

# What is a Quality Student Work Rubric?

- ❑ Contains elements that describe high quality work; e.g.:
  - Content
  - Organization & clarity
  - Vocabulary appropriate to the subject area
  - Spelling & grammar
  - Calculations
  - Research or resources
  - Analysis, synthesis, or evaluation
  - Problem solving
  - Effort
  
- ❑ Elements focus on student skills
  
- ❑ Not all elements have to be used
  
- ❑ 4 levels of student performance described
  
- ❑ Can be customized for each student assignment
  
- ❑ Can be used when writing student goals & selecting IAGDs to show student growth by connecting skills and content

**SAMPLE**

# Quality Student Work Rubric

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
<b>Content</b>	Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent.	Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective.	Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom).	Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective.
<b>Organization and Clarity</b>	The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective.	Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point.	Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point.	Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across.
<b>Vocabulary appropriate to subject area</b>	Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.	Weak phrasing and Inadequate vocabulary are used, and detract from the student work.	Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.	Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.
<b>Spelling and Grammar</b>	Numerous errors in grammar, spelling, and punctuation seriously distort meaning and hinder communication.	Several errors in grammar, spelling, and punctuation hamper meaning or hinder communication.	Occasional errors in grammar, spelling, and punctuation do not distort meaning nor hinder communication.	No mechanical errors; spelling and punctuation are correct.

**SAMPLE**

# Quality Student Work Rubric

All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
<b>Calculations</b>	No calculations or calculations are inaccurate.	Many calculations are inaccurate.	Calculations may contain few errors.	All calculations are done completely and accurately.
<b>Research or sources</b>	Necessary documentation is missing. No sources are used.	Errors in documentation occur. Few sources are used and evidence is not accurately stated.	Documentation is correct. Students provide accurate and appropriate evidence from most sources.	Students provide multiple sources and document each correctly. Students provide accurate and appropriate evidence from all sources.
<b>Presentation</b>	None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.	The examples, strategies, or illustrations used relate to the learning objective.	Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective.	Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.
<b>Analysis, synthesis or evaluation</b>	The student recalls and states given information but cannot explain it in his/her own words.	The student restates the information in his/her own words and may attempt to apply some of the information to a situation.	The student compares and contrasts information and evaluates the information with accuracy.	The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.
<b>Problem Solving</b>	Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate.	Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear.	Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained.	Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct.
<b>Effort</b>	Does not fulfill the minimum requirements of the assignment nor provide evidence of thoughtful input.	Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.	Fulfills the minimum requirements of the assignment and demonstrates some thoughtful input.	Exceeds the minimum requirements of the assignment and demonstrates thoughtful input.