**Performance Rubrics**

**What are Rubrics?** A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

**Advantages of using Rubrics-**Using a rubric provides several advantages to both instructors and students. Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor’s grading standards don’t change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria. Furthermore, rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. Finally, grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.

Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort. Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly

**Assignment Assessment Rubrics**

**Name of the Student: ID: Date: Topic:**

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| **Criteria** | **Excellent (100%)** | **Very Good (75%)** | **Good (50%)** | **Substandard (25%)** | **Absent (0%)** | **MARK**  **( /100%)** |
| Accuracy & completion of the task(1) | The task works and meets all of the expectation | The task works and produces the correct outcomes and displays them correctly | The task works and produces the correct outcomes but does not displays them correctly | The task is producing incorrect outcomes | The student was absent and did not submit the report | 2% |
| Complexity / Readability (1) | The task is exceptionally well organised and very easy to follow | The task is fairly easy to read | The task is readable only by someone who knows what it is supposed to be doing | The task is poorly organised and very difficult to read | The student was absent and did not submit the report | 2% |
| Creativity (1) | The completed task adds three or more new elements beyond what was described in the task | The completed task adds at least two or more new elements beyond what was described in the task | The completed task adds at least one new elements beyond what was described in the task | The completed task adds no new elements to the task | The student was absent and did not submit the report | 2.5% |
| Perseverance (1) | The students strives to complete the task and and trouble shoots using tools taught in the class | The students strives to complete the task and and trouble shoots most of the time before requiring assistance to move on | The students strives to complete the task and and trouble shoots but does not incorporated listed troubleshooting strategies before requiring assistance | Student does not include troubleshooting strategies before requiring assistance | The student was absent and did not submit the report | 2% |
| Time management  (1) | Student finishes and submits his/her work on time or before the scheduled time. | Student submitted the work 1 day after the scheduled time | Student submitted the work 2 days after the scheduled time | Student submitted the work after more than 2 days of the scheduled time | The student was absent and did not submit the report | 1.5% |
| **Total Mark** |  |  |  |  |  | **5%/100%** |
| **Average Mark** |  |  |  |  |  | **/5** |