

DESIGNING EFFECTIVE SCORING RUBRICS FOR ANY ASSIGNMENT

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1. Rubric Definitions

- A. “A scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts.” (Stevens & Levi, 2005, p. 3).
- B. “A scoring tools that lists the criteria for a piece of work or ‘what counts.’ ... It also articulates gradations of quality for each criterion, from excellent to poor.” (Andrade, n.d.)
- C. A rubric is a printed set of scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. (Rubrics.com Website).

2. Component parts of a rubric

- A. (optional) Task description: A brief description of the assignment to focus students and remind teachers of the assignment parameters.
- B. Assessment scale: Describes how well or poorly a student executes a given task/assignment; 3-5 levels max (e.g. poor, so-so, good, excellent)
- C. Dimensions: Represent the component parts of a task/assignment (e.g. organization, content, delivery, etc.).
- D. Descriptions of the dimensions: Explanation of the grading criteria (e.g. spoke loudly and clearly).

3. Rubric types

- A. Analytic: Includes sets of criteria with descriptions of scoring dimensions.
- B. Scoring guide: Lists only one set of criteria—the highest possible performance for each category.
- C. Holistic: Does not list separate levels of performance for each criterion. Rather it assigns a score by assessing performance across multiple criteria as a whole.

6. Rubric design framework

- A. Brainstorm the learning outcomes of the activity / assignment.
- B. Identify the specific criteria you would like to evaluate.
- C. (Decide what type of rubric you will use OR if you want to adapt an existing rubric.)
- D. Group and label criteria to form dimensions (i.e. organization, content, delivery, etc.).
- E. Describe levels of success for each dimension—these are descriptive statements based on the outcomes (i.e. used vocabulary that was easy to understand, included transitions, included ‘hook’ in intro, etc.).
 - 1) Begin with the highest and lowest levels, and then fill in the middle level(s). Three dimension levels are easier to construct than 4 or 5 levels.
 - 2) If possible, collect examples of work and sort into three piles, and create descriptors for the high, medium, and low examples.
- F. (Optional: Weight the dimensions, i.e. participation 50%, content 30%, etc.)
- G. Create an assessment scale:
 - 1) developing, competent, exemplary
 - 2) needs work, so-so, good, excellent
 - 3) 1, 2, 3 or A, B, C
 - 4) weak, satisfactory, strong
 - 5) beginning, developing, accomplished, exemplary
 - 6) low, average, or high mastery
 - 7) ☺ or ☹
- H. Put it all in a table / user-friendly format.
- I. **IMPORTANT! PRACTICE using the rubric**: Have students grade example work (of various levels) using the rubric to become familiar with the rubric itself, teacher expectations, and assignment goals.

Figure 1: Presentation rubric

Introduction of a Classmate Speech Evaluation

Speaker's name: _____ Classmate: _____ Time: _____ (2 min max)

CONTENT			
Criteria	Needs work (0)	So-so (1)	Good (2)
1. Introduction	Classmate's name is unclear; purpose of speech is unclear.	Classmate's name could be clearer; purpose of speech could be clearer.	Classmate is clearly introduced and purpose is clear.
2. Personal information	Few details given.	Could describe classmate more and/or could be more appropriate.	Information is sufficient and suitable for audience.
3. Organization	No organizational strategy; few or no transitions.	Organization could be clearer; more connecting devices could be used.	Information is logically organized, with appropriate connecting devices.
4. Grammar and vocabulary	Grammar errors and/or inappropriate vocab make speech difficult to understand.	Occasional grammar errors and some inappropriate word choices.	Grammar generally correct and/or errors are not distracting; vocab appropriate & accessible.
DELIVERY: NONVERBAL SKILLS			
5. Eye contact	Very little or no eye contact; may have read most of the speech from notes.	Some eye contact, but could look at all audience members more; may have read from notes or looked at notes frequently.	Eye contact established and maintained with audience. Did not use notes or just glanced at notes for support.
6. Gestures and body movements	No or few gestures; distracting movements.	Some effective gestures, but could use more; occasional distracting movements.	Sufficient and appropriate gestures; no/few distracting movements.
7. Attitude	Appears nervous and/or anxious; doesn't smile.	Somewhat positive attitude, but could smile more.	Friendly facial expression and positive attitude.
DELIVERY: VERBAL SKILLS			
8. Volume	Voice is difficult to hear.	Voice could be a little louder.	Voice is full and easy to hear.
9. Pace	Either much too fast or much too slow; pace is distracting.	Slightly too fast or too slow at some points.	Not too fast or too slow; generally effective rate of speech.
10. Fluency	Frequent pauses, hesitations, and/or false starts are distracting.	Occasional pauses and/or rushes; speaks somewhat fluently.	Speaks fairly fluently without rushing; pauses are natural and effective.

