**DRAFT RUBRIC FORM**

Assessment Target:

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| Trait/Criterion | **Strong** | **Middle** | **Weak** |
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RUBRIC FOR TASKS

**Criterion I: Content of the task**

1. All requirements of the task are directly related to the learning target to be assessed. The task will elicit a performance that could be used to judge proficiency on the indented learning target.
2. The task specifies the following:
	1. The knowledge to be used in creating the task
	2. The performance or product to be created – the form it should take
	3. The materials to be used
	4. Timeline for completion
3. Tasks assessing a performance skill specify the conditions under which the performance or demonstration is to take place.
4. Multi-day tasks specify the help allowed.
5. The task includes a description of the criteria by which the performance or product will be judged.
6. The content of the task is sufficient to let participant know what they are to do without giving so much information that the task will no longer measure level of mastery of the intended learning target. The content points the way to success without doing the thinking for the participant.

**Criterion II: Sampling**

1. The number of tasks or repeated instances of performance is sufficient to measure the intended target and to support the kind of judgment intended to be made.

**Criterion III: Distortion due to bias**

1. The instructions are clear and unambiguous
2. The task is narrow enough in scope to be completed successfully in the time allotted. It is clear that enough time has been allotted for successful completion of the task.
3. If the task allows participants to choose different tasks, it is clear that all choices will provide evidence of achievement on the same learning targets. All choices ask for the same performance or product, with approximately the same level of difficulty, and under the same conditions.
4. All resources required to complete the task successfully are available to all participants.
5. Successful completion of the task does not depend on skills unrelated to the target being measured (e.g., intensive reading in a mathematics task).
6. The task is culturally robust. Successful completion is not dependent on having had one particular cultural or linguistic background.

Source: Arter, J., & Chappuis, J. (2006). *Creating and recognizing quality rubrics*. Princeton, NJ: Educational Testing Service.

http://downloads.pearsonassessments.com/ati/downloads/car\_studyguide\_forprinting\_final.pdf