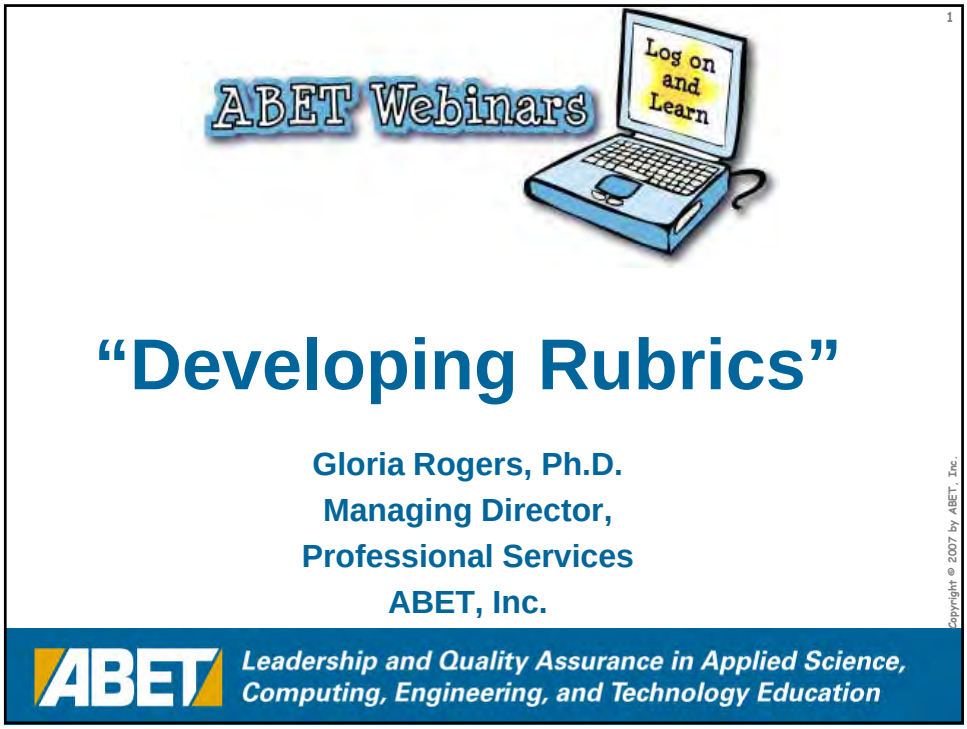
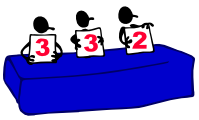


Introduction

- What is a rubric
- How does it fit into the assessment process
- What is its relationship to performance criteria
- What are the different types of rubrics
- Making choices
- How to apply rubrics
- Things you should know as you develop rubrics

3

What is a rubric?



- ✓ "Rubrics" are a way of explicitly stating the expectations for student performance. They may lead to a grade or be part of the grading process but they are more specific, detailed, and disaggregated than a grade.
- ✓ Rubrics provide the characteristics for each level of performance on which student performance should be judged.
- ✓ The rubric provides those who have been assessed with clear information about how well they performed and a clear indication of what they need to accomplish in the future to better their performance.

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4

What is a rubric?

- ✓ Rubrics generally contain three components:
  - Dimensions (performance criteria),
  - Scale (levels of performance),
  - Descriptors

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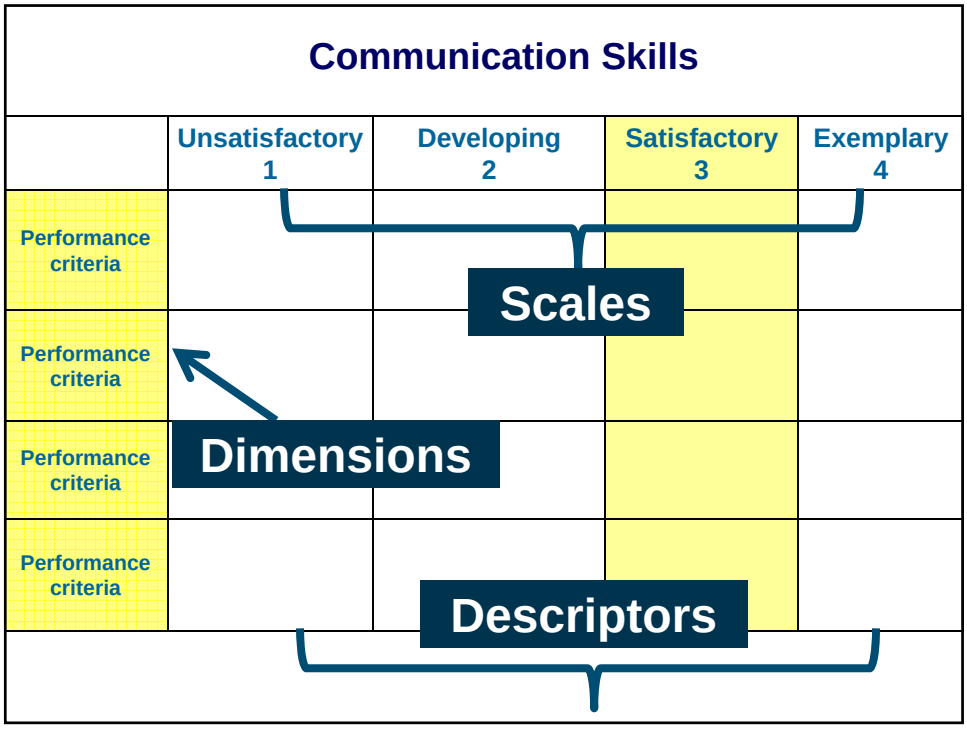