COMMENTS:

Total: _____/20

Figure 2: Presentation rubric

Introduction of a Classmate Speech Evaluation

1) Content

- Sufficient information, suitable for the audience.
- Information logically organized with effective transitions.
- Grammar and vocabulary reasonably accurate.

2) Delivery (nonverbal skills)

- Eye contact established and maintained with audience.
- Effective gestures.
- Friendly facial expression and positive attitude.

3) Delivery (verbal skills)

- Loud enough for students in the back to hear.
- Not too fast or too slow.
- Fairly fluent without too many pauses or hesitations.

Overall Evaluation:

Evaluation Scale:

1 = weak	2 = average	3 = good	4 = excellent
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Comments:

Figure 3: Presentation self-evaluation

Introduction of a Classmate Speech Self-Evaluation

Name: _____

Watch the recording of your speech and complete the form below:

1. What did you do well in today's speech? Write 2 things and be specific.
2. What can you do to improve your performance for the next speech or presentation? Write 2 things.
3. Choose the score that matches what grade for today's speech.

Descriptor	Grade
I said my classmate's name clearly. I gave appropriate and sufficient information, using accurate grammar and vocabulary. My content was logically organized and included transitions. I used some gestures throughout. I spoke loud enough and at a good pace. I spoke fairly fluently most of the time.	A
I said my classmate's name fairly clearly. I gave mostly appropriate and sufficient information, using somewhat accurate grammar and vocab. My content was somewhat organized and included some transitions. I used gestures a few times. I could have spoken a little louder; my pace might have been a little too fast or too slowly. I spoke fairly fluently some of the time.	B
I said my classmate's name fairly clearly and gave some appropriate information, but I could have included more. My grammar and vocab could have been more accurate and I could have used more transitions. I used gestures a couple of times. My voice was difficult to hear; I sometimes spoke too fast or too slowly. I could have spoken more fluently.	BC
My presentation could have included more information. I didn't use any gestures. My voice was very difficult to hear and I spoke too fast or too slowly. My English was difficult to understand because of problem with grammar and/or vocabulary, as well as a lack of fluency.	C

7. Applying the design framework for different skills and assignments

Must take into account: the class, skill, who the students are, how many students need to be evaluated, how much time you want to spend on rating, type of assignment, what you expect students to do with the feedback, whether the evaluation is formative or summative, etc.

