

## Example of an Analytic Rubric

Analytic rubrics are useful in any subject in which the teacher needs to monitor [discrete](#) skills. Check out an example of an analytic essay for a [language arts literary essay](#).

	5pts	4pts	3pts	2pts	1pt
<b>Comprehension of Text</b>	Shows a thorough and thoughtful understanding of the text.	Shows a comprehensive understanding of the text.	Shows a basic understanding of the text.	Shows a limited understanding of the text.	Shows little understanding of the text.
<b>Textual Evidence</b>	Includes at least 3 specific textual details that clearly support each topic sentence. Uses at least 2 sentences of commentary per concrete detail.	Includes 3 specific textual details that generally support each topic sentence. Uses 2 sentences of commentary per concrete detail.	Includes 2-3 general textual details in each body paragraph. Uses 1 or 2 sentences of commentary per concrete detail.	Includes 1-2 general textual details in each body paragraph. Uses 1 sentence of commentary per concrete detail.	Does not include textual details.
<b>Organization</b>	Essay is well-organized, including a strong intro, thesis statement that directly connects to three body paragraphs, and a thought-provoking conclusion.	Essay is organized, and all necessary elements are present. The thesis is present but not well-supported.	Essay is somewhat organized. Intro includes a weak thesis statement. Body paragraphs do not connect well to the thesis.	Essay needs to be better organized. Thesis statement is hard to find. Includes fewer than three body paragraphs.	Essay is one paragraph or does not have any appearance of organization. No thesis statement.
<b>Formal Voice</b>	Uses a variety of sentence types and precise, descriptive language to establish a formal voice.	Uses a variety of sentence types and some descriptive language to establish a formal voice.	Uses mostly simple and compound sentences. Includes some descriptive language.	Uses mostly simple sentences with little to no descriptive language.	Uses no sentence variety. Voice is not formal.

<b>Sentence Fluency &amp; Grammar</b>	Contains 0-1 grammatical or syntax errors.	Contains 2-3 grammatical or syntax errors.	Contains 4-5 grammatical or syntax errors.	Contains more than 6 grammatical or syntax errors.	Contains serious grammatical or syntax errors.
	All formal specifications were followed (12-point font in Times New Roman, 1-inch margins, double spaced).	One format specification was not followed (12-point font in Times New Roman, 1-inch margins, double spaced).	Two format specifications were not followed (12-point font in Times New Roman, 1-inch margins, double spaced).	Three or more format specifications were not followed (12-point font in Times New Roman, 1-inch margins, double spaced).	
<b>Format</b>					Paper was not typed.
<b>Total Score</b>					
<b>Teacher Comments</b>					

## Example of a Checklist Rubric

Checklists are useful in all subject areas because they're versatile and easy to understand. As long as each part of an assignment is present, the student receives full credit. An example of a science project checklist includes a column for students to check their work before turning it in.

Parts of a Cell Project Checklist	Self Check	Teacher Check
Includes a cover page with name and project title		
Provides research notes from different sites		
Cell model is made of Play Doh, candy, or other material		
Cell model includes labels for each part of the cell		
Provides explanation paragraph for each part of the cell		
<b>Total points</b>		

## Example of a Holistic Rubric

The typical A-F grading system is one example of a holistic rubric in which many skills are combined for one score. Here is another example of a holistic rubric for an oral presentation in social studies.

Description	<i>Possible Pts</i>	Score
The presenter spoke clearly, held eye contact throughout the presentation, used more than two visual aids (including multimedia), stood up straight without hands in pockets, answered questions, and spoke for more than 5 minutes.	<b>5pts</b>	
The presenter spoke clearly most of the time, looked down at notes but mostly held eye contact, used two visual aids (including multimedia), mostly stood up straight, answered one or two questions, and spoke for 4-5 minutes.	<b>4pts</b>	
The presenter spoke clearly for part of the time, mostly looked at notes but made eye contact a few times, used two visual aids (no multimedia), stood up straight for part of the time, answered one question, and spoke for 2-4 minutes.	<b>3pts</b>	
The presenter did not speak clearly, made eye contact a few times, used one visual aid (no multimedia), slouched or put hands in pockets a few times, did not answer questions, and spoke for 1-2 minutes	<b>2pts</b>	
The presenter was difficult to understand, did not look up from notes, did not have visual aids, slouched or put hands in pockets for most of the presentation, did not answer questions, and spoke less than 1 minute.	<b>1pts</b>	
The presenter did not prepare a presentation.	<b>0</b>	
<b>Teacher comments:</b>		