
Module 7 – Rubrics Activity 5

This activity will help you answer the essential question:

➤ **What is a quality rubric?**

To complete this activity, you may use the rubric that you developed with a group of your colleagues in Activity 4a, one the rubrics provided as exemplars in this module, or any rubric of your choosing.

Evaluate the rubric using the following *Rubric for Rubrics* (adapted from The Role of Rubrics in Testing and Teaching, W. James Popham, pp 27-28):

Evaluative Criteria	Strong	Weak
Significance Is the skill being assessed a genuinely worthwhile one?	A strong rubric will be focused on students' attainment of a high-level cognitive skill the requires meaningfully lengthy instruction to promote	A weak rubric will focus on students' acquisition of knowledge or a quickly taught, low-level cognitive skill.
Evaluative Criteria Have the rubric's scoring criteria been selected so they are few in number, succinctly labeled, and instructionally addressable?	A strong rubric will contain only a modest number of concisely labeled evaluative criteria, each of which students can be taught to employ when appraising their own mastery of the skill being assessed.	A weak rubric will contain too many poorly labeled (or unlabeled) evaluative criteria, some of which students cannot be directly taught to employ.
Quality Distinctions Are degrees of excellence satisfactorily described for each of the rubric's evaluative criteria?	A strong rubric will provide sufficiently clear descriptions of qualitative differences in how each evaluative criterion is applied so that, with reasonable training, different rubric users would be able to apply those criteria in essentially the same way.	A weak rubric's evaluative criteria will be accompanied by qualitative differentiations that lead to diverse interpretations.
Concise Clarity Is the rubric presented in a sufficiently succinct and lucid manner so that it is likely to be used?	A strong rubric will, given its important function in delineating an evaluative process, be presented briefly enough and clearly enough so that busy teachers are apt to use it.	A weak rubric will be too lengthy or too technical to its intended users.

We recommend that if any of the criteria included in this rubric be scored "Weak" –the rubric needs to be either tossed or revised.

"Remember the overriding rule of a rubric is to promote greater clarity regarding how a teacher is going to judge students' skill-acquisition. And that clarity, if relied on by teachers when designing and delivering instruction, will benefit both the testing *and* the teaching of students."¹

¹ W. James Popham, *Mastering Assessment: A Self-Service System for Educators – The Role of Rubrics in Testing and Teaching* (New York: Routledge, 2006), pp. 27-28.