

Table of Contents

I Defining <i>Rubric</i>.....	1
Contexts for Rubrics	3
Helping Teachers.....	3
Helping Students.....	4
Rubrics as Part of Assessment <i>of</i> and <i>for</i> Learning.....	4
Types of Assessments Requiring Rubrics and Scoring Guides.....	6
Types of Rubrics.....	6
Comparing Holistic and Analytic Rubrics	7
Comparing Task-Specific and General Rubrics.....	10
When to Use the Various Types of Rubrics	14
Learning Targets.....	14
Recommendations for When to Use Each Type of Rubric.....	17
Focus on General Rubrics.....	24
The Path Ahead: Book Content	26
Summary.....	27

2 What a Good Rubric Looks Like	29
Features of a Good-Quality Rubric	31
Understanding <i>Rubric for Rubrics</i>	
Criterion 1: <i>Coverage/Organization</i>	34
Understanding <i>Rubric for Rubrics</i>	
Criterion 2: <i>Clarity</i>	39
Practicing with the Whole <i>Rubric for Rubrics</i>	43
<i>Rubric for Rubrics</i> Criterion 1:	
<i>Coverage/Organization</i>	46
<i>Rubric for Rubrics</i> Criterion 2: <i>Clarity</i>	54
For More Practice.....	60
Summary.....	62
3 How to Develop a General Rubric.....	65
Rubric Development	67
Developing a Rubric When the Criteria Are Unclear	68
Step 1: Choose a Learning Target Worth the Time	68
Step 2: Search out Existing Relevant Scoring	
Guides	68
Step 3: Gather Samples of Student Work.....	69
Step 4: Sort Student Work	69
Step 5: Group Like Indicators Together.....	73
Step 6: Identify Student Work That Illustrates	
Each Level on Each Criterion.....	77
Step 7: Test the Rubric and Revise It as Needed.....	78
Step 8: Repeat the Cycle of Scoring and Revising.....	80

Developing a Rubric When You Already Have an Idea of the Structure of the Criteria	81
Developing Student-Friendly Versions.....	82
Summary.....	84
4 Quality Performance Tasks.....	87
Planning for Task Quality	90
Determining the Purpose of the Assessment	90
Identifying the Learning Targets to Be Assessed	91
Criteria for Good Tasks.....	92
Task Quality Criterion 1: <i>Content of the Task</i>	92
Task Quality Criterion 2: <i>Sampling</i>	100
Task Quality Criterion 3: <i>Distortion Due to Bias</i>	103
Authenticity and Complexity	106
Ensuring Performance Task Quality	107
Summary.....	108
5 How to Convert Rubric Scores to Grades.....	109
Grading Caveats	111
Caveat 1: Use Grades Only to Communicate	112
Caveat 2: Use Grades Only to Communicate About Learning.....	113
Caveat 3: Grades Are Not the Best Way to Give Students Feedback on Learning.....	114

Assigning a Grade to a Single Piece of Work Scored with a Rubric	114
Don't Use Percentages, Use a Logic Rule	114
How to Weight Rubric Scores	120
Determining a Final Grade Across Several Pieces of Work, All Scored Using a Rubric	122
Combining Rubric Scores with Percentage Scores to Determine a Final Grade	126
Step 1: Average the Ratings on the Rubric Portion of the Grade	126
Step 2: Convert to a Logical Percentage	126
Step 3: Decide on the Weight for Each Portion of the Grade and Compute the Average Percentage	128
Step 4: Convert the Average Percentage to a Grade	128
Summary.....	129

6 Tasks and Rubrics as Assessment for Learning 131

Performance Assessments as Episodes of Learning	133
Rubrics as Teaching Tools.....	135
Strategy 1: Provide a Clear and Understandable Vision of the Learning Target.....	137
Strategy 2: Use Examples and Models of Strong and Weak Performances or Products	138
Strategy 3: Offer Regular Descriptive Feedback	140
Strategy 4: Teach Students to Self-Assess and Set Goals	143
Strategy 5: Design Lessons to Focus on One Aspect of Quality at a Time.....	144

Strategy 6: Teach Students Focused Revision.....	144
Strategy 7: Engage Students in Self-Reflection and Let Them Keep Track of and Share Their Learning...	145
Summary.....	146
7 Communicating with Parents about Rubrics	147
What Rubrics Are and When You Use Them.....	149
How Using Rubrics Benefits Learning	152
How Rubrics Are Used in the Classroom	153
How to Interpret Rubric Scores	154
How Parents Can Use Rubrics with Their Children	155
Suggestions for Sharing Information with Parents.....	156
When	156
How	157
Students' Role in Communicating with Parents	158
Summary.....	159
Glossary	161
Bibliography	165
Appendix A Rubric for Rubrics.....	179
Appendix B <i>Rubric Sampler</i> Table of Contents.....	189
Appendix C <i>Rubric Sampler</i> Rubrics Referenced in the Text.....	191

Appendix D Rubric for Tasks	247
Appendix E CD Table of Contents	253