

## Appendix A: Rubric Tool Box

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Rubrics are sets of guidelines that aid in the assessment of student work or activities. Rubrics are often derived from careful analysis of varying qualities of student work. For example, a professor has student work from a recent assignment. By examining the student work and defining the characteristics of “below performance standard” papers, papers that “meet the performance standard,” and papers that “exceed the performance standard,” the professor has a good start on developing a rubric that will categorize the students’ papers based on quality. Rubrics increase the reliability of assessment by making the process of scoring student work more consistent. This helps eliminate bias by ensuring student work is rated on the same criterion.

### Types of rubrics

There are three basic types of rubrics: **checklists**, **holistic rubrics** and **analytic rubrics**. **Checklists** are the simplest type of rubric and list accomplishments that are evident in the students’ work. **Holistic rubrics** describe levels of performance with regards to the overall quality of the paper or project as a whole, without considering the components of student work separately. **Analytic rubrics**, guide the scoring of student work on multiple traits first, and then sum the individual scores to arrive at a total score. *Tool 1: Description of types of rubrics* illustrates the differences among rubrics.

**Checklists** give a list of content that should be included in students’ work. The content may be listed sequentially indicating the order in which it should occur. The rater marks each item on the checklist that the student has completed or included in their work. Checklists do not give an indication of the quality of student work.

Tool 1: Description of types of rubrics	
Type of Rubric	Description
Checklists	Provide a check-off list of accomplishments completed/present
Analytic Rubrics	Contain descriptions of each level of performance for each component/criterion/trait
Holistic Rubrics	Contain narrative descriptions to focus on the quality of the entire document/performance/project rather than the components or specific traits

**Holistic rubrics** assess the overall quality of student work by providing descriptions of student work at different levels of performance. These descriptions define the overall characteristics of student work at each level of performance. Holistic rubrics provide an overview of student performance and have the advantage of quick scoring. However, holistic rubrics do not differentiate between multiple traits and therefore may not provide as detailed a picture of student performance as an analytic rubric. They are most useful when a single trait is sufficient to define the quality of student work.

**Analytic rubrics** provide separate evaluation of student work on multiple traits. They can pinpoint particular areas where students need improvement, which can be used during planning to suggest opportunities to improve instruction. One drawback to the use of analytic rubrics is that they require more time to use than holistic rubrics.

### Developing holistic rubrics

The first step in developing a **holistic rubric** is to identify the components in the student work that are related to the learning outcome. These components should be linked to the student learning outcomes developed as part of the program assessment plan. After the components are identified, the next step is to decide how many levels are necessary to classify the quality of students’ work. The descriptors chosen for the mid-point level of the rubric should describe the primary characteristics of the students’ work that meet the minimum acceptable program standard.

### Developing analytic rubrics

The first step in developing an **analytic rubric** is to identify the trait or traits (knowledge, skills or abilities) to be measured. For example, the ability to choose an appropriate statistical technique for data analysis is a trait. Traits should be linked to the student learning outcomes and developed as part of the program assessment plan. The number of traits to include in the **analytic rubric** should be guided by the learning outcome.

The next step is to decide how many levels are necessary to classify the quality in student work for each trait being measured. The descriptors chosen for each level of the rubric should describe the primary characteristics of students' work for each of the selected traits. Sometimes it can be difficult to find meaningful descriptors for several levels of performance. Remember, all of the characteristics listed must be reflected in the students' work in order to be scored as meeting that level of the rubric. *Tool 2: Internet Resources for Developing Rubrics* provides links that may be useful in developing rubrics.

#### Tool 2: Internet Resources for Developing Rubrics

- <http://rubistar.4teachers.org>
- [http://www.teach-nology.com/web\\_tools/rubrics/general/](http://www.teach-nology.com/web_tools/rubrics/general/)
- <http://www.rcampus.com/indexrubric.cfm>
- <http://teacher.scholastic.com/tools/rubric.htm>
- <http://www.learner.org/workshops/hswriting/interactives/rubric/>

The following examples illustrate each of the major types of rubrics. Although the content varies, the format is typical of that shown.

#### Checklist:

##### Checklist for Ethical Reasoning

The paper:	Yes	No
Describes the key stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
Discusses one ethical approach	<input type="checkbox"/>	<input type="checkbox"/>
Discusses both the benefits and risks associated with the ethical issue	<input type="checkbox"/>	<input type="checkbox"/>
Shows consideration of key stakeholders interests	<input type="checkbox"/>	<input type="checkbox"/>
Contains at least one normative principle	<input type="checkbox"/>	<input type="checkbox"/>

**Holistic rubric:**

<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<p>The paper: identifies fewer than two key stakeholders and/or fails to state the ethical approach used in the discussion</p> <p>features limited discussion of the benefits and risks associated with the ethical issue</p> <p>shows little evidence of thought regarding the best interests of key stakeholders</p> <p>fails to use or is characterized by inappropriate use of normative principles in discussing the issue</p>	<p>The paper: identifies the key stakeholders and states the ethical approach used in the discussion</p> <p>features a full discussion of the benefits and risks associated with the ethical issue</p> <p>shows some evidence of thought, regarding the best interests of key stakeholders</p> <p>is characterized by appropriate use of normative principles in discussing the issue</p>	<p>The paper: identifies the key stakeholders and minor stakeholders</p> <p>states multiple ethical approaches used in the discussion</p> <p>features a rich and detailed discussion of the benefits and the risks associated with the ethical issue</p> <p>shows evidence of considerable thought, regarding the best interests of key and minor stakeholders</p> <p>is characterized by exemplary use of normative principles in discussing the issue</p>

**Analytic rubric:**

<b>Characteristics/Traits</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Identifies the stakeholders for the ethical issue	Identifies fewer than two key stakeholders	Identifies the key stakeholders	Identifies the key stakeholders and also minor stakeholders
States the ethical approach used (utilitarianism, justice, etc.)	Fails to state the ethical approach used in their discussion	States one ethical approach in their discussion	States multiple ethical approaches in their discussion
Discusses the benefits and risks associated with the ethical issue	Fails to discuss the benefits or the risks associated with the ethical issue	Discusses both the benefits and risks associated with the ethical issue	Discusses both the benefits and risks associated with the ethical issue and proposes suggestions for minimizing the risks
Demonstrates thoughtful consideration of stakeholder' best interests when discussing the ethical issue	Fails to consider the best interests of all key stakeholders	Shows consideration of key stakeholders interests	Shows consideration for key and minor stakeholders best interests
Uses normative principles in discussing the issue	Fails to use normative principles in discussing the issue	Uses at least one normative principle in discussing the issue	Uses multiple normative principles in discussing the issue