

As you decide which rubric to use...

- Decide whether the rubric addresses the most important aspects of student performance.
- Decide whether or not the rubric addresses the instructional outcome(s) to be measured.
- Decide whether the rubric includes anything extraneous. If so, change the rubric or use a different one.
- Don't pay too much attention to the rubric's stated grade level. It may be usable at other grades with little or no modification.
- See if a rubric from a different subject area can be adapted to fit your needs. Reading rubrics can often be used to assess listening, writing rubrics may be adapted to assess speaking, and fine arts rubrics can sometimes be applied to several different art forms.
- Make sure the rubric is clear.
- Use this criteria to evaluate the rubric.
- Try the rubric out on some actual samples of student work.
- See if you and your colleagues can usually arrive at consensus about what scores to assign a piece of student work.
- Feel free to combine or modify rubrics to make them work better.

Assessing Student Outcomes, by Robert Marzano, Debra Pickering, and Jay McTigue contains three chapters of generic rubrics that can be applied to many subject areas. The rubrics are organized by the particular thinking skill measured, using the Dimensions of Learning model. The rubrics address such areas as:

- comparison
- classification
- induction
- deduction
- identifying and describing errors in information or processes
- developing a well-articulated argument for a specific claim
- abstracting
- analyzing perspectives
- decision making
- investigation
- problem solving
- experimental inquiry and invention

There are additional rubrics that deal with information processing, effective communication, collaboration and cooperation, and habits of mind, as well as rubrics designed specifically to help students evaluate their own work.

***Assessing Student Outcomes:
Performance Assessment Using the Dimensions of Learning Model***

by Robert J. Marzano, Debra Pickering and Jay McTigue
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