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
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
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?