



# The Use of Scoring Rubrics

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# What is a Rubric?

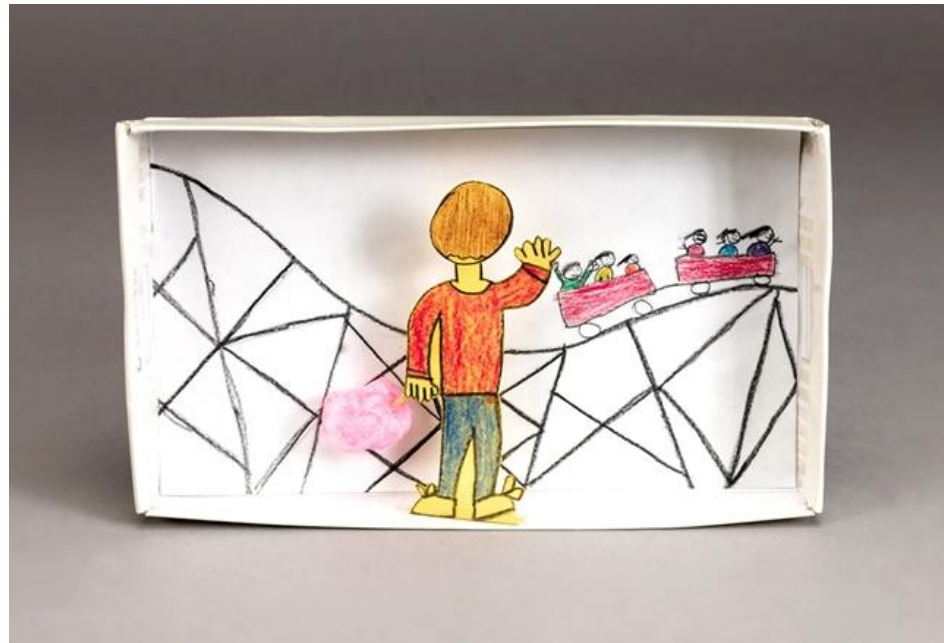
- A scoring tool that describes a student's level of performance on an often complex or authentic task (e.g. essays, performance assessments, portfolios).
- Rubrics include rating criteria for important dimensions of performance, and standards of attainment for those criteria.

# Why Use Rubrics?

- Exercise:
  - Judge the picture and the writing sample on the following two slides as:
    - “Good” or “Bad” and provide 3 reasons why
    - “Pass” or “Fail” and provide 3 reasons why
    - A, B, C, or F and provide 3 reasons why



- I went to Disney World and it was super! I rode on a big roller coaster AND was scary but I was brave I ate Mickey cream so yummy!



# Uses of Rubrics

- To enhance reliability of ratings
- To facilitate valid judgments of performance assessments
- To promote learning and improve instruction

## Types of Rubrics: Generic vs. Task-Specific

- **Generic Rubrics:** Contain criteria that are relevant across tasks
- **Task-Specific Rubrics:** Unique to a specific task
- **What are the advantages and disadvantages of each?**

# Types of Rubrics: Holistic vs. Analytic

- **Holistic Ratings:** an overall judgment about the quality of performance
- **Analytic Ratings:** assigning a separate score to each of the dimensions or criteria being assessed
- **What are the advantages and disadvantages of each?**



# Example of an Analytic Generic Rubric

Rubric for a Writing Assignment			
Criterion	--3-- Above Standard	--2-- Standard	--1-- Below Standard
Statement of thesis	Thesis statement is clearly stated	Thesis statement is somewhat clear	A clear thesis statement is not presented
Support of thesis	Substantial evidence is provided to support thesis	Limited evidence is provided to support thesis	No evidence is provided to support the thesis
Organization of report	Report is very well organized and includes effective transitions and or subheadings between main ideas and sections of the report	Report is somewhat organized but does not include explicit transitions between main ideas and/or subheadings	Report is not organized and does not include explicit transitions and/or subheadings
Citation of sources	Cites all sources in the appropriate format (makes no errors)	Cites most sources in the appropriate format (makes one or two errors)	Does not cite sources in the appropriate format (makes more than two errors)

# Example of an Analytic Task-Specific Rubric

## Rubric for Developmental Psychology Field Work Paper

Criterion	--3-- Above Standard	--2-- Standard	--1-- Below Standard
Description of developmental issue	Description of the issue, and its current importance, is clearly presented, and described in a detailed and objective manner.	Description of the issue and its current importance is vague and/or not described in an objective manner.	Does not describe developmental issue
Application of theoretical frameworks to developmental issue	Describes two or more theories in details and how they serve frameworks for analyzing the developmental issue	Describes one theory in detail and how it serves as a framework for analyzing the developmental issue	Does not describe a theory and/or in sufficient detail and/or does not explain how it serves as a framework for analyzing the issue.
Identification of recent. Relevant, empirical, peer-reviewed, journal articles	More than the required number are included.  Articles are relevant, empirical, peer-reviewed, and most published in the last 5 years (or acceptable justification is presented).	Articles are relevant, empirical, peer-reviewed, and most published in the last 5 years (or acceptable justification for older articles is presented).	Articles are not relevant, not empirical, not recent, and/or not published in peer-reviewed journals.

# Example of a Generic Holistic Rubric

## Oral Report

5	<b>Excellent:</b> The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation. There is strong evidence of preparation, organization, and enthusiasm for the topic. The visual aid is used to make the presentation more effective. Questions from the audience are clearly answered with specific and appropriate information.
4	<b>Very Good:</b> The student described the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct. There is evidence of preparation, organization, and enthusiasm for the topic. The visual aid is mentioned and used. Questions from the audience are answered clearly.
3	<b>Good:</b> The student describes the question studied and conclusions are stated, but supporting information is not as strong as a 4 or 5. The delivery and sentence structure are generally correct. There is some indication of preparation and organization. The visual aid is mentioned. Questions from the audience are answered.
2	<b>Limited:</b> The student states the question studied, but fails to fully describe it. No conclusions are given to answer the question. The delivery and sentence structure is understandable, but with some errors. Evidence of preparation and organization is lacking. The visual aid may or may not be mentioned. Questions from the audience are answered with only the most basic response.
1	<b>Poor:</b> The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow. There is no indication of preparation or organization. Questions from the audience receive only the most basic, or no, response.
0	No oral presentation is attempted.

# How to Construct a Rubric

<b>Dimensions</b>	<b>Scale level 1 (e.g., excellent; exceeds expectations)</b>	<b>Scale level 2 (e.g., satisfactory; meets expectations)</b>	<b>Scale level 3 (e.g., poor; below expectations)</b>
Dimension 1			
Dimension 2			
Dimension 3			

1. Examine an assignment or task and list the critical dimensions or attributes of the assignment or task that will be evaluated (must be objective and measurable)
2. Create a scale of performance quality levels (typically 3-5 levels of performance are used) and assign each level a numerical value
3. Provide a description or example of each dimension at each level of performance (sample students work to provide examples of each level of performance for the different dimensions)

# Additional Tips for Rubric Creation and Use

- Make rubrics as consistent as possible with the steps of an assignment
- Test out rubrics using a sample of students' work and an additional rater to make sure there are no ambiguities and make any necessary refinements
- Provide students with the rubric when distributing the assignment
- Have students self-evaluate their work with the rubric before turning it in
- Provide students with the scored rubric when returning their assignment and discuss specific dimensions in need of improvement
- Reflect on what dimensions of the assignment need most improvement and which students are achieving best. Use this information to improve instruction, the assessment, and/or the student learning goals and objectives