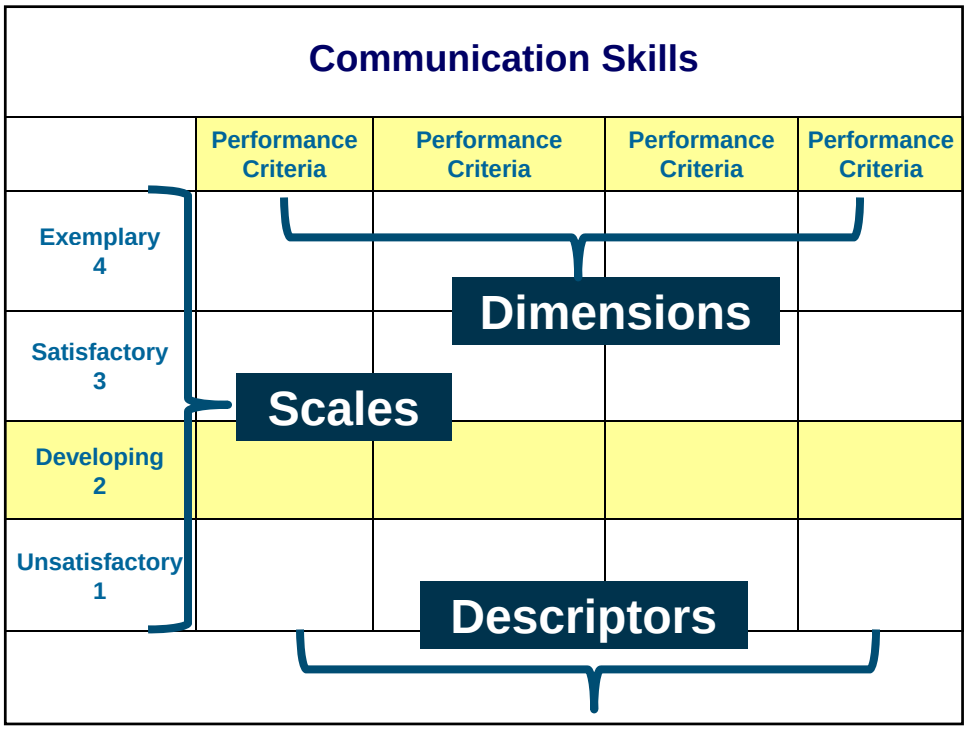

7

What is a rubric?

- ✓ Rubrics generally contain three components:
  - dimensions (performance criteria),
  - scale (levels of performance),
  - descriptors
- ✓ Can be used for both formative and summative purposes
- ✓ A way to define expectations, especially in dealing with processes or abstract concepts
- ✓ Provides a common "language" to help faculty and students talk about expected learning
- ✓ Increases reliability of the assessment when using multiple raters

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8

Context for Rubric Development

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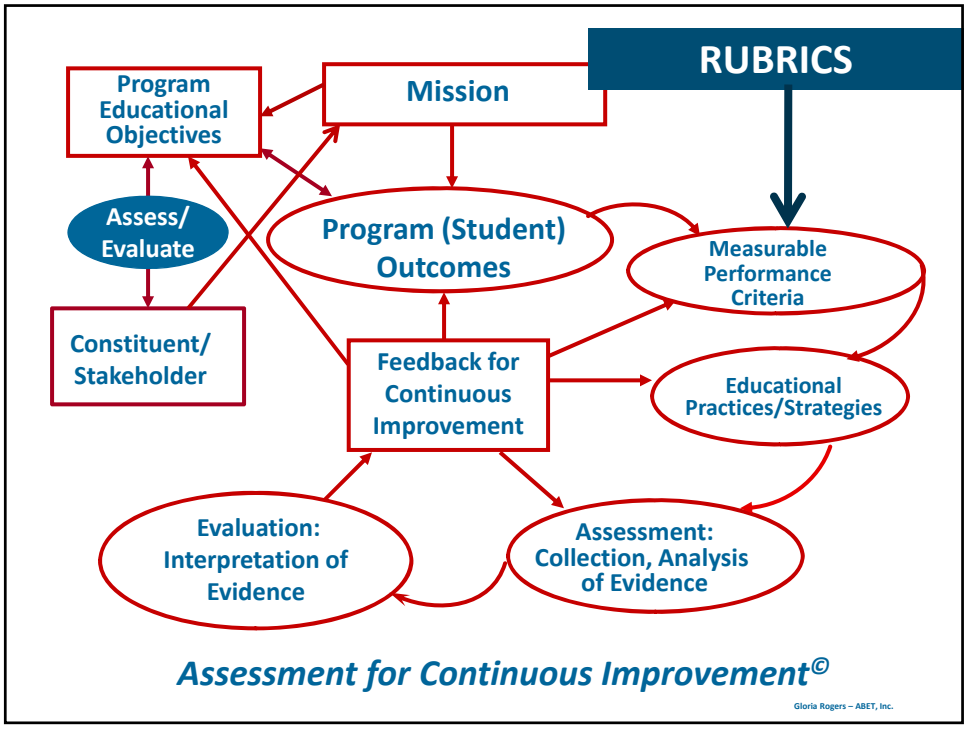
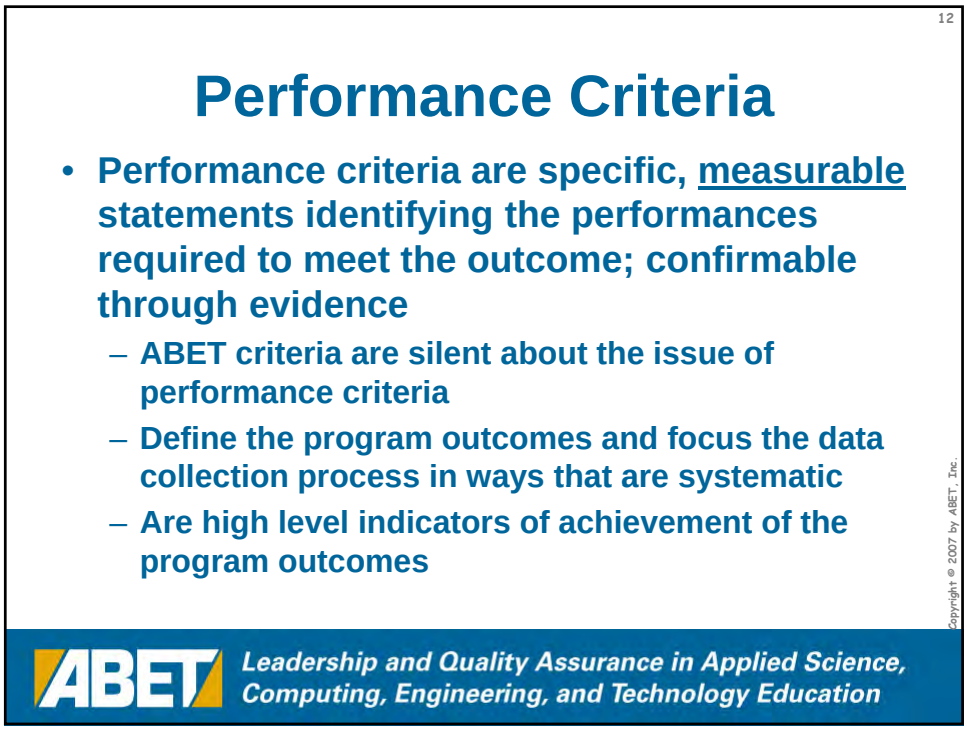
ABET Terms	2010 Definitions
Program Educational Objectives	Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.
Program Outcomes	Statements that describe what students are expected to know and able to do by the time of graduation.
Performance Criteria	Specific, measurable statements identifying the performance(s) required to meet the outcome; confirmable through evidence.
Assessment	Processes that identify, collect, and prepare data that can be used to evaluate achievement.
Evaluation	Process of reviewing the results of data collection and analysis and making a determination of the value of findings and action to be taken.

