

Rubrics

A rubric is “a scoring guide used in **subjective** assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale.”

(“Short Glossary of Assessment Terms.” <http://serc.carleton.edu/introgeo/assessment/glossary.html>)

PCC has adopted a 5-point scale (0-4) for rubrics.

For help with creating or using rubrics, please contact the SLOARC. (x7319)

Example Rubric:

SLO Statement: Student will be able to synthesize ideas from reading into writing.

Step One:

Choose one SLO to work on and write a descriptor for the lowest and highest points on the scale. How will you know if the student can *do* the activity?

Inadequate Demonstration 0	Mastery 4
Makes significant errors in synthesizing the ideas and/or information, resulting in a failed response to the task.	Uses a creative and unique approach to accurately and effectively synthesize information and/or ideas for an in-depth response to the task.

Step Two:

Write a descriptor for the intermediary point on the scale.

Inadequate Demonstration 0	Adequate Competence 2	Mastery 4
Makes significant errors in synthesizing the ideas and/or information, resulting in a failed response to the task.	Synthesizes the ideas and/or information sufficiently to adequately respond to the writing task.	Uses a creative and unique approach to accurately and effectively synthesize information and/or ideas for an in-depth response to the task.

Step Three:

The last step is to write the descriptors for the intermediary points on the scale.

Inadequate 0	Developing 1	Adequate 2	Accomplished 3	Mastery 4
Makes significant errors in synthesizing the ideas and/or information, resulting in a failed response to the task.	Synthesizes the ideas and/or information imprecisely, insufficiently, or awkwardly, which weakens the task response.	Synthesizes the ideas and/or information sufficiently to adequately respond to the writing task.	Accurately and concisely synthesizes ideas and/or information from a reading task for a thoughtful response to a writing task.	Uses a creative and unique approach to accurately and effectively synthesize information and/or ideas for an in-depth response to the task.

Note: For some assignments, you may have to develop a more detailed rubric that outlines all the criteria for assessment. For example, in English, a composition can be assessed in areas of content, organization, grammatical structure and mechanics all on the same rubric.