. | | | | | |

2. Add descriptors depicting what students do as they develop the presentation expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|--|--|------------|---|----------|---|
| Creates a convincing, authoritative argument. | Provides inconsistent evidence for position. | | Argues a position based on sufficient evidence. | | Builds a logical, step-by-step case using a variety of information and persuasive evidence. |

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Creating Rubrics

Creating a Rubric For Making a Presentation

1. Use the following elements for a *Selecting Information* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---------|------------|------------|----------|-----------|
| Uses visuals clearly and effectively. | | | | | |
| Communicates and stresses main points. | | | | | |
| Body posture projects confidence and authority. | | | | | |
| Makes consistent eye contact. | | | | | |
| Enunciates clearly with appropriate volume. | | | | | |
| Makes minimal pauses and avoids filler words. | | | | | |

2. Add descriptors depicting what students do as they develop the presentation expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---------------------------------------|--|------------|---|----------|--|
| Uses visuals clearly and effectively. | Visuals not tightly linked to presentation; do not support or clarify main points. | | Visuals clarify and illustrate main points. | | Highly developed, memorable visuals clarify and illustrate main points; presenter integrates and manages visuals skillfully. |

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Creating Rubrics

Creating a Rubric For Individual Task Management

1. Use the following elements for an *Individual Task Management* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|--|---------|------------|------------|----------|-----------|
| Solicits and uses feedback. | | | | | |
| Sets appropriate and realistic goals. | | | | | |
| Works independently with minimal supervision. | | | | | |
| Perseveres appropriately. | | | | | |
| Carries out tasks carefully and diligently. | | | | | |
| Meets deadlines. | | | | | |

2. Add descriptors depicting what students do as they develop the task management expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|------------------------------------|---|------------|---------------------------------------|----------|---|
| Solicits and uses feedback. | Does not see the need for feedback; does not solicit or use feedback. | | Uses feedback to improve performance. | | Seeks out feedback and uses information to improve products or performance. |

"Creating a Rubric for Individual Task Management" is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School, Larkspur, California.

Creating Rubrics

Creating a Rubric For Individual Time Management

1. Use the following elements for an *Individual Time Management* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|--|---------|------------|------------|----------|-----------|
| Uses time effectively. | | | | | |
| Estimates time realistically. | | | | | |
| Establishes a schedule for completing work. | | | | | |
| Allocates time among tasks strategically. | | | | | |
| Stays on schedule. | | | | | |
| Completes tasks on a timely basis. | | | | | |

2. Add descriptors depicting what students do as they develop the time management expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|-------------------------------|--|------------|---|----------|--|
| Uses time effectively. | Does not recognize the reality of time constraints or take action to use available time efficiently. | | Uses time efficiently and completes work within given time constraints. | | Prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distraction while meeting deadlines and using time effectively. |

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Creating Rubrics

Creating a Rubric For Group Task and Time Management

1. Use the following elements for a *Group Task and Time Management* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---------|------------|------------|----------|-----------|
| Monitors group progress. | | | | | |
| Sets appropriate and realistic goals. | | | | | |
| Develops a plan for completing group work. | | | | | |
| Keeps track of materials. | | | | | |
| Maintains group focus on what's important. | | | | | |
| Allocates time effectively. | | | | | |

2. Add descriptors depicting what students do as they develop the group task and time management expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---------------------------|--|------------|--|----------|---|
| Monitors progress. | Group does not attempt to monitor its progress or fails to do so when requested. | | Group monitors and assesses progress as necessary. | | Group regularly assesses progress of individual members and group as a whole using structured discussion. |

"Creating a Rubric for Group Task and Time Management " is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School, Larkspur, California.

Creating Rubrics

Creating a Rubric for Group Process

1. Use the following elements for a *Group Process* rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---------|------------|------------|----------|-----------|
| Group members facilitate each other's participation. | | | | | |
| All group members participate in project work. | | | | | |
| Work is distributed and completed. | | | | | |
| Group coordinates well with other groups. | | | | | |
| Group uses member's strengths effectively. | | | | | |
| Group members resolve conflicts successfully. | | | | | |

2. Add descriptors depicting what students do as they develop the group process expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

| | Limited | Developing | Proficient | Advanced | Exemplary |
|---|---|------------|---|----------|--|
| Group members facilitate each other's participation. | Members show little interest in the contributions of others and interrupt frequently. | | Members encourage everyone to contribute fully. | | Members often encourage other members to share thinking, listen carefully, and effectively manage disruptive behavior. |

Other Helpful Forms

Project Grading Worksheet

Total Possible Project Points from All Assessments _____

| | ASSESSMENT | DATE | PERCENT OF GRADE | POINTS POSSIBLE | POINTS EARNED |
|--------------------------------|--------------------|------|------------------|-----------------|---------------|
| Teacher Observation | Observation #1 | | | | |
| | Observation #2 | | | | |
| | Observation #3 | | | | |
| Tests | Test #1 | | | | |
| | Test #2 | | | | |
| | Test #3 | | | | |
| Products | Product #1 | | | | |
| | Product #2 | | | | |
| | Product #3 | | | | |
| Student Self-Assessment | Self-Assessment #1 | | | | |
| | Self-Assessment #2 | | | | |
| | Self-Assessment #3 | | | | |
| Performances | Performance #1 | | | | |
| | Performance #2 | | | | |
| | Performance #3 | | | | |
| Other | | | | | |

Using Bloom's Taxonomy to Write Rubrics

| Level | Emphasis | Goal | Verbs to Use |
|----------------------------|---|--|---|
| 1 Knowledge | Recognition and recall-the ability to remember facts in the way they were first presented. | Show that you know. | List, tell, define, identify, label, locate, recognize. |
| 2 Comprehension | Grasp the meaning and intent of information-the ability to explain or translate into your own words. | Show that you understand. | Explain, illustrate, describe, summarize, interpret, expand, convert. |
| 3 Application | Use of information-the ability to apply learning to new situations and real-life circumstances. | Show that you can use what you have learned. | Demonstrate, apply, use, construct, find solutions, collect information, perform, solve, choose appropriate procedures. |
| 4 Analysis | Reasoning-the ability to break down information into component parts and to detect relationships of one part to another and to the whole. | Show that you perceive and can pick out the most important points in material presented. | Analyze, debate, differentiate, generalize, conclude, organize, determine, distinguish. |
| 5 Synthesis | | Show that you can combine concepts to create an original or new idea. | Create, design, plan, produce, compile, develop, invent. |
| 6 Evaluation | | Show that you can judge and evaluate ideas, information, procedures, and solutions. | Compare, decide, evaluate, conclude, contrast, develop, criteria, assess, appraise. |