ABET Terms	2011 Definitions
Program Educational Objectives	Broad statements that describe what graduates are expected to attain within a few years after graduation.
Student Outcomes	Student outcomes describe what students are expected to know and able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.
Performance Criteria	Specific, measurable statements identifying the performance(s) required to meet the outcome; confirmable through evidence.
Assessment	Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes and program educational objectives. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the objective or outcome being measured. Appropriate sampling methods may be used as part of an assessment process.
Evaluation	Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes and program educational objectives are being attained. Evaluation results in decisions and actions regarding program improvement.


RUBRICS
Program Educational Objectives
Mission
Assess/ Evaluate
Program (Student) Outcomes
Measurable Performance Criteria
Constituent/ Stakeholder
Feedback for Continuous Improvement
Educational Practices/Strategies
Evaluation: Interpretation of Evidence
Assessment: Collection, Analysis of Evidence
Assessment for Continuous Improvement©
Gloria Rogers – ABET, Inc.


12
Performance Criteria
• Performance criteria are specific, measurable statements identifying the performances required to meet the outcome; confirmable through evidence
– ABET criteria are silent about the issue of performance criteria
– Define the program outcomes and focus the data collection process in ways that are systematic
– Are high level indicators of achievement of the program outcomes
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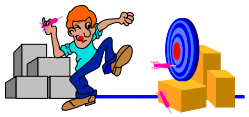
Developing performance criteria

- Two essential parts
  - Content referent
    - Subject content that is the focus of instruction (e.g., steps of the design process, chemical reaction, scientific method)
  - Action verb
    - Direct students to a specific performance (e.g., “list,” “analyze,” “apply”)



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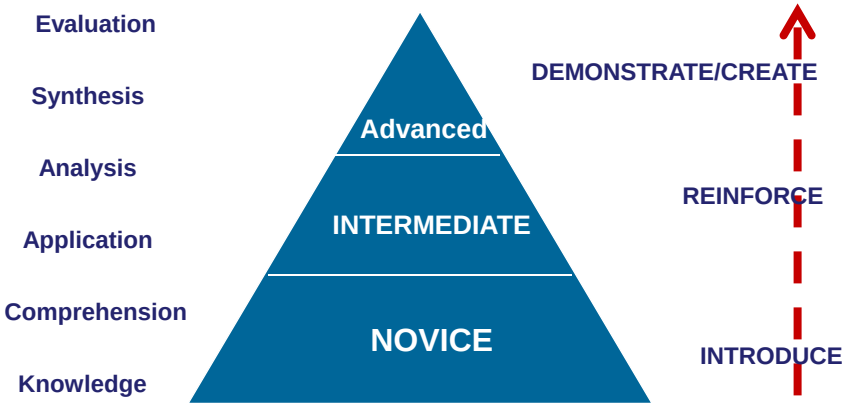

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Program Outcomes and Performance Criteria

Performance criteria are a means to focus on specific expectations of a program. They facilitate the curriculum delivery strategies, and assessment procedures. There is an important first step that must come before the development of performance criteria, and that is deciding on program outcomes. These are usually communicated to students in the program description, and are stated in terms that inform the students about the general purpose of the program and expectations of the faculty. The primary difference between program outcomes and performance criteria is that program outcomes are intended to provide general information and thus are not measurable, while performance criteria indicate concrete measurable expectations. Performance criteria are developed from program outcomes.

Sample program outcomes:

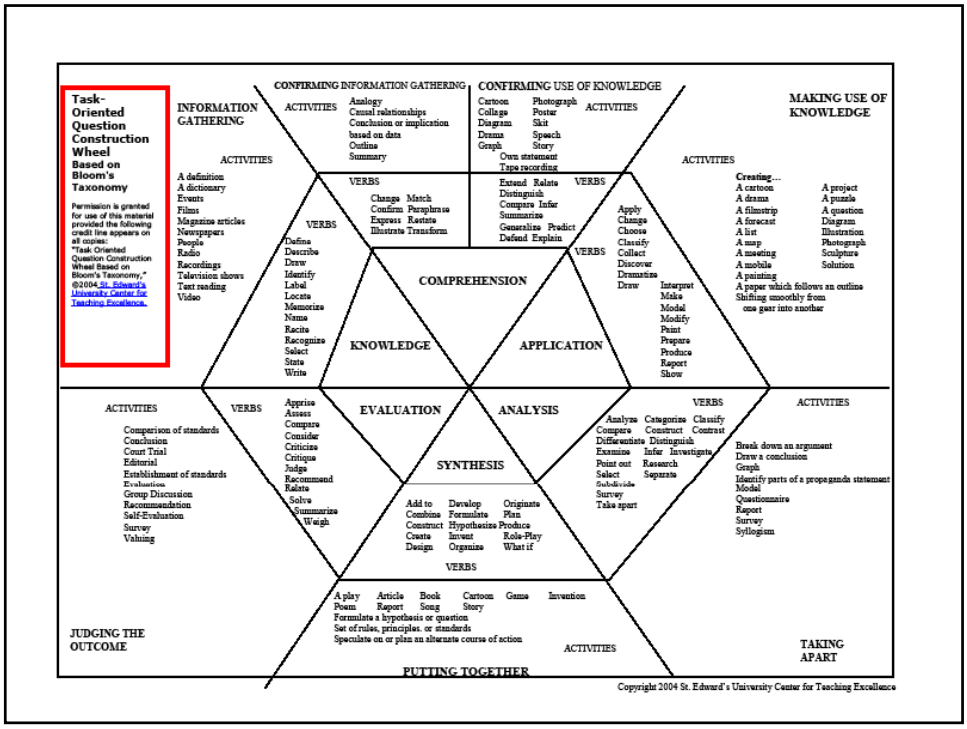
- **Students will have an understanding of the social influences that affected technology in culture.**
- **Students will work effectively as a member of a team.**
- **Students can apply the principles of math and science to a technical problem.**
- **Students will have an appreciation for the need to be lifelong learners.**

Performance criteria indicate what concrete actions the student should be able to perform as a result of participation in the program and state minimum criterion for evaluation. Once program outcomes have been identified, the knowledge and skills necessary for the mastery of these outcomes should be listed. This will allow the desired behavior of the students to be described, and will eliminate ambiguity concerning demonstration of expected competencies. Performance criteria are made up of at least two main elements; action verb and content (referent). The expected behavior must be specified by name, using an observable action verb such as demonstrate, interpret, discriminate, or define.
Sample performance criteria:

- **Students will know of a professional code of ethics. (knowledge)**
- **Students will be able to locate technical information independently. (comprehension)**
- **Students will solve research problems through the application of scientific methods. (application)**

COGNITIVE: learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions.