	analytic rubrics	scoring guides	holistic rubrics
time (to create and use)	<ul style="list-style-type: none"> ▪ time consuming to create ▪ might save time when grading (just circle or underline relevant scores) ▪ but must read more of the rubric while grading (must get accustomed to the rubric) 	<ul style="list-style-type: none"> ▪ easier/faster to create ▪ may take longer since specific comments need to be written to clarify what has not been done well ▪ but still time saving as they provide a format for our note-taking 	<ul style="list-style-type: none"> ▪ easier/faster to create ▪ can save time when grading (just choose one score) ▪ potentially more generalizable across assignments, skills, courses, teachers, etc.
type of assignment	<ul style="list-style-type: none"> ▪ good for assignments that require detailed feedback and speed, like oral presentations ▪ good for providing detailed feedback on writing assignments ▪ good for complex assignments (e.g. portfolios or projects) ▪ potentially better for high volume grading, depending on complexity of rubric 	<ul style="list-style-type: none"> ▪ good for providing narrative feedback on assignments (e.g., where you want to customize some of the feedback) ▪ may be better for more advanced students who are more likely to meet the assignment expectations (and require fewer written comments) ▪ good for creative assignments 	<ul style="list-style-type: none"> ▪ may be better for shorter assignments, assignments that do not require revision, or giving a “quick and dirty score” ▪ better for high volume grading
flexibility	<ul style="list-style-type: none"> ▪ rater can circle/highlight comments across bands ▪ comments can be added at the end 	<ul style="list-style-type: none"> ▪ more flexible b/c rater can provide customized comments throughout ▪ allow for more individualization 	<ul style="list-style-type: none"> ▪ need to choose only one score, but rater can circle comments across bands ▪ comments can be added at the end
formative or summative feedback	<ul style="list-style-type: none"> ▪ provide explicit specific feedback on strengths and weaknesses ▪ may be helpful for formative feedback where students are expected to revise the assignment 	<ul style="list-style-type: none"> ▪ provide specific feedback on strengths and weaknesses through handwritten notes ▪ may be helpful for formative feedback where students are expected to revise the assignment 	<ul style="list-style-type: none"> ▪ may be appropriate for summative feedback ▪ less expectation of revision
total score	<ul style="list-style-type: none"> ▪ add up the numbers ▪ weighting dimensions allows rater to keep the dimensions in perspective ▪ makes grading more “objective” 	<ul style="list-style-type: none"> ▪ add up the numbers ▪ weighting dimensions allows rater to keep the dimensions in perspective ▪ makes grading more “objective” 	<ul style="list-style-type: none"> ▪ simple to choose a single score

8. Design framework: Points to consider

- Create rubrics at the same time as creating assignments.
- Inform design with examples of student work.
- Use accessible vocabulary and appropriate metalanguage.
- Recycle metalanguage across self, peer, and teacher instruments or use the same instruments.
- Descriptions should be written in parallel grammar structure (e.g. consistent verb tenses).
- Provide foreign language or bilingual instruments when needed.
- Consider using “I” in the rubric (e.g. “I spoke loudly enough.”)
- A rubric is a work in progress! It is never finished.

9. Student-teacher collaboration

- A. Translation (and practice): Students translate the instrument and practice using it with example work.
- B. Students modify criteria statements: After the teacher completes the rubric, show it to students who paraphrase criteria to improve understanding.
- C. Students finish an incomplete rubric: Give students a rubric with descriptions of dimensions missing. Ask students to fill in the “best” and “worst” descriptors for a given criterion.
- D. Students generate criteria:
 - 1) Look at examples of good and not-so good work. Identify features of “good” work.
 - 2) Each student writes one suggestion. (e.g. What makes an ‘A’ presentation?)
 - 3) Teacher collects suggestions, organizes them, and makes the final rubric.
- D. Students generate criteria and dimensions:
 - 1) Look at examples of good and not-so-good work. Identify features of “good” work.
 - 2) Distribute 3-5 “post-it notes” per student/group.
 - 3) Each student/group writes one suggestion per post-it. (e.g. What makes an ‘A’ presentation?)
 - 4) Students stick their “post-it-notes” on the board / wall.
 - 5) Students read each other’s ideas and organize them by putting related ones together in the same area.
 - 6) Teacher facilitates by reading the list of related suggestions and eliciting possible categories/dimensions. Students group the suggestions together and form categories. Students add more ideas as needed.
 - 7) After all dimensions have been decided, teacher creates the final rubric.

