

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	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