Level	Illustrative Verbs	Definition	Example
Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	remembering previously learned information	memory of specific facts, terminology, rules, sequences, procedures, classifications, categories, criteria, methodology, principles, theories, and structure
Comprehension	classify, convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalize, give examples, identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	grasping the meaning of information	stating problem in own words, translating a chemical formula, understanding a flow chart, translating words and phrases from a foreign language
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write	applying knowledge to actual situations	taking principles learned in math and applying them to figuring the volume of a cylinder in an internal combustion engine
Analysis	analyze, appraise, break down, calculate, categorize, compare, contrast, criticize, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, model, outline, point out, question, relate, select, separate, subdivide, test	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized	discussing how fluids and liquids differ, detecting logical fallacies in a student's explanation of 's 1st law of motion
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, design, explain, formulate, generate, integrate, manage, modify, organize, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	rearranging component ideas into a new whole	writing a comprehensive report on a problem-solving exercise, planning a program or panel discussion, writing a comprehensive term paper
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	making judgments based on internal evidence or external criteria	evaluating alternative solutions to a problem, detecting inconsistencies in the speech of a student government representative


Task-Oriented Question Construction Wheel Based on Bloom's Taxonomy
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INFORMATION GATHERING
CONFIRMING INFORMATION GATHERING
CONFIRMING USE OF KNOWLEDGE
MAKING USE OF KNOWLEDGE
COMPREHENSION
KNOWLEDGE
APPLICATION
EVALUATION
ANALYSIS
SYNTHESIS
JUDGING THE OUTCOME
TAKING APART
PUTTING TOGETHER
ACTIVITIES
VERBS
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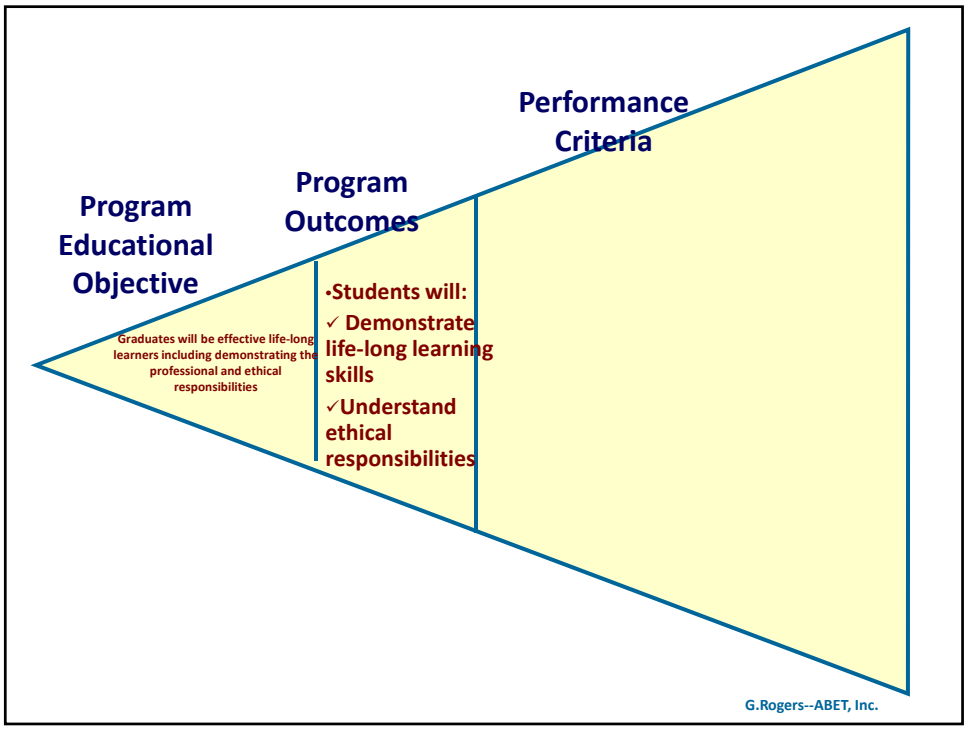
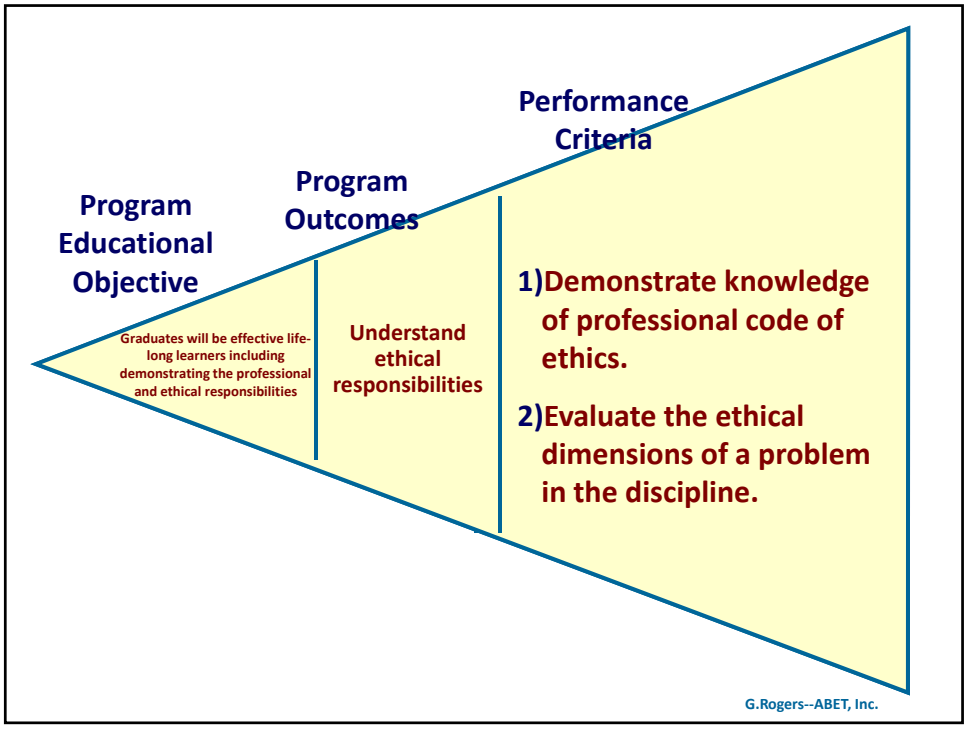
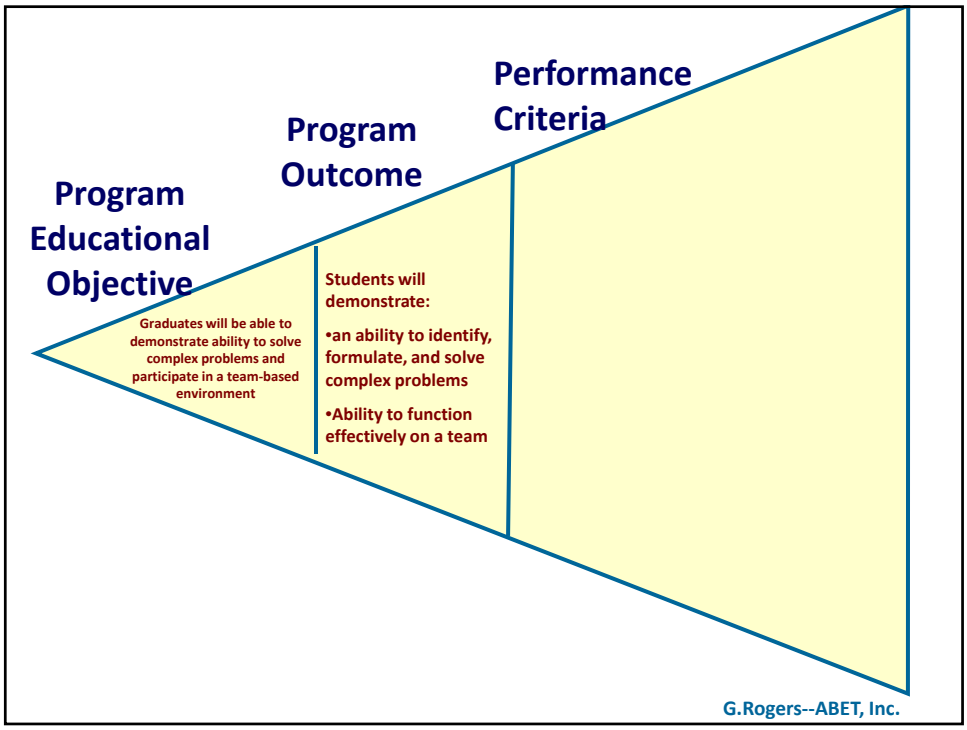

