

## **Why use rubrics?**

According to Heidi Goodrich Andrade:

- Rubrics help students and teachers define "quality."
- When students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.
- Rubrics reduce the time teachers spend grading student work and makes it easier for teachers to explain to students why they got the grade they did and what they can do to improve.
- Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says: "They know exactly what their child needs to do to be successful."

## **How do I create a good rubric?**

Sometimes it's not possible to find an appropriate existing rubric to use or modify. To create your own rubric, follow these steps.

### **1. List the criteria that will be used in assessing performance in the first column.**

The criteria you use should be related to the learning outcome(s) that you are assessing. For example, a musical performance might be rated for intonation, rhythmic accuracy, and tone quality and an oral presentation might be rated for content, organization, delivery and language. Be sure that your criteria are explicit. "Neatness" would not be a good criterion because the term "neat" is not explicit enough. What is *neatness*? You may want to look at some actual examples of student work to see if you have omitted any important criteria.

### **2. Determine your performance ratings / levels in the first row.**

Examples of performance ratings may be:

- Descriptors (In Progress, Basic, Proficient, Advanced)
- Numbers (1,2,3,4)

### **3. Write a description for each performance level.**

Describe the different levels of performance that match each criterion. You may want to start with the best and worst levels of quality, and then fill in the middle levels based on your knowledge of common problems. It may be helpful to sort examples of actual student work into three piles: the very best, the poorest and those in between. Try to articulate what makes the good assignments good and the poor assignments poor.

### **4. After use, evaluate and revise rubric as needed.**

This project was designed for International Baccalaureate geography students in the area of tourism and sustainable development. The aim of the study was to examine the extent to which sustainable tourism in Sitges and Calafell is being successfully implemented.

The students had to design their own research question, decide the data collection instruments, then analyse and present their results.

Criterion A: Fieldwork question and geographic context			
This criterion assesses the focus and geographic context of the fieldwork and whether the fieldwork question is related to the material in the syllabus.			
Marks	Level descriptor	Marks Awarded	Reasoning
0	The work does not reach the standard described by the descriptors below.		
1	The fieldwork question is inappropriate, or the geographic context or locational map or relationship to the syllabus is missing.		
2	The fieldwork question is adequate with an acceptable attempt made to place it in its geographic context and relate it to the syllabus. A locational map is presented.		
3	The fieldwork question is well focused with a detailed, accurate explanation of the geographic context and is related to the syllabus. A good locational map is presented.		

Criterion B: Method(s) of investigation			
This criterion assesses the description, justification and appropriateness of the method(s) used to investigate the fieldwork question.			
Marks	Level descriptor	Marks Awarded	Reasoning
0	The work does not reach the standard described by the descriptors below.		
1	There is only a brief description of the method(s) used for information collection, and the method(s) are generally inappropriate for the investigation of the fieldwork question.		
2	There is an adequate description but limited justification of the method(s) used for information collection. The method(s) used are generally appropriate for the investigation of the fieldwork question.		
3	There is a clear description and justification of the method(s) used for information collection. The method(s) used are well suited to the investigation of the fieldwork question.		

<b>Criterion C: Quality and treatment of information collected</b>			
This criterion assesses the quality of information collected and its suitability for analysis in criterion D, and whether appropriate techniques have been used for both the treatment and display of information.			
<b>Marks</b>	<b>Level descriptor</b>	<b>Marks Awarded</b>	<b>Reasoning</b>
0	The work does not reach the standard described by the descriptors below.		
1	Limited or inappropriate information has been collected and very little attempt has been made to treat or display the information collected.		
2	Some relevant information has been collected and some attempt has been made to treat or display the information collected.		
3	The information collected is generally relevant to the fieldwork question and allows for some analysis. Limited techniques have been used for both the treatment and display of information collected.		
4	The information collected is generally relevant to the fieldwork question and is sufficient in quantity and quality to allow for analysis. Appropriate techniques have been used for both the treatment and display of information collected.		
5	The information collected is directly relevant to the fieldwork question and is sufficient in quantity and quality to allow for in-depth analysis. The most appropriate techniques have been used effectively for both the treatment and display of information collected.		

<b>Criterion D Written analysis</b>			
This criterion assesses the quality of the analysis of the results, referring to the fieldwork question, geographic context, information collected and illustrative material.			
<b>Marks</b>	<b>Level descriptor</b>	<b>Marks Awarded</b>	<b>Reasoning</b>
0	The work does not reach the standard described by the descriptors below.		
1-2	The report reveals very limited knowledge and understanding. The approach is descriptive with little or no attempt at analysis.		
3-4	The report reveals some knowledge and understanding. There is an attempt at analysis, which may be incomplete or superficial, making little or no reference to the fieldwork question, geographic context, information collected and illustrative material.		
5-6	The report reveals an adequate level of knowledge and understanding. There is an adequate level of analysis, which generally refers to the fieldwork question, geographic context, information collected and illustrative material.		
7-8	The report reveals a good level of knowledge and understanding. There is a well-reasoned, detailed analysis of the results with references to the fieldwork question, geographic context, information collected and illustrative material. There is an attempt to explain any anomalies in results.		
9-10	The report reveals a very good level of knowledge and understanding. There is a clear and well-reasoned, detailed analysis of the results with strong references to the fieldwork question, geographic context, information collected and illustrative material. The attempt to explain any anomalies in results is good.		

<b>Criterion E: Conclusion</b>			
This criterion assesses the ability of the student to summarize the findings of the fieldwork investigation.			
<b>Marks</b>	<b>Level descriptor</b>	<b>Marks Awarded</b>	<b>Reasoning</b>
0	The work does not reach the standard described by the descriptors below.		
1	There is some attempt to draw a conclusion to the fieldwork question, which may not be completely consistent with the analysis.		
2	There is a clear conclusion to the fieldwork question, consistent with the analysis.		

<b>Criterion F: Evaluation</b>			
This criterion assesses the student's ability to review the investigative methodology.			
<b>Marks</b>	<b>Level descriptor</b>	<b>Marks Awarded</b>	<b>Reasoning</b>
0	The work does not reach the standard described by the descriptors below.		
1	There is either some attempt to evaluate methods of collecting fieldwork information or some suggestion is made for improvement or extension.		
2	Methods of collecting fieldwork information have been evaluated or there are valid recommendations for improvements or extensions.		
3	Methods of collecting fieldwork information have been evaluated clearly. There are valid and realistic recommendations for improvements or extensions. There may be some suggestions for modifying the fieldwork question.		

<b>Criterion G: Formal requirements</b>			
This criterion assesses the extent to which the student meets the five formal requirements of writing, organizing and presenting the written report. <ul style="list-style-type: none"> <li>The work is within the 2,500 word limit.</li> <li>Overall presentation is neat and well structured.</li> <li>Pages are numbered.</li> <li>References used for background information follow standard conventions. (Guidance on referencing is given in the earlier section on secondary information.)</li> <li>All illustrative material is numbered, is fully integrated into the body of the report and is not relegated to an appendix.</li> </ul>			
<b>Marks</b>	<b>Level descriptor</b>	<b>Marks Awarded</b>	<b>Reasoning</b>
0	The work exceeds the 2,500 word limit or meets none of the other formal requirements.		
1	The work is within the 2,500 word limit and meets one of the other formal requirements.		
2	The work is within the 2,500 word limit and meets two of the other formal requirements.		
3	The work is within the 2,500 word limit and meets three of the other formal requirements.		
4	The work is within the 2,500 word limit and meets the other four formal requirements.		