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| Holistic Rating Scale | Scores the overall process without judging the component parts separately | • 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. | • Quick scoring  
• Provides overview of student achievement  
• It focuses on the product or process as a whole | • Does not provide detailed information  
• Difficult to provide an overall score |
| 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. | • Simple  
• Straightforward  
• Gives student an outline  
• Good for measuring specific skills or beginners | Teachers cannot identify different levels of quality |
| Simple Rating Scale | • Records the level of student work  
• Indicates whether student work is a certain quality of student work | • List of the dimensions or expectations  
• Weight (points) that are involved | Designed to provide general guidance as to expectations  
• Grading of written assignments | Versatile | Feedback may not be specific enough |
<p>| 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 |</p>
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| Detailed Rating Scale | • Describes explicitly what constitutes performance on each criterion  
                       • Communicates common performance standards  
                       • Descriptive sentences of what is expected for each of the ratings.  
                       • No formal numbering | Evaluating performances | Make the scores more consistent | • Scoring based on the reviewers opinion  
                       • Time consuming |
| Combination rubrics | Combination rubrics include methods for  
                      • both detailed feedback  
                      • bigger-picture evaluation  
                      • 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 | • 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.  
                               • 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 | • 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 | • 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 |