

CREATING RUBRICS

CREATING A RUBRIC FOR ACCESSING INFORMATION

1. Use the following elements for an *Accessing Information* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Displays a strategic approach when accessing information.					
Accesses a variety of information sources.					
Searches for a variety of perspectives.					
Uses information retrieval systems and technology.					
Asks appropriate questions about information access.					
Seeks assistance when needed.					

2. Add descriptors depicting what students do as they develop the information access expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Displays a strategic approach when accessing information.	Searches for information randomly or without an explicit search strategy.		Provides evidence of a strategic approach and describes explicit plan.		Can explain and demonstrate an explicit and comprehensive search strategy appropriate for the question being addressed.

“Creating a Rubric for Accessing Information” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR SELECTING INFORMATION

1. Use the following elements for a *Selecting Information* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Searches key sources efficiently.					
Focuses on key sources.					
Selects key ideas from sources.					
Records information efficiently.					
Organizes and labels selected information.					
Clarifies information as needed.					

2. Add descriptors depicting what students do as they develop the information selection expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Searches key sources efficiently.	Does not focus on key sources, or is not selective in finding information.		Obtains relevant information from key sources and makes effective use of skimming strategies.		Obtains relevant and wide-ranging information from key sources quickly using skimming and search strategies (index, key words).

“Creating a Rubric for Selecting Information” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR PROCESSING INFORMATION

1. Use the following elements for a *Processing Information* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Draws connections between ideas.					
Identifies and labels key information and ideas.					
Organizes data and ideas.					
Labels and categorizes notes.					
Interprets information.					
Summarizes information.					

2. Add descriptors depicting what students do as they develop the information processing expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Draws connections between ideas.	Reads and records verbatim information. Does not comment on connections among ideas.		Notes and summaries show interconnections between ideas within a single source.		Notes and summaries contain insightful comments on the relationship between ideas across multiple sources.

“Creating a Rubric for Processing Information” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR COMPOSING A PRESENTATION

1. Use the following elements for a *Composing a Presentation* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Creates a convincing, authoritative argument.					
Exhibits creativity in composition.					
Puts information in own words.					
Develops main ideas and organizing concepts.					
Provides sufficient evidence to support claims.					
Provides examples and concrete details.					

2. Add descriptors depicting what students do as they develop the presentation expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Creates a convincing, authoritative argument.	Provides inconsistent evidence for position.		Argues a position based on sufficient evidence.		Builds a logical, step-by-step case using a variety of information and persuasive evidence.

“Creating a Rubric for Composing a Presentation” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR MAKING A PRESENTATION

1. Use the following elements for a *Making a Presentation* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Uses visuals clearly and effectively.					
Communicates and stresses main points.					
Body posture projects confidence and authority.					
Makes consistent eye contact.					
Enunciates clearly with appropriate volume.					
Makes minimal pauses and avoids filler words.					

2. Add descriptors depicting what students do as they develop the presentation expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Uses visuals clearly and effectively.	Visuals not tightly linked to presentation; do not support or clarify main points.		Visuals clarify and illustrate main points.		Highly developed, memorable visuals clarify and illustrate main points; presenter integrates and manages visuals skillfully.

“Creating a Rubric for Making a Presentation” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR INDIVIDUAL TASK MANAGEMENT

1. Use the following elements for an *Individual Task Management* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Solicits and uses feedback.					
Sets appropriate and realistic goals.					
Works independently with minimal supervision.					
Perseveres appropriately.					
Carries out tasks carefully and diligently.					
Meets deadlines.					

2. Add descriptors depicting what students do as they develop the task management expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Solicits and uses feedback.	Does not see the need for feedback; does not solicit or use feedback.		Uses feedback to improve performance.		Seeks out feedback and uses information to improve products or performance.

“Creating a Rubric for Individual Task Management” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR INDIVIDUAL TIME MANAGEMENT

1. Use the following elements for an *Individual Time Management* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Uses time effectively.					
Estimates time realistically.					
Establishes a schedule for completing work.					
Allocates time among tasks strategically.					
Stays on schedule.					
Completes tasks on a timely basis.					

2. Add descriptors depicting what students do as they develop the time management expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Uses time effectively.	Does not recognize the reality of time constraints or take actions to use available time efficiently.		Uses time efficiently and completes work within given time constraints.		Prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distraction while meeting deadlines and using time effectively.

“Creating a Rubric for Individual Time Management” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, and Tamalpais Union High School District, Larkspur, California.

CREATING RUBRICS

CREATING A RUBRIC FOR GROUP TASK AND TIME MANAGEMENT

1. Use the following elements for a *Group Task and Time Management* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Monitors group progress.					
Sets appropriate and realistic goals.					
Develops a plan for completing group work.					
Keeps track of materials.					
Maintains group focus on what's important.					
Allocates time effectively.					

2. Add descriptors depicting what students do as they develop the group task and time management expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Monitors progress.	Group does not attempt to monitor its progress or fails to do so when requested.		Group monitors and assesses progress as necessary.		Group regularly monitors and assesses progress of individual members and group as a whole using structured discussion.

“Creating a Rubric for Group Task and Time Management” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, Tamalpais Union High School District, Larkspur, California, and Northwest Regional Educational Laboratory, Portland, Oregon.

CREATING RUBRICS

CREATING A RUBRIC FOR GROUP PROCESS

1. Use the following elements for a *Group Process* rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Group members facilitate each other’s participation.					
All group members participate in project work.					
Work is distributed and completed.					
Group coordinates well with other groups.					
Group uses members’ strengths effectively.					
Group members resolve conflicts successfully.					

2. Add descriptors depicting what students do as they develop the group process expertise needed to complete the project. Here is an example of criteria for the first element of the rubric:

	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY
Group members facilitate each other’s participation.	Members show little interest in the contributions of others and interrupt frequently.		Members encourage everyone to contribute fully.		Members often encourage other members to share thinking, listen carefully, and effectively manage disruptive behavior.

“Creating a Rubric for Group Process” is adapted from materials provided by Sir Francis Drake High School, San Anselmo, California, Tamalpais Union High School District, Larkspur, California, and Northwest Regional Educational Laboratory, Portland, Oregon.

OTHER HELPFUL FORMS

PROJECT GRADING WORKSHEET

Total Possible Project Points from All Assessments

	ASSESSMENT	DATE	PERCENT OF GRADE	POINTS POSSIBLE	POINTS EARNED
Teacher Observation	Observation #1				
	Observation #2				
	Observation #3				
Tests	Test #1				
	Test #2				
	Test #3				
Products	Product #1				
	Product #2				
	Product #3				
Student Self-Assessment	Self-Assessment #1				
	Self-Assessment #2				
	Self-Assessment #3				
Performances	Performance #1				
	Performance #2				
	Performance #3				
Other					

OTHER HELPFUL FORMS

BLANK RUBRIC

Rubric Title

CRITERIA	LIMITED	DEVELOPING	PROFICIENT	ADVANCED	EXEMPLARY