10. Rubrics as pedagogical / learning tools

purpose	example
<input type="checkbox"/> Communicate and reinforce assignment goals and expectations	<ul style="list-style-type: none"> ▪ students create / modify rubrics; helps students “buy into” the rubric ▪ “unpack” rubrics in small group discussions (e.g. evaluate various levels of example work together and discuss scores; discuss what is valued) ▪ prevents misunderstandings and misinterpretations
<input type="checkbox"/> Providing learner training opportunities	<ul style="list-style-type: none"> ▪ recycle rubrics for peer- and self-evaluations to deepen their understanding of a successful performance / product ▪ set goals based on teacher feedback ▪ use throughout a project / task / assignment as a benchmark to check work in progress (as formative assessment)
<input type="checkbox"/> Develop students’ metalanguage	<ul style="list-style-type: none"> ▪ hold pre-task rubric discussions: before the task, ensure students understand how they will be evaluated; connect rubric metalanguage with assignment sheet and textbook metalanguage ▪ students create rubrics (e.g. brainstorming criteria, categorizing criteria)
<input type="checkbox"/> Facilitate classroom management	<ul style="list-style-type: none"> ▪ use rubric criteria as guidelines for classroom management and expectations for classroom behavior
<input type="checkbox"/> Explore what is valued in an assignment / task / product	<ul style="list-style-type: none"> ▪ develop critical thinking skills when rating example, own, and peer work
<input type="checkbox"/> Promote reflection	<ul style="list-style-type: none"> ▪ increase awareness of self (e.g. strengths and weaknesses) ▪ identify own needs, formulate goals, and create plan

Sources consulted

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9. Weigle, S.C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.
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(Additional examples) Figure 4: Summary rubric

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Assignment #2 Summary

Name:

Excellent /10	First sentence includes author’s name, article title, and publication date. Author’s thesis is expressed accurately and clearly. Includes all main ideas and does not include unnecessary details. Summary is objective and includes summary reminders throughout. Information is somewhat logically organized; effective transitions used throughout. Paraphrasing is accurate. Accurate grammar and clear vocabulary are used in consistent academic style.
Good /8-9	First sentence is missing one component. Author’s thesis is expressed mostly accurately and fairly clearly. Includes most of the main ideas and does not include unnecessary details. Summary is objective and includes some summary reminders. Information is somewhat logically organized; some effective transitions used. Paraphrasing is mostly accurate. Mostly accurate grammar and clear vocabulary are used in fairly consistent academic style.
Needs work /6-7	First sentence is missing two components. Author’s thesis is incomplete or inaccurate. Summary is missing some main ideas and contains some unnecessary information. Summary may contain some subjective statements; more summary reminders could be used. Information not always coherently organized; transitions lacking or ineffective in places. Paraphrasing is sometimes inaccurate and/or unclear. Some problems with grammar and vocabulary. Academic style is attempted in places, but contains errors.
Doesn’t meet standards /0-5	First sentence is missing the author’s name, article title and the publication date. Author’s thesis is not accurately expressed and is incomplete. Summary is missing many main ideas or they may be inaccurately expressed; contains unnecessary information. Summary reminders are rarely or never used. Organization lacks coherence; transitions are rarely or never used. Paraphrasing is inaccurate and/or unclear. Problems with grammar and vocabulary interfere with comprehensibility; academic style is lacking.

Grade: /10

Comments:

Figure 5: Summary rubric

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Assignment #2 Summary

Name:

