

# RUBRICS

## Assessment Styles

### TRADITIONAL ASSESSMENTS

Assessment of work  
“Dipstick”  
Gage of how much knowledge  
One point in time  
Reports achievement  
Reports status  
Informs others of progress  
Achievement of standards  
Accountability  
Takes place after learning completed

### RUBRICS

Assessment for progress  
“Thermometer”  
Motivational tool to develop further  
Continuum  
Planned for long-term learning  
Identifies what needs ‘fixed’  
Informs students of self  
Achievement of targets – based on standards  
Diagnosis of improvement (students see ways to improve)  
Takes place during learning

## TEACHER ROLES

Administers/interprets  
Develops/grades  
Can be subjective  
High Expectations  
Tests to the knowledge  
Standards based on regurgitated knowledge  
Data driven

Designs targets  
Informs and involves students  
Should be objective  
High Expectations  
Evaluates the improvement  
Standards based on skills  
Driven by clear, detailed design

## STUDENT ROLES

Meet standards  
Avoid failures  
Reward/punishment system  
Final analysis

Hit classroom targets  
Understand parameters  
Expectations of success  
Reteach/relearn

## SKILL LEVEL KEYWORDS

Novice	Apprentice	Proficient	Advanced
No evidence	Minimum evidence	Understandable	Full evidence
Needs clarity	Emerging	Understandable	Clear
Beginning	Developing	Accomplished	Exemplary
Never	Rarely	Sometimes	Always
Beginner	Intermediate	Proficient	Accomplished
Poor	Below Average	Average	Superior
Minimal	Poor	Average	Good/excels
Needs work	Acceptable	Good	Excellent