Performance Criteria
Program Outcomes
Program Educational Objective
Graduates will be effective life-long learners including demonstrating the professional and ethical responsibilities
•Students will:
✓ Demonstrate life-long learning skills
✓Understand ethical responsibilities
G.Rogers--ABET, Inc.


Performance Criteria
Program Outcomes
Program Educational Objective
Graduates will be effective life-long learners including demonstrating the professional and ethical responsibilities
Understand ethical responsibilities
1)Demonstrate knowledge of professional code of ethics.
2)Evaluate the ethical dimensions of a problem in the discipline.
G.Rogers--ABET, Inc.


Performance Criteria
Program Outcome
Program Educational Objective
Graduates will be able to demonstrate ability to solve complex problems and participate in a team-based environment
Students will demonstrate:
•an ability to identify, formulate, and solve complex problems
•Ability to function effectively on a team
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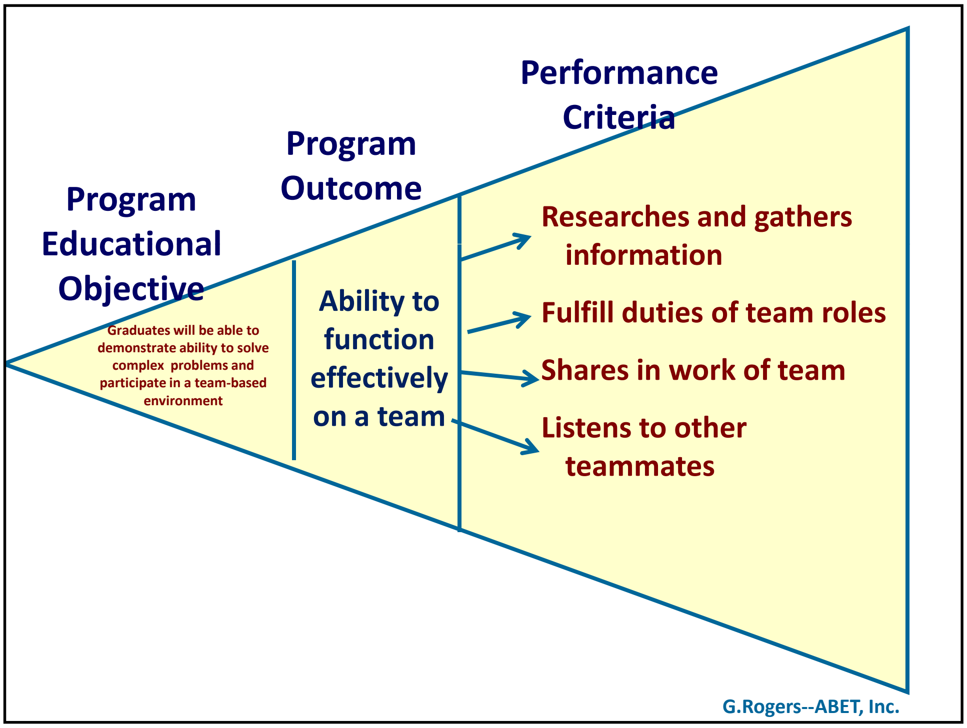

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Please rate each member of the team on the following scale:

Unsatisfactory 1 | Developing 2 | Satisfactory 3 | Exemplary 4

Name	Attribute	1	2	3	4	Ave Score
	Researched and gathered information					
	Fulfilled team role's duties as assigned					
	Shared in the work of the team					
	Listened to other teammates points of view					
	Researched and gathered information					
	Fulfilled team role's duties as assigned					
	Shared in the work of the team					
	Listened to other teammates points of view					
	Researched and gathered information					
	Fulfilled team role's duties as assigned					
	Shared in the work of the team					
	Listened to other teammates points of view					
	Researched and gathered information					
	Fulfilled team role's duties as assigned					
	Shared in the work of the team					
	Listened to other teammates points of view					

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Purpose of Rubric

- Purpose drives decisions about rubrics
  - What kind of feedback do you want?
    - Individual student/program
    - General/specific
  - How will data be used?
    - Formative/summative
    - Developmental over time/single point in time
  - For whom?
    - Student
    - Faculty member
    - Program

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Purpose of Rubric

(How are you going to use it?)

