Rubrics

A good scoring rubric will:

- Help teachers define expectations and plan how to help students meet expectations.
- Clearly & simply communicate expectations to students and how provide a way for students to evaluate their own work.
- Provide meaningful context for communicating goals and results to students and others.
- Help educators or other evaluators be accurate, unbiased and consistent in scoring.
- Document the procedures used in making important judgments about student work and students.
- Show connection of progression across levels of study (100 level course to 200 level course).

Herman, Aschbacher, and Winters (1992)

Elements of a scoring rubric:

- Present learning objectives that serve as the basis for judging the student response.
- Provide definitions and examples to clarify the meaning of each learning objective.
- Provide a scale of values on which to rate each dimension (primary versus secondary course objectives).
- Present standards of excellence for specified performance levels accompanied by models or examples of each level.

Herman, Aschbacher, and Winters (1992)

Some things to be aware of:

- Positive-Negative Leniency Error/ Trait Error Effect: The scorer tends to be too hard or too easy on everyone on a given trait, criterion or scale.
- Appearance: The scorer thinks more about how the paper or project looks than about the quality.
- Length: Quality NOT Quantity.
- Fatigue: Everybody gets tired.
- Repetition Factor: This paper is just like the last 50.
- Order Effects: If you've just read 10 bad papers, an average one may start to look like Shakespeare by comparison.
- Personality Clash: It's tougher if you don't like the topic or the student's point of view.
- Skimming: Doesn't the first paragraph pretty well tell the story? (Hint: No.).
- Error of Central Tendency: Using an odd-numbered scoring scale? Beware the dreaded "mid-point dumping ground."

Culham & Spandel (1993)