

Assessment Rubrics

Assessment rubrics are tools that can be used for both assessment and evaluation purposes. Assessment rubrics are used to measure complex performance tasks, usually at the end of a unit. A performance task requires students to demonstrate specific knowledge and skills. A well designed performance task:

- ❖ involves a meaningful and interesting activity
- ❖ allows students to demonstrate specific curriculum expectations
- ❖ has criteria that relate to the four categories of Knowledge/Skills found in the Achievement Chart
- ❖ allows for all four levels of performance
- ❖ has teaching and learning strategies that allow students to complete the task
- ❖ includes an assessment rubric that appropriately measures achievement

The following pages contain assessment rubrics for performance tasks that meet the overall expectations of both the BTT and BBI courses.

The use of assessment rubrics can benefit educators, students and parents. Designing an assessment rubric before deciding on teaching methods aids educators in the selection of an appropriate assessment task and teaching strategies. Students are given the assessment rubric before starting the performance task and are aware of exactly what will be assessed and what the performance looks like at each level. Parents also know exactly what is being assessed.

An assessment rubric usually, but not necessarily, appears in a table format and should consist of:

RUBRIC OUTLINE					
CATEGORY	EXPECTATION	PERFORMANCE LEVEL			
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Related Descriptors that are reflective of the task for: <ul style="list-style-type: none"> • Knowledge/ Understanding • Thinking/ Inquiry • Communication • Application 	<ul style="list-style-type: none"> • overall or specific expectation being assessed 	Descriptors for the four levels of performance <ul style="list-style-type: none"> • describe in measurable terms what the quality of work demonstrated in a particular task should look like Descriptors should be written using: <ul style="list-style-type: none"> • parallel language between levels within a category • one-dimensional descriptors • clear distinction between levels • action verbs (e.g., illustrates, demonstrates, records, designs) 			