- Overall examination of student performance
- Specific information to/about student competence
  - Provides diagnosis for purpose of improvement and feedback

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Types of Rubrics

- Holistic:
  - Raters make judgments by forming an overall impression of a performance and matching it to the best fit from among the descriptions on the scale
  - Each category on the scale describes performance on several performance criteria

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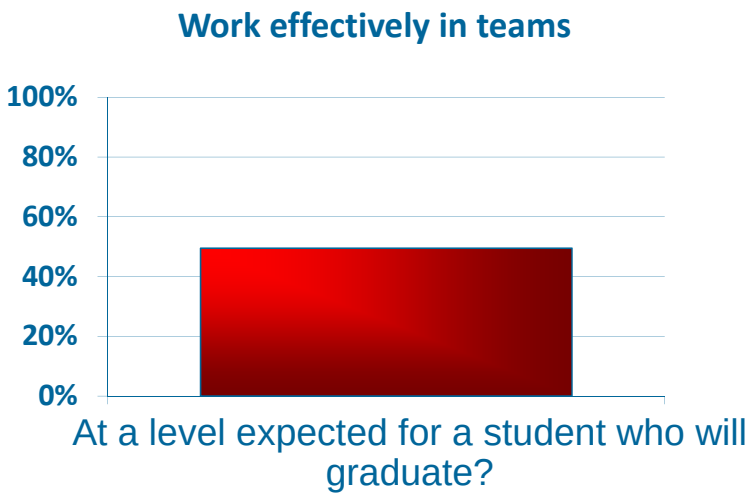
Work Effectively in Teams

Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
➢Does not collect any information that relates to the topic. ➢Does not perform any duties of assigned team role. ➢Always relies on others to do the work. ➢Is always talking--never allows anyone else to speak.	➢Collects very little information--some relates to the topic. ➢Performs very little of assigned duties. ➢Rarely does the assigned work--often needs reminding. ➢Usually doing most of the talking--rarely allows others to speak.	➢Collects some basic information--most relates to the topic. ➢Performs nearly all assigned duties. ➢Usually does the assigned work--rarely needs reminding. ➢Listens, but sometimes talks too much.	➢Collects a great deal of information--all relates to the topic. ➢Performs all duties of assigned team role. ➢Always does the assigned work without having to be reminded. ➢Listens and encourages others to participate.

Example of Results



Holistic Rubric

- **Advantages:**
  - They are often written generically and can be used with many tasks.
  - They save time by minimizing the number of decisions raters must make.
  - Trained raters tend to apply them consistently, resulting in more reliable measurement.
- **Disadvantages:**
  - They do not provide specific feedback about the strengths and weaknesses of student performance.
  - Performances may meet criteria in two or more categories, making it difficult to select the one best description. (If this occurs frequently, the rubric may be poorly written.)
  - Criteria cannot be differentially weighted.

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Analytic Rubric

- Analytic scales tend to focus on important dimensions of student performance related to performance criteria.
- Dimensions are presented in separate categories and rated individually.
- Points with associated descriptors are assigned for performance on each of the dimensions.

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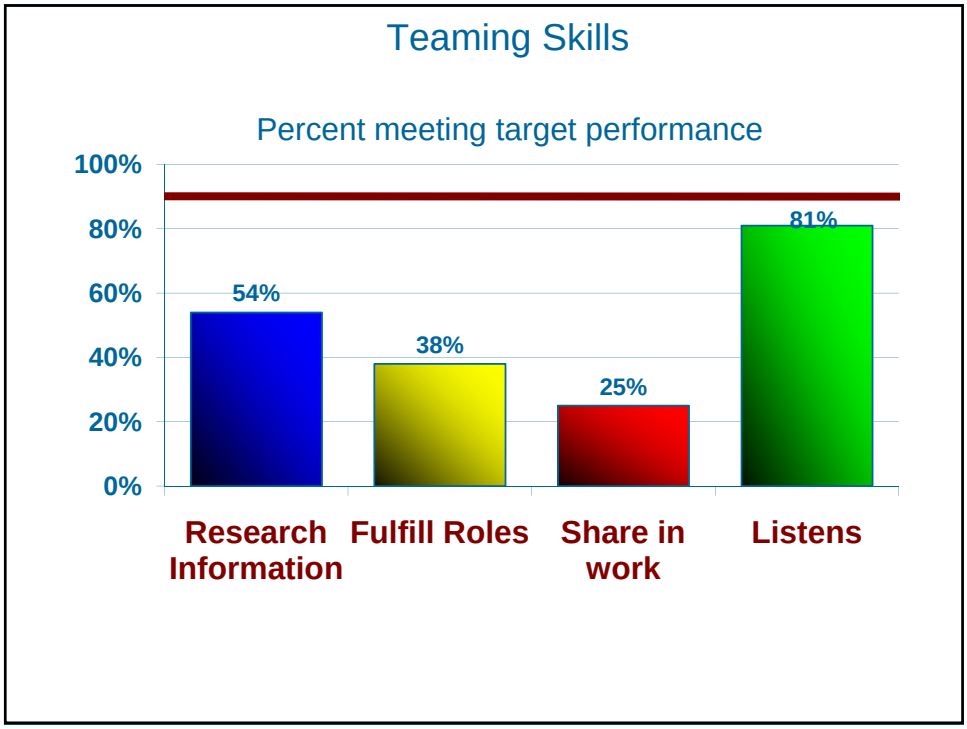
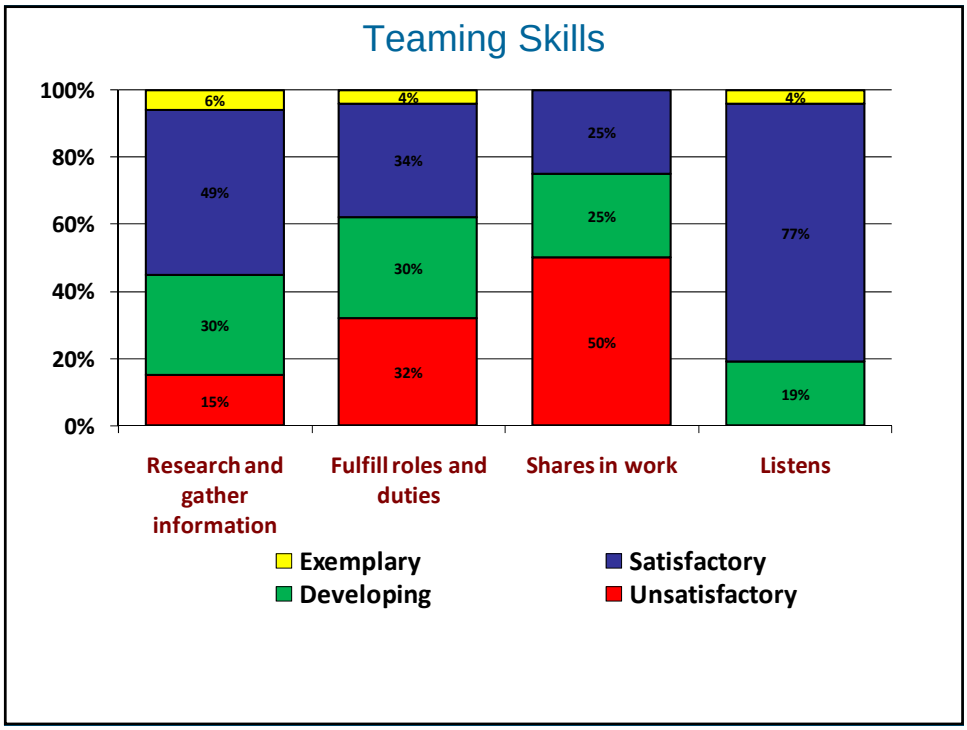
Work Effectively in Teams

	Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.
Share in work of team	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.
Listen to Other Teammates	Is always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.


Teaming Skills
Percent meeting target performance
100%
80%
60%
40%
20%
0%
54%
38%
25%
81%
Research Information
Fulfill Roles
Share in work
Listens


Teaming Skills
100%
80%
60%
40%
20%
0%
6%
49%
30%
15%
4%
34%
30%
32%
25%
25%
50%
4%
77%
19%
Research and gather information
Fulfill roles and duties
Shares in work
Listens
Exemplary
Satisfactory
Developing
Unsatisfactory

Analytic Rubric

- **Advantages:**
  - They provide useful feedback about areas of strength and weakness in student performance.
  - Their dimensions can be weighted to reflect relative importance.
  - They can demonstrate progress over time in some or all dimensions when the same rubric categories are used repeatedly
- **Disadvantages:**
  - They take more time to create and use.
  - There are more possibilities for raters to disagree. It is more difficult to achieve intra- and inter-rater reliability on all of the dimensions in an analytic rubric than on a single score yielded by a holistic rubric.

Making choices

- Use a holistic rubric when:
  - Snapshot of achievement is sufficient
  - A single dimension is adequate to understand student performance
- Use an analytic rubric when:
  - There is a need to see relative strengths and weaknesses.
  - Detailed feedback is needed to drive improvements
  - Need to assess complicated skills or performance.
  - You want students to self-assess their understanding or performance.

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Generic or Task-Specific?

- Generic
  - Rubric that can be used across similar performances (used across *all* communication tasks or problem solving tasks)
- Task-specific
  - Rubric which is designed for a single task
  - Cannot be generalized across a wide variety of student work

How many points on the scale?

- Consider both the nature of the performance and purpose of scoring
- Recommend 3 to 5 points to describe student achievement at a single point in time.
- If focused on developmental curriculum (growth over time) more points are needed (i.e., 6-11???).
- More points on a scale, the more difficult it is to get inter-rater reliability.

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Developing rubrics

- Be clear about how the rubric is to be used
  - Program assessment
  - Individual student assessment
- Analytic/Holistic
  - For process improvement, analytic rubric provides information that can be used to focus instruction in areas of weakness
- Use student work as a guide in developing rubric
- Start with extremes and work toward middle
- Pilot test
- Rubric development is a process

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How to Apply Rubric

- Start by doing an inventory of courses where students get an opportunity to learn, practice, demonstrate and practice the desired performance criterion
  - Curriculum map

Performance Criterion Explicit. This criterion is explicitly stated as performance for this course.
Demonstrate Competence. Students are asked to demonstrate their competence on this performance criterion through homework, projects, tests, etc.
Formal Feedback. Students are given formal feedback on their performance on this criterion.
Not covered. This performance criterion is not addressed in this course.
Note: Clicking on the link 'view rubric' will show you the scoring rubric for that particular performance criteria related to the outcome.

Performance Criteria	Criterion Explicit	Demonstrate Competence	Formal Feedback	Not Covered
Recognition of ethical and professional responsibilities.				
1. Demonstrate knowledge of professional codes of ethics. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
2. Evaluate the ethical dimensions of professional engineering, mathematical, and scientific practices. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
An ability to work effectively in team				
1. Share responsibilities and duties, and take on different roles when applicable View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
2. Analyze ideas objectively to discern feasible solutions by building consensus View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
3. Develop a strategy for action. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
An ability to communicate effectively in oral, written, graphical, and visual forms				
1. Identify the readers/audience, assess their previous knowledge and information needs, and organize/design information to meet those needs. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
2. Provide content that is factually correct, supported with evidence, explained with sufficient detail, and properly documented. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
3. Test readers/audience response to determine how well ideas have been relayed. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐
4. Submit work with a minimum of errors in spelling, punctuation, grammar, and usage. View rubric or make a comment (optional)	☐ Yes	☐ Yes	☐ Yes	☐

Curriculum map for Communication Skills, All Criteria

	1st Year			2nd Year			3rd Year			4th Year		
FALL	CM 111	Chem I	4	CH 01	Cons Principles	4	CH 414	Heat Transfer	4	CH 400	Career P III	0
	EM 100	Life Skills	1	CM 251	O Chem I	4	CH 415	Materials	4	CH 401	Mass II	4
	EM 104	Graph Comm	2	MA 221	DE I	4	CM 225	A Chem I	4	CH 403	Lab II	2
	RH 131	Fresh Comp	4	HSS	Elective	4	CH 304	Thermo II	4	CH 404	Kinetics	4
	MA 111	Calc 1	5	CH 200	Career P I	0					Elective	4
WINTER	CM 113	Chem II	4	CH 202	Che Proc Calc	4	CH 300	Career P II	0	CH 406	Design I	4
	PH 111	Physics I	4	CM 252	O Chem II	4	CM 360	P Chem	4	CH 408	Lab III	2
	HSS	Elective	4	MA 222	DE II	4	CH 305	Mass I	4	CH 440	P Control	4
	MA1 12	Calc II	5	EM 101	Statics I	2	MA 227	Statistics	4	HSS	Elective	4
	MS 120	M.History	1				Hss	Elective	4		Elective	4
SPRING	CM 115	Chem III	4	CH 301	Fluids	4	EE 206	EEE	4	CH 407	Design II	4
	CS 100	Program.	2		Elective	4	CH 402	ChE Lab I	1	CH 409	Prof Prac	1
	EM 103	Int Design	2	HSS	Elective	4		Elective	4	HSS	Elective	4
	MA 113	Calc III	5	CH 303	Thermo I	4		Elective	4		Elective (Des)	4
	PH 112	Physics II	4				HSS	Elective	4		Elective (free)	4

