

Writing Rubrics for Formative and Summative Assessment

- Developed for the NRCAL Professional Development Seminar (July 20-24, 2015) by James Hussar, Associate Professor of Spanish and Portuguese, CSUF



"Your mother and I thought you understood, Billy, that our love for you was highly conditional on you doing well in school."

Session Objectives

Participants will be able to:

Explain the difference between holistic and analytic rubrics.

List the potential benefits of using rubrics for assessment.

Create a rubric for an oral proficiency and/or writing activity.



Why Use Rubrics?

- Time
- Objectivity
- Consistency
- Clarity

	Criteria				Points
	4	3	2	1	
Level of engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
Listening, questioning and discussing	Respectfully listens, discusses and asks questions and helps direct the group in solving problems.	Respectfully listens, discusses and asks questions.	Has trouble listening with respect, and takes over discussions without letting other people have a turn.	Does not listen with respect, argues with teammates, and does not consider other ideas. Blocks group from reaching agreements.	
Behavior	Student almost never displays disruptive behavior during class discussions and group activities.	Student rarely displays disruptive behavior during class discussions and group activities.	Student occasionally displays disruptive behavior during class discussions and group activities.	Student almost always displays disruptive behavior during class discussions and group activities.	
Preparation	Student is almost always prepared with assignments and required class materials.	Student is usually prepared with assignments and required class materials.	Student is rarely prepared with assignments and required class materials.	Student is almost never prepared with assignments and required class materials.	
Problem-solving	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	Does not try to solve problems or help others solve problems.	
Group/partner teamwork	Works to complete all group goals. Always has a positive attitude about the tasks and work of others. All team members contribute equally. Performed all duties of assigned team role.	Usually helps to complete group goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the finished project. Performed nearly all duties of assigned team role.	Occasionally helps to complete group goals. Sometimes makes fun of the group tasks and work of others. Finished individual task but did not assist team members. Performed some duties of assigned team role.	Does not work well with others and shows no interest in completing group goals. Often makes fun of the work of others and has a negative attitude. Contributed little to group effort. Did not perform duties of assigned team role.	
				Total	

Rubrics-Best Practices

- Distribute and discuss prior to assessment
- Align with assignment sheets
- Use with one-time and ongoing evaluations
- Leave space for comments

Types of rubrics

Holistic

- The rater chooses one of several descriptions to indicate his/her overall impression of student performance. The score is determined by the “best fit” or “closest match.”

Analytic

- The rater assesses different features or criteria of student performance separately to arrive at a score.

Sample rubrics

- Center for Advanced Research on Language Acquisition (CARLA)
- Consortium for Assessing Performance Standards (CAPS)



Make It-Take It

- In small groups, select an assessment activity that you use or plan to use in class. Then, create a holistic or analytic rubric for the activity. Use the target language and provide English translations.



Reports and Debriefing

- Provide an overview of your activities and rubrics.
- Do you have questions?

