

Contents

| | |
|---|------------|
| Series Editors' Introduction | vii |
| Preface | ix |
| Book Content | xii |
| About the Authors | xv |
| 1. Mapping the Terrain | 1 |
| <i>What are performance criteria and rubrics, and how can they support instruction and improve student achievement?</i> | |
| Big Picture, Part 1: Balanced Assessment and the Need for Performance Criteria | 2 |
| Big Picture, Part 2: The Definition of Performance Criteria | 3 |
| Big Picture, Part 3: The Kind of Criteria Covered in This Book and the Kind Not Covered | 4 |
| Benefits of Performance Criteria for Teachers | 8 |
| Benefits of Performance Criteria for Students | 12 |
| Big Picture, Part 4: Performance Criteria and Standards-Based Education | 15 |
| Chapter Summary | 16 |
| 2. Choices, Choices, Choices | 17 |
| <i>What types of rubrics exist, and how are they best used?</i> | |
| Choice #1: Holistic or Analytical Trait Rubrics? | 18 |
| Choice #2: Generic (General) or Task-Specific Rubrics? | 24 |
| Choice #3: Number of Score Points | 29 |
| Chapter Summary | 32 |
| 3. Developing Rubrics | 33 |
| <i>How do we design effective scoring rubrics?</i> | |
| Getting Started | 33 |
| Examples of Rubric Development | 36 |
| Chapter Summary | 44 |

| | |
|---|------------|
| 4. A Rubric for Rubrics: or, It's Metarubric Time | 45 |
| <i>How will we know when we have an effective rubric?</i> | |
| A Rubric for Rubrics | 45 |
| Metarubric Trait 1: Content/Coverage | 53 |
| Metarubric Trait 2: Clarity/Detail | 60 |
| Metarubric Trait 3: Usability | 66 |
| Metarubric Trait 4: Technical Quality | 69 |
| Chapter Summary | 71 |
| 5. Performance Standards and Grading | 73 |
| <i>How good is good enough?</i> | |
| Setting Performance Standards | 74 |
| Grading | 77 |
| Bottom Line on Grading | 80 |
| Chapter Summary | 81 |
| 6. Teaching Performance Criteria to Students | 82 |
| <i>How can we use rubrics to improve, as well as judge, student performance?</i> | |
| Strategy 1: Teach Students the Language They Need to Think and Speak Like Writers | 85 |
| Strategy 2: Read and Score Anonymous Student Papers | 88 |
| Strategy 3: Practice-Focused Revision | 88 |
| Strategy 4: Read, Read, READ! | 90 |
| Strategy 5: Model the Writing Process Yourself | 91 |
| Strategy 6: Give Students Many Opportunities to Show What They Know | 92 |
| Strategy 7: Teach Lessons Focused on the Traits | 93 |
| Chapter Summary | 93 |
| Final Thoughts | 94 |
| Resource: Rubrics Galore | 95 |
| Glossary | 179 |
| References and Further Readings | 183 |
| Index | 185 |