Business Administration Map	Macro-Economics	Micro-Economic	Microcomp App for Bus	Writing for Bus	Pre-Cal (Bus)	Intro to Bus	Bus Statistics	Prin Mgmt	Prin Mktg	International Bus	Prin Acctg I	Prin Acctg II	Bus Law I	N Fin
I = Introduce; R = Reinforce; E = Emphasize	Econ 207	Econ 208	CS 214	Eng 200	Math 1165	Busi 201	Busi 203	Busi 211	Busi 231	Busi 241	Busi 251	Busi 252	Busi 281	B 3
Writing Competencies														
Identify a subject and formulate a thesis statement.						I			R					
Organize ideas to support a position.				I		R			R				R	
Write in a unified and coherent manner appropriate to the subject matter.				I		R			R				R	
Use appropriate sentence structure and vocabulary.				I		R			R				R	
Documet references and citations according to an accepted style manual.						I			R				R	
Critical Thinking Competencies														
Identify business problems and apply creative solutions.								I	R	R	R		R	
Identify and apply leadership techniques.								I					R	
Translate concepts into current business enviroments.								I	R	R	R		R	
Analyze complex problems by identifying and evaluating the components of the problem.								I			R	R	E	
Quantitative Reasoning Competencies														
Apply quantitative methods to solving real-world problems.											R	R		
Perform necessary arithmetic computations to solve quantitative problems.											R	R		
Evaluate information presented in tabular, numerical, and graphical form.											R	R		
Recognize the reasonableness of														

I = Introduce
R = Reinforce
E = Emphasize

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Test your knowledge

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Teamwork Rubric

Contribute	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.
Share Information	Does not relay any information to teammates.	Relays very little information--some relates to the topic.	Relays some basic information--most relates to the topic.	Relays a great deal of information--all relates to the topic.
Be Punctual	Does not hand in any assignments.	Hands in most assignments late.	Hands in most assignments on time.	Hands in all assignments on time.
Take Responsibility	**Beginning 1**	**Developing 2**	**Accomplished 3**	**Exemplary 4**
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.
Participate in Science Conference	Does not speak during the science conference.	Either gives too little information or information which is irrelevant to topic.	Offers some information--most is relevant.	Offers a fair amount of important information--all is relevant.
Share Equally	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.
Value Others' Viewpoints	**Beginning 1**	**Developing 2**	**Accomplished 3**	**Exemplary 4**
Listen to Other Teammates	Is always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.
Cooperate with Teammates	Usually argues with teammates.	Sometimes argues.	Rarely argues.	Never argues with teammates.
Make Fair Decisions	Usually wants to have things their way.	Often sides with friends instead of considering all	Usually considers all views.	Always helps team to reach a fair decision.

Modified from: http://edviews.sdsu.edu/triton/tidepool/unit/Rubrics/collrubric.html

Teamwork Rubric

4 – Thorough Understanding

- Consistently and actively works towards group goals
- Is sensitive to the feelings and learning needs of all group members
- Willingly accepts and fulfills individual role within the group
- Consistently and actively contributes knowledge, opinions, and skills
- Values the knowledge, opinion, and skills of all group members and encourages their contribution

3 – Good Understanding

- Works toward group goals without prompting
- Accepts and fulfills individual role within the group
- Contributes knowledge, opinions, and skills without prompting
- Shows sensitivity to the feelings of others
- Willingly participates in needed changes

2 – Satisfactory Understanding

- Works toward group goals with occasional prompting
- Contributes to the group with occasional prompting
- Shows sensitivity to the feelings of others
- Participates in needed changes, with occasional prompting

1 – Needs Improvement

- Works toward group goals only when prompted
- Contributes to the group only when prompted
- Needs occasional reminders to be sensitive to the feelings of others
- Participates in needed changes when prompted and encouraged

Writing Skills Rubric

Performance		4 Exceeds standard	3 Meets standard	2 Progressing to standard	1 Below standard
Content	Focus	Maintains exceptional focus on the topic	Maintains consistent focus on the topic	Provides inconsistent focus on the topic	Demonstrates little or no focus
	Supporting Details	Provides ample supporting details	Provides adequate supporting details	Includes some details, but may include extraneous or loosely related material	Includes inconsistent or few details which may interfere with the meaning of the text
Organization	Coherence	Organizational pattern is logical &; conveys completeness & wholeness	Organizational pattern is logical &; conveys completeness & wholeness with few lapses	Achieves little completeness & wholeness though organization attempted	Little evidence of organization or any sense of wholeness & completeness
	Transitions	Provides transitions that eloquently serve to connect ideas	Provides transitions which serve to connect ideas	Provides transitions which are weak or inconsistent	Uses poor transitions or fails to provide transitions
Style	Voice	Allows the reader to sense the person behind the words	Some sense of the person behind the words is evident	Some sense of the person behind the words is attempted	Little or no sense of the person behind the words is evident
	Word Choice	Uses effective language; makes engaging, appropriate word choices for audience & purpose	Uses effective language & appropriate word choices for intended audience & purpose	Limited & predictable vocabulary, perhaps not appropriate for intended audience & purpose	Has a limited or inappropriate vocabulary for the intended audience & purpose
	Sentence Fluency	Sentences/phrases appropriately varied in length & structure	Sentences/phrases somewhat varied in length & structure	Shows limited variety in sentence length & structure	Has little or no variety in sentence length & structure
	Conventions	Consistently follows the rules of Standard English for conventions	Generally follows the rules for Standard English for conventions	Generally does not follow the rules of Standard English for conventions	Does not follow the rules of Standard English for conventions

http://www.kent.k12.wa.us/KSD/KR/CP/WritingSkillsRubric.doc

Summary

- Need to be clear about how rubric is going to be used
- Rubrics are not required for all outcomes
- Rubrics guide faculty in the assessment process and provide understanding of areas of strength and weakness in student performance related to specific performance criteria
- Importance of pilot testing the rubric
  - Increase inter-rater reliability and validity