**Rubric Worksheet**

**Angela Bryan & Claudia J. Stanny (2020)**

***Analytic rubric***

Analytic rubrics identify specific criteria the instructor will use when evaluating student work.

Some criteria might describe required components of the work, such as:

* abstract
* literature review
* methods
* description of data analysis
* conclusions
* bibliography of works cited

Some criteria might describe overall qualities of the work or student learning outcomes that will be reflected in the work, such as:

* correct use of a specific editorial style (e.g., APA or MLA)
* organization and logical structure of arguments
* use of standard English (mechanics of language, spelling, punctuation)
* information literacy skills (use of appropriate, credible sources of evidence)
* specific disciplinary skills (analyze a case study, create a treatment plan, conduct a specific type of data analysis)

Some criteria might combine an assignment component with expectations about skills associated with that component, such as:

* quality and use of evidence in the literature review section
* accuracy of data analysis
* appropriate use of figures and tables to present research findings, accuracy of data presented
* description of findings and conclusions in a results section of a lab paper

**Constructing a rubric**

Cells in rubric describe characteristics of student work that place it at each level of skill.

Assign points earned to each level of quality.

If rubric elements contribute equally to the final grade, simply sum the scores for each element. If some rubric elements are more important for the final grade of the assignment, adjust the points awarded for each element and/or weight the rubric elements to make them more important for the final grade (overall rubric score).

***Using a grading rubric for assessment***

If the assignment will be used as an embedded assessment, use the ***total score*** to determine the assignment ***grade***. However, the ***scores on individual rubric elements*** should be reported separately as assessment evidence for the skills or learning outcomes represented by each rubric element. Thus, the rubric presented above can generate assessment data for up to 6 different skills or SLOS.

**Rubric Template**

***Instructions:*** *Criteria descriptions and criterion weights appear as examples. Delete and edit to enter criteria appropriate for your assignment. Adjust values for score ranges and total score to reflect changes you make. Add and delete rows as needed for more (or fewer) criteria.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | Missing or Inadequate(0) | Below Expectations (Developing)(1) | Meets Expectations (Proficient)(2) | Exceeds Expectations(Expert)(3) | Criterion Weight | Score |
| **Content:** Answer is relevant to question posed |  |  |  |  | 2 | 0 - 6 |
| **Content:** Answer is thorough and accurate |  |  |  |  | 3 | 0 - 9 |
| **Critical Thinking:** Presents a logical argument supported by credible evidence |  |  |  |  | 2 | 0 - 6 |
| **Communication:** Ideas presented in a clear and logical sequence |  |  |  |  | 1 | 0 - 3 |
| **Communication:** Control of syntax and mechanics of language |  |  |  |  | 1 | 0 - 3 |
| **Communication:** Use of relevant APA style |  |  |  |  | 1 | 0 – 3 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Total Score**  | **0 - 30** |