<p><i>Summary introduction</i> /5</p>	<p>5: The first sentence includes the author’s name, the article title, publication date, and the author’s thesis. 3-4: The first sentence is missing one element. 1-2: The first sentence is missing two elements.</p>
<p><i>Thesis statement</i> /5</p>	<p>5: The author’s thesis is accurate and clearly expresses the main ideas of the original source. 3-4: The author’s thesis partially expresses the main ideas, but could be clearer. 1-2: The author’s thesis does not clearly or accurately express the main ideas of the original source.</p>
<p><i>Summary content</i> /15</p>	<p>14-15: The summary correctly identifies the main ideas and supporting points. The main ideas and supporting points are satisfactorily explained, including only the most important information. 11-13: The summary contains one or two errors in discussing the main ideas or supporting points: 1) The thesis is not correctly identified; 2) A supporting point (or points) is missing; 3) An idea is incorrectly identified as a supporting point or a supporting point is not fully explained. The summary includes unnecessary details from the source. 7-10: The summary contains three or more errors in identifying the main ideas or supporting points and may contain several unnecessary details from the source.</p>
<p><i>Summary is objective</i> /10</p>	<p>9-10: The summary presents the author’s ideas objectively and accurately without the student’s interpretation or opinion. Summary reminders are used throughout the summary. 7-8: The summary includes one or two of the student’s interpretations or opinions; more summary reminders could be used. 5-6: The summary includes three or more of the students’ interpretations or opinions; not enough summary reminders to indicate the ideas are the author’s.</p>
<p><i>Organization</i> /5</p>	<p>5: Transitions between ideas are appropriate and clear. Supporting points are explained after the introduction. Writer has effectively synthesized information, showing relationships between ideas. 3-4: Some effort to use transitions, but more could be used. Information partially synthesized. 1-2: Transitions are lacking or unclear. Little attempt to synthesize information.</p>
<p><i>Paraphrasing</i> /5</p>	<p>5: The summary is written in the student’s own words. If any sentences are taken from the original source, they are effectively paraphrased. There are no quotes. 3-4: An effort is made to paraphrase ideas, but some paraphrases could be more effective. 1-2: Ideas from the article are not sufficiently or are inaccurately paraphrased.</p>
<p><i>Language</i> /5</p>	<p>5: The assignment is written in academic style. The student has used accurate grammar and vocabulary. 3-4: The assignment may contain several inappropriate or ineffective word choices. Some problems occur with grammar and sentence structure. 1-2: The assignment may contain many nonacademic expressions. Problems with grammar, sentence structure, and vocabulary interfere with expression.</p>

Grade: /50

Comments:

ESL 117 Assignment #2 Summary Higher Education I Name:

Directions (Submit this paper with your assignment, either stapled to a hard copy or pasted in at the end of an electronic copy; your instructor will clarify.):

1. Write a **summary** of “Colleges Adapt to New Kinds of Students from Abroad.”
2. The summary introduction should include the name of the author, the date of publication, and the author’s thesis.
3. Use a combination of the strategies described in class (underlining key ideas, divide and describe, and summary grid) to help you identify main ideas.
4. At the end of the summary, add a reference for the article. Follow the example on page 131 in your textbook.
5. Check the grading criteria below.

Formatting: Your assignment must be typed, double-spaced, and a maximum of **two pages**. Select **Letter sized paper** and use **one-inch (or 2.54 cm) margins** on all sides. Use 12-point Times New Roman font.

Summary Grade Sheet

- /5 **Summary introduction:** Includes the name of the author, the date of publication, the title and the author’s thesis. Complete reference included at the end of the summary.
- /5 **Thesis statement:** The author’s thesis is accurate and clearly expresses the main idea of the original source.
- /15 **Summary content and organization:** The summary contains adequate and appropriate detail. Only the most important information (main ideas and possibly important supporting details). Unnecessary details are not included. Ideas are clearly expressed and logically organized. A reader unfamiliar with the source can clearly understand the article’s main idea.
- /10 **Objectivity and attribution:** The summary presents the author’s ideas objectively and accurately without the student’s interpretation or opinion. The student uses summary reminders throughout the summary.
- /10 **Paraphrasing:** The summary is written in the student’s own words. If any sentences are taken from the original source, they are paraphrased and maintain the meaning of the original.
- /5 **Language:** The assignment is written in academic style. The student has used accurate grammar and vocabulary.

Grade: /50

Comments: