

Try Your Hand: Identifying Areas for Improvement

The criteria from the table, Criteria for Designing Effective Rubrics in *Building Better Rubrics* (p. 10) has been reproduced to the right of the rubric. Use this table to identify areas where the rubric meets the criteria (✓), where the rubric needs improvement (X), and where you are not sure or the criterion is only partially met (?). You may wish to use the *Reference Page: Matching Criteria for Designing Effective Rubrics with Common Rubric Flaws* to help with your review. Talk with a partner about your findings. You may have differences of opinion!

Paragraph Rubric for Grade 5 English Language Arts

Level Criteria	Excellent	Proficient	Adequate	Limited
Topic Sentence	topic sentence relates to the topic	topic sentence relates to the topic	topic sentence introduces new information	no topic sentence
Supporting Ideas	includes many supporting ideas	supporting ideas relate to the topic	some of the supporting ideas relate to the topic	supporting ideas contain misinformation
Concluding Sentence	concluding sentence is creative and focused on the topic	concluding sentence is focused on the topic	concluding sentence is ordinary and not very interesting	no concluding sentence
Sentence Structure	all sentences have correct sentence structure	most sentences have correct sentence structure	some sentences have correct sentence structure	none of the sentences have correct sentence structure
Spelling	all words are spelled correctly	up to 3 spelling errors	up to 5 spelling errors	more than 5 spelling errors
Neatness	handwriting is neat and tidy	handwriting is neat	handwriting is legible	handwriting is messy and hard to read

Criteria for Designing Effective Rubrics (see BBR p. 10)

Address significant learner outcomes	Establish criteria related to outcomes	Describe work in terms of qualities	Use parallel language	Lends itself to conversation
				This is the focus of BBR Module 4. It can be left blank for now.