

# WHY – RUBRICS VS. PERCENTAGES

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Rubrics	Percentages
<ul style="list-style-type: none"><li>• rubrics show the steps for improvement and success</li><li>• consistency in marking</li><li>• rubrics provide clear expectations</li><li>• rubrics are outcome based not assignment based</li><li>• rubrics show student growth</li><li>• rubrics are transparent</li><li>• rubrics can be calculated to a percentage mark if needed</li><li>• helps students take ownership for learning</li><li>• transfers to other learning contexts</li><li>• enhances vocabulary development</li></ul>	<ul style="list-style-type: none"><li>• % are inconsistent</li><li>• % do not provide enough information</li><li>• % do not always reflect true academic learning</li><li>• % not transparent</li><li>• % do not provide information for students to improve</li><li>• % focus on assignments not outcomes (ex- cover page, neatness, etc.)</li></ul>

“When students compose a response that requires a judgement of the degree of quality, it helps to have some guidelines for how to make those judgements consistently” (Arter & Chappuis, p. 6).

## **What is a rubric?**

A rubric is the written criteria by which a student product or performance will be judged. It lists features that are considered important, according to the outcomes being assessed, in a quality performance, product, or experience. Good rubrics have levels defined using descriptors.

**Criteria:** specific features from the outcome being assessed.

**Descriptors:** The words and phrases used to describe what the features should and should not look like.

**Example:** A rubric for a clean fridge lists what you expect to see. The criteria might be: Shelves are Clean, Food is Fresh, and Organization. The descriptors explain what you would see at the various levels.

<b>Clean Fridge Rubric</b>				
Criteria \ Level	1 Beginning	2 Approaching	3 Proficient	4 Mastery
<b>Shelves are Clean</b> (Outcome)	Spills and splatters on all surfaces. Crumbs on all shelves. (Descriptor)	Spills and/or splatters on some surfaces. Crumbs on some shelves.	Appears clean on all surfaces.	Sparkling clean on all surfaces
<b>Food is Fresh</b>	Most produce in crisper is slimy. Many mystery containers. Mouldy food. Odours. Many containers past expiration date.	Some produce in crisper is slimy. A few mystery containers. Some mouldy food. Some containers past expiration date.	Relatively fresh produce in crisper. All items at or before expiration date.	All food is fresh, washed, and ready for consumption. All items are before expiration date.
<b>Organization</b>	Recycled opaque containers are used and not labeled. Food thrown in haphazardly.	Some containers are clear and labeled. Some evidence of an attempt to organize.	Most containers are clear or labeled and organized into sections.	Food containers are clear or labeled and organized into sections.

**How are rubrics used?**

- assessing and evaluating conversations, observations, and products
- formative or summative assessment
- show student improvement
- allow students to set goals
- assess curricular outcomes
- brings clarity to knowledge needed to meet the curricular outcome