

Appendix C

INFORMATION FROM THE GENERIC RUBRIC ORDERED BY SCORING CRITERIA, NOT BY SCORE

Bullet 1 (The extent to which students develop the assigned task)

Score	
4	Thoroughly develops all aspects of the task
3	Develops most aspects of the task
2	Develops some aspects of the task
1	Minimally develops some aspects of the task <i>or</i> shows a limited understanding of the task

Bullet 2 (The extent to which students use accurate information to develop their essay)

Score	
4	Consistently includes accurate information from at least xxx documents; may include portions of the documents that support specific points made in the essay
3	Includes accurate information from some of the documents; may include portions of the documents that support specific points made in the essay
2	Includes limited information from the documents <i>or</i> consists primarily of relevant information copied from the documents
1	Lacks information from the documents <i>or</i> makes vague or unclear references to the documents <i>or</i> consists of relevant and irrelevant information copied from the documents

Bullet 3 (The extent to which students support their ideas with examples, reasons, and details)

Score	
4	Provides supporting evidence, using many relevant examples, reasons, and details; may include relevant outside information
3	Provides supporting evidence, using some relevant examples, reasons, and details; may include some minor inaccuracies
2	Provides little supporting evidence, using few relevant examples, reasons, and details; may include some inaccuracies
1	Provides little or no supporting evidence; may include inaccuracies

Bullet 4 (The extent to which students organize and develop a social studies essay)

Score	
4	Demonstrates a logical and clear plan of organization, including a beginning (introduction), middle (body), and ending (conclusion)
3	Demonstrates a general plan of organization; may lack an introduction or a conclusion
2	Demonstrates a weakness in organization (may go off the topic; may list information without tying it together; may lack an introduction and/or a conclusion; may lack focus)
1	Lacks a plan of organization

Reading/Writing Specific Rubric Chart
Reading/Writing Task: “Flights of Fancy” and “A Fish with Whiskers” (Questions 31, 32, 33, 34)

Points	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Overall	demonstrate a thorough understanding of the articles and support that understanding with text-based details. Responses reveal that the student understands how birds and catfish are adaptable and the associations the authors make in the articles.	are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. Responses may generalize or present facts without synthesizing them.	indicate only a partial understanding of the articles. Responses may draw some accurate conclusions about the information, but the responses may be sketchy, or reflect some misinterpretation of the texts.	are readable but indicate a limited understanding of the articles.	are often very brief or repetitive, indicating that the student has understood only sections of the articles.
Graphic Organizer (Question 31)	are accurate, complete, and thorough, citing one type of bird, a specific trait it possesses, and how that trait provides protection.	are essentially correct.	may be very brief or may contain some inaccuracies.	are incomplete or contain inaccuracies.	are incomplete or inaccurate.
Short Response (Question 32)	explain how airplane designers have been influenced by the study of birds and support that explanation with text-based details.	may explain how airplane designers have been influenced by the study of birds but may not provide many details.	may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may only briefly describe how airplane designers have been influenced by the study of birds).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the texts. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe some features of an airplane but fail to make the connection to how the feature was influenced by the study of birds).	show confusion and misunderstanding of the texts.
Short Response (Question 33)	compare the coloring of catfish living in two different environments and explain how their environments affect their coloring, using text-based details.	may be somewhat general or may not include much text-based support.	may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may generalize the comparison of the catfish living in different environments and the effect it has had on their coloring, without much detail).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the texts. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show difficulty in describing how the environment affects the coloring of the catfish).	show confusion and misunderstanding of the texts.
Extended Response (Question 34)	describe which animal the student would rather be, a catfish or a bird, and explain their choice using ample text-based details. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.	may describe which animal they would rather be without fully supporting their choice with many text-based details. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.	may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the texts. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., students may only explain in general terms which animal they would rather be, and the response may be very brief or not sustain their focus).	are unfocused, or focus solely on minor details or extraneous information; the explanation of which animal the student would rather be may not be based on ideas contained in the articles.

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Figure 5.2 Sample Scores on a Single Piece of Student Work

Example 1: Analytic Rubric with 5 Criteria and 5 Levels

	5	4	3	2	1
Criterion A score		•			
Criterion B score			•		
Criterion C score		•			
Criterion D score			•		
Criterion E score				•	

Overall Grade? _____

Example 2: Analytic Rubric with 5 Criteria and 4 Levels

	4	3	2	1
Criterion A score	•			
Criterion B score		•		
Criterion C score	•			
Criterion D score			•	
Criterion E score		•		

Overall Grade? _____

Example 3: Holistic Rubric with 6 Levels

	6	5	4	3	2	1
Score			•			

Overall Grade? _____

Using the logic rule in Table 5.1 for the four-level analytic rubric (Example 2), the grade would be a B. If this seems high or low to you based on your rubrics and experience, you need to create a different logic rule.

Table 5.2 Sample Logical Percentage Equivalent Table for Combining Rubric Scores with Percentage Scores

Average Rubric Score	Grade Conversion	Logical Percentage Equivalent ¹
4.8–5.0	A+	98
4.5–4.7	A	95
4.2–4.4	A–	91
4.0–4.1	B+	88
3.8–3.9	B	85
3.5–3.7	B–	81
3.2–3.4	C+	78
3.0–3.1	C	75
2.8–2.9	C–	71
2.5–2.7	D+	68
2.2–2.4	D	65
2.0–2.1	D–	61
1.0–1.9	F	59

¹Taken from a school district's table for converting percentages to grades.

Source: The first two columns are adapted from *Creating Writers: Through 6-Trait Writing Assessment and Instruction* (p. 363) by V. Spandel, 2005, Boston: Allyn & Bacon. Copyright ©2005 by Allyn & Bacon. All rights reserved. Adapted by permission.