
Module 7 – Rubrics Activities 3a & 3b

These activities will help you answer the essential question:

- How are rubrics scored?
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Activity 3a

You may complete this activity individually or in groups.

Write about or discuss the following holistic and analytic rubrics:

1. How is the holistic rubric a final (summative) evaluation? Is the holistic rubric a fair evaluation of student performance? Why or why not?
 2. How could the analytic rubric help teaching and learning?
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Holistic Rubric – Science Essay Question

Exemplary	Clarity of thought, Complete. Shows understanding of all processes, reasonable hypothesis or thoughtful questions, conclusions supportable by data, shows creativity, some graphic representation of data or concepts.	10
Competent	Clarity of thought, shows understanding of major processes, includes good hypothesis or questions, draws acceptable inferences and conclusions, may have graphic representations.	8
Minor Flaws	Completes answer but explanations may be slightly ambiguous or unclear, may contain some incompleteness, inappropriateness, or unclarity in representation, hypothesis, understanding of processes, or conclusions.	6
Nearly Satisfactory	Begins successfully, but omits significant parts of answer or fails to complete, may misuse scientific terms, representations may be incorrect or omitted, incorrect or incomplete analysis, inferences and/or conclusions.	4
Fails to Complete	Assignment and explanation is unclear, or major flaws in concept mastery, incorrect use of scientific terms, inappropriate or omitted hypothesis.	2
Unable to Effectively Begin	Product does not reflect the assignment, does not distinguish what information is needed, restates the question without making an attempt at a solution.	1
No attempt	Does not begin answer.	0

Available from *Rubrics*. Retrieved from <http://www2.gsu.edu/~mstnrhx/457/rubric.htm>
January 12, 2011

Analytic Rubric – Contour Maps (earth science)

	3	2	1	0
Neatness	Map is crystal clear, no isolines touch or cross, no stray pen or pencil marks and overall appearance shows care and attention to detail. Numbers are legible, yet unobtrusive, symbols are unmistakable	Map is clear, although signs of carelessness may appear. Isolines do not cross, and stray pencil marks are minimal or mostly erased. Numbers are legible, symbols conform with handout guidelines.	Map lacks clarity. Isolines are nebulous, extraneous marks litter the page. Numbers are messy, symbols confusing.	No attempt at neatness is evident. Includes a blank page.
Completeness	Every isoline is present on map, and clearly labeled. Proper lines are used for topographic elements, and symbols represent all known or discernible structures.	Requires isolines are present, some labels may be missing. Most identifiable structures in landscape are represented by appropriate symbols.	Some isolines missing, labels intermittent. Few structures are represented by the appropriate symbols.	More isolines are missing than are present, labels rare to nonexistent. Symbols for other structures are not present whatsoever.
Accuracy	Map clearly corresponds to given landscape. Geologic formations are clearly identifiable, and distances between objects on map are directly related to reality.	Map represents landscape. General contours are identifiable, although details may be slightly off. Distances are mostly consistent with reality.	Map is a gross interpretation of reality. Hills and valleys exist, but shapes vary from given landscape. Distances between objects are only roughly proportional to given landscape.	Are you sure you were mapping the landscape I gave you?

by Joel Stachura, 1995

Available from *Rubrics*. Retrieved from <http://www2.gsu.edu/~mstnrhx/457/rubric.htm>

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Activity 3b

To complete this activity you will need a computer with Internet access. You may complete this activity individually or in groups.

1. Go to the Website:

http://www.phschool.com/eteach/professional_development/four-point_rubric_score/essay.html

Write about or discuss the following:

What does Depka explain is wrong with taking the score earned on the rubric and turning it into a percentage?

Which of the three options that Depka provides appeals to you? Why? Would it be appropriate to use that method in all situations?

2. Go to the Website:

<http://roobrix.com/learn.htm>

Write about or discuss the following:

What does Makkai explain is the wrong way to convert rubric scores to percentages for grades? Why is this wrong? Have you converted rubrics scores in the "wrong way?"

What does Makkai explain is the correct way to convert rubric scores to percentages? Would you be able to score rubrics this way without the aid of Makkai's tool? What are benefits of this method?