# Rubrics from the CBC Digital Archives website

**http://www.cbc.ca/archives/teachers/assessment-suite.html**

Most teachers are readily familiar with rubrics. However, it is important to note that it is not always in the interests of either teacher or student to simply apply a generic rubric to a more particular education experience for a very specific group of learners. Rubrics need to be used somewhat deftly and sensitively. This suite contains a blank rubric that teachers may wish to use as a model for their own rubric generation. A few guiding suggestions for the use of rubrics and checklists are:

- Do not use what you do not understand.

- Be careful when employing rubrics and checklists designed by others. They may not fit your situation or needs or those of your students.

- Be sure that the rubric accurately measures what has been taught or experienced.

- If possible design your own or amend other rubrics, checklists, etc. for your particular use.

- It is best to review the rubric or checklist with students before they begin a task or assignment. They will perform better when they fully understand how they are to be assessed. Ideally they should be able to accurately determine their own placement using the assessment tools.

- If possible, employ a rubric or checklist several times over a period of study, using self or peer evaluation. This reduces your workload and builds up familiarity and skill in the students.

- Review the effectiveness of your rubric after use. Be prepared to make ongoing revisions to sharpen its value to you and your students. As well, if a task changes, even slightly, it is wise to see that the assessment mechanism fully reflects these changes.

**Build Your Own Rubric**
Select an activity to assess.
Decide the criteria to be assessed.
Choose the descriptors to be used-keep it simple and accessible.
Decide on the scoring strategy to be employed.
Begin construction.

**Some Tips**
Use clear, simple, accurate language.
Design with the actual students in mind, not some abstract ideal conception.
Start with level 4 and identify the highest, but still reasonable and achievable qualities.
Do not overload the rubric with too many qualifiers and criteria for assessment.
**Our Rubrics**
The rubrics presented here have several specific features that may require some clarification.

- These rubrics have spaces for the name of the student, the date of the assessment, and the CBC file that students are studying.

- The scale runs from 4 to 1 because it is intended that students see and aspire to excellence first and understand clearly that 1 represents the lower standard of achievement.

- The criteria are organized into four general educational categories: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. Teachers are free to note any more specific criteria in these boxes.

- Not all criteria need or should be assessed each time a rubric is employed. Simply underline those that you intend to employ.

- The "other "category allows the assessor to particularize the rubric and specify other criteria of specific importance to the teacher's program.

- The bottom box encourages anecdotal comments. Rubrics simply circled or checked can be a trifle too skeletal and cold in terms of helpful feedback.

- The assessor may be the teacher, a peer, or the student. This allows the student to develop familiarity with the assessment tool and can reduce teacher workload while still encouraging honest evaluation. It is best to employ the same or a similar rubric several times so both the student and teacher become familiar and skilled with its use.

- The criteria are stated in simple language so both students and teachers understand clearly what is being measured. However, teachers must always be prepared to review the assessment tool thoroughly with students before assigning the activity. Encourage students to ask clarifying questions.

**Assessment Suite**

Our current assessment suite consists of the following tools for teacher and student application. These may be downloaded and reproduced for the classroom. Of course, revision is also encouraged.

Go to the CBC Digital Archives website, and click on the For Teachers tab and then the Assessment Suite tab to access the following:

Self-Assessment Checklist
Research Log (Useful for working on any CBC Digital Archives file)
Debates Rubric
Internet Research Rubric
Research Report Rubric
Oral Presentations Rubric
Position Paper Checklist
Visual Products Rubric
Group Work Rubric
Written Product Rubric
Video/Audio Analysis Sheet
Teacher's Tracking Sheet