

Types of Rubrics

	Typical Wording	Testing Skills	Testing Knowledge
Present or Absent	Demonstrates Does not demonstrate Shows/Does Not Show	Useful for dichotomous skills: the student demonstrates that they know how to do X skill by doing it, vs. the skill is absent because it was not performed Example: Math problems (e.g. show how you work with exponents, or how you solve a word problem)	Useful for information that has one distinct, correct answer; useful for eliminating “guessing” answers Example: “Define the term “anomie.” In this example the student has to be able to define the term. There is one distinct, correct answer. Guessing will be obvious.
Complete or Incomplete	Complete Incomplete	Useful for skills that improve over time but have distinct completion/ non-completion markers Example: Writing a paper with drafts (writing an intro paragraph and a body paragraph or two, so an incomplete draft at best)	Useful for information that has one main idea and several related ideas needed for completeness Example: “Compare and contrast first- and second-degree murder.” In this example the student has to both know what murder is, and know the related ideas that differentiate first- and second-degree murder.
Frequency	Always Usually Sometimes Rarely Never	Useful to measure skills that produce a more (or less) frequent outcome as the student’s skill improves Example: The student always provides a citation for a quote from a source.	Useful for information that requires knowledge of multiple pieces of information to meet a standard Example: “List and define each part of routine activity theory.” In this example the student has to know several different components of a concept in order to answer the question completely.

	Typical Wording	Testing Skills	Testing Knowledge
Mastery	Mastery Proficiency Competency Needs Improvement Unsatisfactory	Useful to measure skills that improve over time from poor to superior Example: The student's writing is clear, concise, and complete.	Useful for information that requires in-depth knowledge to fully understand or explain "Explain the social and psychological reasons why a person might choose to join a gang." In this example, the student could simply list some reasons (unsatisfactory); list them all but not explain or define them (needs improvement); list and define all of them, but not go beyond that (competent); list, define, and briefly explain them (proficient); or list, define, and explain using examples (mastery).
Numeric	1 through 5 (or 10); make sure to indicate which end of the scale is "best"	Assigned to each rank of a scale as point values for that level of achievement	

Revolutionary War Battles Rubric

	Always (3 points)	Sometimes (2 points)	Rarely (1 point)	Never (0 points)
Student identifies each battle by name	All battles are identified by name.	No more than 2 battle names are left unidentified.	More than 2 battle names are not identified.	Student fails to answer this part of the question.
Student identifies each battle by location	All battles are identified by location.	No more than 2 battle locations are left unidentified.	More than 2 battle locations are not identified.	Student fails to answer this part of the question.
Student identifies each battle by date range	All battles are identified by their date ranges (start and end; full date including month, day, and year)	No more than 2 battle date ranges are left unidentified. (Or: year for each battle date range is identified, but month and day are not.)	More than 2 battle date ranges are not identified. (Or: only one year is identified, and month and day are not.)	Student fails to answer this part of the question.

Essay Answer Rubric

	Mastery (100%)	Proficiency (85%)	Competency (70%)	Needs Improvement (0%)
Thesis Statement (10%, or 10 points)	Essay begins with a thesis statement.	Essay has a thesis statement in the first paragraph.	Essay has a thesis statement by the end of the first paragraph.	Essay has no thesis statement, or, thesis statement does not appear until the second paragraph or later.
Support for Thesis Statement (30%, or 30 points)	Essay provides at least four sources with support for thesis statement.	Essay provides at least three sources with support for thesis statement.	Essay provides at least two sources with support for thesis statement.	Essay provides one or no sources of support for thesis statement.
Writing (30%, or 30 points)	Essay is well-written and proofread, with no more than two minor writing errors total. (Minor writing errors include spelling, punctuation, capitalization, and grammar.)	Essay is well-written and proofread, with no more than four minor writing errors total. (Minor writing errors include spelling, punctuation, capitalization, and grammar.)	Essay has no major writing errors but more than four minor writing errors. (Minor writing errors include spelling, punctuation, capitalization, and grammar.)	Essay has one or more major writing errors. (Major writing errors include organization, clarity, concision, or completeness problems).
Citations (20%, or 20 points)	All sources are cited, both in the paragraph and on a bibliography page, using correct MLA citation style.	There are two or fewer minor errors in citation. Minor errors include: incorrect formatting, incorrect style, one piece of missing information in one citation.	There are four or fewer minor errors in citation. Minor errors include: incorrect formatting, incorrect style, one piece of missing information in one citation.	There are any major errors in citation. Major errors include: missing citations in paragraphs, missing citations on bibliography page, plagiarism.

	Mastery (100%)	Proficiency (85%)	Competency (70%)	Needs Improvement (0%)
Formatting (10%, or 10 points)	The essay is at least five pages long (not including bibliography pages or cover pages), double-spaced, Times New Roman 12-point font, and in black ink on white paper.	The essay is at least four and a half pages long (not including bibliography pages or cover pages), double-spaced, Times New Roman 12-point font, and in black ink on white paper.	The essay is missing one, but not more than one, of the following: five pages long (not including bibliography pages or cover pages), double-spaced, Times New Roman 12-point font, and in black ink on white paper.	The essay is missing more than one of the following: five pages long (not including bibliography pages or cover pages), double-spaced, Times New Roman 12-point font, and in black ink on white paper.