Rubric Primer

Rubrics are becoming more and popular in the University classrooms in order to support and measure learning. They set clear expectations for students and assist with more uniform scoring for faculty.

Rubrics are more than checklists in that they look for more than the presence or absence of an attribute.

Rubrics are more than rating scales in that in addition to the quality levels at which each attribute can be achieved, they identify all attributes of what is being evaluated.

The two basic types of rubrics are Holistic Rubrics and Analytical Rubrics. Each type is useful but one may be more appealing than the other for certain

Holistic Rubrics assign a single score level to an entire performance, process or product. They use multiple descriptors written in a paragraph or series of phrases.

    Strength: They allow the instructor to select one score.
    Constraint: They do not provide specific feedback to the students.

Example:

Holistic Rubric for Assessing a Skill

4	The student performs the skill accurately and fluidly. The student demonstrates understanding of the key features of the skill.
3	The student performs the skill accurately but not fluidly.
2	The student performs the basic steps of the skill but makes some significant errors.
1 be	The student performs multiple significant errors in performing the skill and cannot determined to have learned the skill.
0	There is not enough information to make a judgment.

Analytic Rubrics disaggregate the performance, process or product into critical attributes and specify descriptors for each at various levels.

    Strength: Students can identify specific strengths and weaknesses. Comparing level attained with highest level provides insight as to the current stage of development and what is needed for complete development.
    Constraint: Takes faculty member longer to score because each attribute is scored separately.

A Rubric for Debates

Objectives					Earned Points
Preparation/Knowledge of topic	**0-12 points** Minimum Unprepared and produced little to no information on your topic.	**13-15 points** Limited Under-prepared and produced little information about your topic.	**16-18 points** Sufficient Sufficiently prepared and informed.	**19-20 points** Superior Fully prepared and informed.	
Ability to deliver / articulate topic	**0-12 points** All information read from notes; delivery lacked expressiveness and confidence; articulation poor	**13-15 points** All information read from notes; average delivery; average articulation skills.	**16-18 points** Minimal note-reading; strong, confident delivery; good articulation skills.	**19-20 points** Delivered without reading from notes; excellent, confident delivery; outstanding articulation.	
Argumentation skills	**0-12 point** One or more of the following apply: a. facts used inappropriately or ineffectively; b. use of only opinion to support argument; c. lack of evidence or knowledge of the facts upon which to base argument	**13-15 points** Stating an argument that is factual, unsubstantial, does not address opponents' issues and is less than effective	**16-18 points** Stating a logical argument that is factual, fairly substantial, addresses most of opponents' issues and is effective.	**19-20 points** Stating a logical argument that is factual, very substantial, addresses all opponents' issues and is highly effective.	
Rebuttal skills	**0-12 points** Demonstrates below average rebuttal skills, which lack quick thinking and an inability to disprove your opponent's stance.	**13-15 points** Demonstrates average rebuttal skills, involving thinking and potential ability to disprove your opponent.	**16-18 points** Sufficient Performance requires good rebuttal skills, involving proficient thinking and great ability to disprove your opponent.	**19-20 points** Rebuttals evidence quick, advanced thinking and an excellent ability to disprove your opponent.	

Overall effectiveness	0-12 points Minimum Performance requires below average ability to debate by having just enough knowledge / preparation, articulation / delivery, argumentation skills, and rebuttal skills. Your debate was below average.	13-15 points Limited Performance requires average ability to debate by having just enough knowledge / preparation, articulation / delivery, argumentation skills, and rebuttal skills. Your debate was average.	16-18 points Sufficient Performance requires a good ability to debate by having knowledge / preparation, articulation / delivery, argumentation skills, and rebuttal skills. Your debate was a success.	19-20 points Superior Performance requires an exceptional ability to debate by having outstanding knowledge / preparation, articulation / delivery, argumentation skills, and rebuttal skills. Your debate was very successful!	
				Score:	