

Types of Rubrics

| Type of Assessment | Definition | Components | When to use | Advantages | Disadvantages | |
|--------------------|------------------------------|--|---|---|--|--|
| Holistic | Checklists | Lists of criteria that are checked off as completed. | Questions that are yes/no in nature | Specific directions that include everything within the assignment or project. | <ul style="list-style-type: none"> • Simple • Straightforward • Gives student an outline • Good for measuring specific skills or beginners | Teachers cannot identify different levels of quality |
| | Simple Rating Scale | <ul style="list-style-type: none"> • Records the level of student work • Indicates whether student work is a certain quality of student work | <ul style="list-style-type: none"> • List of the dimensions or expectations • Weight (points) that are involved | <ul style="list-style-type: none"> • Designed to provide general guidance as to expectations • Grading of written assignments | Versatile | Feedback may not be specific enough |
| | Holistic Rating Scale | Scores the overall process without judging the component parts separately | <ul style="list-style-type: none"> • Assesses student work as a whole and not in pieces • Description of overall grade. • A single score based on an impression of a student's performance | Used with writing, oral presentations, etc. | <ul style="list-style-type: none"> • Quick scoring • Provides overview of student achievement • It focuses on the product or process as a whole | <ul style="list-style-type: none"> • Does not provide detailed information • Difficult to provide an overall score |
| | Task Specific | Unique to a specific task. | Lists a number of task which equal a certain grade level | Designed to provide detailed guidance regarding a specific assignment or task. | More reliable assessment of performance on the task | Difficult to construct rubrics for all specific tasks |

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| Analytic | Detailed Rating Scale | <ul style="list-style-type: none"> ▪ Describes explicitly what constitutes performance on each criterion ▪ Communicates common performance standards | <ul style="list-style-type: none"> • Descriptive sentences of what is expected for each of the ratings. • No formal numbering | Evaluating performances | <ul style="list-style-type: none"> • Make the scores more consistent | <ul style="list-style-type: none"> • Scoring based on the reviewers opinion • Time consuming |
| | Combination rubrics | Combination rubrics include methods for <ul style="list-style-type: none"> • both detailed feedback • bigger-picture evaluation | <ul style="list-style-type: none"> • The details beneath each are marked with comments to show areas of strength and weakness. • Use a range to rate performance • Write specific descriptions student performance | Focus on measuring a stated objective | <ul style="list-style-type: none"> • Instructive type of rubric. • Gives detailed feedback for students • Gives the bigger-picture view progress. • Organize grading criteria into major and subcriteria | The rating scales may be somewhat subjective. |
| | Total points/ Analytic rubrics | Specific details underneath that are marked to indicate strengths and weaknesses. | <ul style="list-style-type: none"> • Each category of a total point's rubric is assigned a certain number of points which then produce a total score • Multiple descriptors for each criterion evaluated • Describes domains of product/ performance separately | To break assignments or scores down into separate components for grading | <ul style="list-style-type: none"> • Weighs certain parts of an assignment • Communicate to students the areas that are important • Possess extra details that allow multiple grades to emphasize the same criteria • Allow for specific feedback | <ul style="list-style-type: none"> • Lose focus • Students tend to just do the work • Efforts toward maximizing point values • Students may be less likely to try new strategies or experiment with ideas • Have limited descriptors |