

EXAMPLES

PRIMARY

RUBRIC FOR ORAL READING

FIRST GRADE

Student: _____
 Book: _____
 Performance Task: _____

Book
1

Book
2

Book
3

Book
4

Knows only beginning sounds of words and a few words

Knows how to read some words in text with help

Knows how to read most words with minimal help

Knows how to read entire book independently

Score	Date
_____	September _____
_____	January _____
_____	June _____

Signed: _____
 (Teacher)

MIDDLE SCHOOL

WEIGHTED COMPUTER LITERACY SCALE

Name: _____ Date: _____
 Topic: Hypercard
 Type of Assessment: Self Group Teacher

Score _____
 (1-5) Low High

Directions: Circle the score for each indicator.

Terminology	Score: _____ x 1 = _____
• Understands Key Functions	1 2 3 4 5 (25)
• Relates One Function to Others	1 2 3 4 5
• Used to Solve Problems	1 2 3 4 5
• Correct Spelling	1 2 3 4 5
• Appropriate to Level	1 2 3 4 5
Organization	Score: _____ x 2 = _____
• Easy to Complex	1 2 3 4 5 (50)
• Each Card Complete	1 2 3 4 5
• Uses Graphics	1 2 3 4 5
• Key Ideas Covered	1 2 3 4 5
• Supportive Data Included	1 2 3 4 5
Creativity	Score: _____ x 1 = _____
• Color	1 2 3 4 5 (25)
• Style	1 2 3 4 5
• Pattern	1 2 3 4 5
• Appropriate Use of Language	1 2 3 4 5
• Multiple Uses	1 2 3 4 5

Scale: 93-100 = A 78-86 = C **Total Score:** _____
 87-92 = B 70-77 = D (100)

Comments: _____

(Courtesy of Kathy Bartley and Jeanne Lipman, Gabbard Institute, 1994)

HIGH SCHOOL

ORAL PRESENTATION RUBRIC

Name: _____ Date: _____
 Subject: _____ Final Grade: _____

5	The subject is addressed clearly Speech is loud enough and easy to understand Good eye contact Visual aid is used effectively Well-organized
4	Subject is addressed adequately Speech has appropriate volume Eye contact is intermittent Visual aid helps presentations Good organization
3	Subject is addressed adequately Speech volume is erratic Student reads notes—erratic eye contact Visual aid does not enhance speech Speech gets "off track" in places
2	Speech needs more explanation Speech is difficult to understand at times Lack of adequate eye contact Poor visual aid Lack of organization
1	Speech does not address topic Speech cannot be heard Very little eye contact No visual aid No organization

Scale: 5 = A; 4 = B; 3 = C; 2 = D; 1 = Not Yet
General Comments: _____

COLLEGE

WEIGHTED WRITING RUBRIC

Name: _____ Date: _____
 Piece of Writing: _____

Score _____
 (1-5) Low High

CONTENT • evidence of reason • key ideas covered • appropriate quotes • supportive statistics • topic addressed	Score _ x 7 = (35)
ORGANIZATION • creative introduction • thesis statement • appropriate support statements • effective transition	Score _ x 6 = (30)
USAGE • correct subject-verb agreement • no run-ons, fragments, or comma splices • correct verb tense • mix of simple and complex sentences	Score _ x 5 = (25)
MECHANICS • few or no misspellings • correct use of punctuation • correct use of capitalization	Score _ x 2 = (10)

TOTAL SCORE: _____ (100)

