

CCI Recommends . . . Five articles on using rubrics

Montgomery, K., *Authentic tasks and rubrics: Going beyond traditional assessments in college teaching*. College Teaching, 2002. **50**(1): p. 34-39.

Authentic tasks and rubrics can promote the use of real world skills such as problem solving, critical thinking, and the application and use of knowledge. Rubrics encourage students to make formative assessments of their work and modify it as necessary. A good rubric helps instructor and student to define criteria for successful process and/or product. Instructor comments need only be prepared once and reused for each student. The author includes examples of rubrics used in education, Spanish, science, and math classes.

Thompson, D.R. and S.L. Senk, *Using rubrics in high school mathematics courses*. The Mathematics Teacher, 1998. **91**(9): p. 786-793.

Constructed responses provide better insight into student understanding of math concepts. Authors identify two types of rubrics, *analytic-scoring rubrics* - scores a student response on multiple dimensions (e.g., presentation, content, analysis), and *holistic-scoring rubrics* - where the response is considered in its entirety. The latter require a single grading event whereas the former require that the work is graded as many times as there are dimensions. The authors present a five level holistic-scoring rubric for mathematics. During the scoring process the instructor can collect *anchor papers* that are representative of each level of the rubric.

Luft, J.A., *Rubrics: Design and use in science teacher education*. Journal of Science Teacher Education, 1999. **10**(2): p. 107-121.

Article describes having class create a holistic rubric to assess student performance for A, B, C, and D grade levels and includes an analytical rubric for a class project. More than three-quarters of the students in this science methods class used rubrics in their own classrooms. Detriments include time taken to create rubrics, lack of clarification of some points, and the potential for over-articulation of the task.

Pearce, D.L., *Guidelines for the use and evaluation of writing in content classrooms*. Journal of Reading, 1983. **27**(3): p. 212-218.

Editing and rewriting can substantially improve student products and provide an opportunity for students to better understand the content. Holistic evaluation can reduce assessment time through the focus on primary trait analysis that can be aided using a rubric (see example on civil rights) or checklist.

Andrade, H.G., *Using rubrics to promote thinking and learning*. Educational Leadership, 2000. **57**(5): p. 13-18.

Author provides several reasons for using rubrics: 1. Easy to use and explain - students, teachers, and parents can all readily appreciate the assignment: 2. Expectations are clear - rubrics allow instructors to articulate specific grading criteria to students: 3. Strengths/weaknesses are readily identifiable - a rubric points out pros/cons much better than a single letter grade: 4. Rubrics support learning - using rubrics promotes self-regulation of learning and results in better student understanding: 5. Rubrics help improve writing skills - student essays generally showed greater improvement over time when students used rubrics.