Scale: 93-100=A, 87-92=B, 78-86=C

Comments: _____

How to Assess Authentic Learning

EXAMPLES

PRIMARY

SOCIAL SKILLS CHECKLIST

ASSESSMENT OF SOCIAL SKILLS

Dates: 10/21
Class: 3rd Grade
Teacher: Forbes

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

Who	ASSESSMENT OF SOCIAL SKILLS					Comments
	Listening	Using First Names	Taking Turns	Encouraging	Sharing	
1. Lois	✓	✓	○	✓	✓	
2. Connie	+	+	○	✓	+	Dropped in 2 areas
3. James	✓	✓	✓	✓	✓	
4. Juan	+	+	✓	+	+	
5. Beth	○	○	+	✓	✓	Improved in 2 areas
6. Michele	✓	✓	○	✓	✓	
7. John	✓	✓	○	✓	✓	
8. Charles	+	+	○	✓	+	
9. Mike	✓	✓	✓	✓	✓	Went from 5 0s to this in 2 months
10. Lana	+	+	✓	+	+	

NOTES: Work with Lois on a regular basis. Change her seat and group.

MIDDLE SCHOOL

OBSERVATION CHECKLIST

Student: Denise Class: Science Date 12/5
Type of Assignment: Work Habits

Teacher Date _____ Signed _____
 Peer Date _____ Signed _____
 Self Date 12/5 Signed Denise Smith

	Not Yet	Sometimes	Frequently
WORK HABITS:			
• Gets work done on time	_____	_____	<u>X</u>
• Asks for help when needed	_____	<u>X</u>	_____
• Takes initiative	_____	<u>X</u>	_____

STUDY HABITS:			
• Organizes work	_____	_____	<u>X</u>
• Takes good notes	_____	_____	<u>X</u>
• Uses time well	_____	_____	<u>X</u>

PERSISTENCE:			
• Shows patience	_____	<u>X</u>	_____
• Checks own work	<u>X</u>	_____	_____
• Revises work	_____	<u>X</u>	_____
• Does quality work	_____	_____	<u>X</u>

SOCIAL SKILLS:			
• Works well with others	_____	<u>X</u>	_____
• Listens to others	_____	<u>X</u>	_____
• Helps others	_____	<u>X</u>	_____

COMMENTS: I always get my work done on time, and I am really organized. I just need to check my own work and help my group work.

Future goal: I need to be more patient with my group and try to work with them more. I worry about my own grades, but I don't do enough to help group members achieve their goals.

HIGH SCHOOL

BASKETBALL SKILLS

Teacher: Ms. Moss Class: 5th Period P.E. Date: 11/22
Target Skills: Students will develop basketball skills and teamwork

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

STUDENTS DEMONSTRATE THE FOLLOWING

NAMES OF STUDENTS	STUDENTS DEMONSTRATE THE FOLLOWING					COMMENTS
	Dribbling Skills	Passing Skills	Free Throw Skills	Team Spirit	Sportsmanship	
1. Toni	✓	+	○	○	✓	
2. Casey	+	+	○	✓	+	
3. James	✓	✓	○	✓	✓	
4. Juan	+	+	✓	+	+	Real potential
5. Beth	✓	✓	✓	✓	✓	
6. Michael	✓	✓	○	✓	✓	Practice free throws
7. Judy	+	○	✓	+	+	
8. Charles	○	○	+	✓	✓	Does not like team sports
9. Dave	✓	+	○	✓	+	
10. Lisa	+	+	✓	+	+	Excellent player



COLLEGE

WRITING CHECKLIST

Key:
+ = Good
✓ = OK
○ = Not Yet

Teacher
 Peer
 Self

Student: Robin Class: English 102
Paper: Teaching for Transfer

	Date: 9/1	Date: 11/5	Date: 1/2
Usage			
1. Topic Sentence	<u>+</u>	<u>+</u>	<u>+</u>
2. Complete Sentences	<u>+</u>	<u>+</u>	<u>+</u>
3. Complex Sentences	○	○	○
4. Wide Vocabulary	○	✓	<u>+</u>
Mechanics			
5. Capitalization	<u>+</u>	<u>+</u>	<u>+</u>
6. Punctuation	✓	✓	✓
7. Spelling	○	✓	<u>+</u>
8. Grammar	✓	✓	<u>+</u>

Strengths: My topic sentences, sentence structure, and capitalization are good.

Not Yet: I need to write more complex sentences—most of my sentences are simple.