

Excerpts from the AAC Rubric Sampler

Following are examples of criteria and descriptors that have been extracted from rubrics on existing AAC performance tasks. They are NOT samples of complete rubrics. Since rubrics are highly contextual, these rows are not intended to be simply copied from the sampler into a rubric. Rather, these samples are meant to provide you with a sense of how effective rubrics feel and sound. Numbers and words in brackets refer to learner outcomes from Alberta programs of study.

Language Arts Samples				
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Summarizes story (2.3.3)	Provides a comprehensive summary that includes significant information.	Provides a substantial summary that includes relevant information.	Provides a partial summary that includes basic information.	Provides a sketchy summary that includes inaccurate and/or unrelated information.
Represents ideas (2.2.7)	Represents ideas in a way that insightfully captures the story.	Represents ideas in a way that thoughtfully captures the story.	Represents ideas in a way that generally captures the story.	Represents ideas in a way that does little to capture the story.
Retells story events (2.2.4, 2.3.3)	Provides a precise retelling that makes skillful connections among story elements.	Provides a mostly accurate retelling that makes meaningful connections among story elements.	Provides a simplistic retelling that makes superficial connections among story elements.	Provides a vague retelling that makes few if any connections among story elements.
Presents orally (4.3.3)	Adjusts volume and tone of voice to captivate the audience.	Adjusts volume and tone of voice to substantially engage the audience.	Adjusts volume and tone of voice to partially engage the audience.	Little attention to volume and tone of voice; minimal audience engagement.

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Mathematics Examples				
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Describes equivalent proper fractions (Number; Communication)	Provides an in-depth explanation of equivalent fractions using precise mathematical language and symbols.	Provides a thorough explanation of equivalent fractions using specific mathematical language and symbols.	Provides a generally accurate explanation of equivalent fractions using basic mathematical language and symbols.	Provides a sketchy explanation of equivalent fractions using inaccurate mathematical language and symbols.
Calculates costs (Number; Reasoning)	Develops an efficient strategy to calculate costs and produce correct solutions.	Develops a practical strategy to calculate costs however solutions contain minor errors .	Develops a workable strategy to calculate costs leading to solutions with substantial errors .	Develops an unworkable strategy for calculating costs.
Identifies sample (Statistics and Probability)	Identifies a sample that is clearly representative and will yield comprehensive data.	Identifies a sample that is substantially representative and will yield credible data.	Identifies a sample that is partially representative and will yield workable data.	Identifies a sample that is not representative and will yield inconclusive data.
Analyzes data (Statistics and Probability)	Makes an insightful inference that is supported by the data.	Makes a relevant inference that is supported by the data.	Makes a reasonable inference that is somewhat supported by the data.	Makes an inaccurate inference that may or may not be supported by the data.
Formulates a question (Statistics and Probability)	Formulates an insightful question that requires an extensive comparison of the data in the chart.	Formulates a logical question that requires a substantial comparison of the data in the chart.	Formulates a predictable question that requires cursory comparison of data in the chart.	Formulates a trivial question that does not relate to making a comparison.

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Science Examples				
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Designs circuit (5-5.4, 5-5.10, 5-6.2)	Develops an efficient design which would result in a working circuit.	Develops a practical design which would result in a working circuit.	Develops a viable design which may result in a working circuit.	Develops an unworkable design which is unlikely to result in a working circuit.
Evaluates product (5-3.9)	Provides an insightful evaluation of the product and identifies significant areas of strength and weakness.	Provides a thorough evaluation of the product and identifies relevant areas of strength and weakness.	Provides an appropriate evaluation of the product and identifies predictable areas of strength and weakness.	Provides a superficial evaluation of the product but is unable to identify areas of strength and weakness.
Describes actions to protect wetlands (5-10.10, 5-4.11)	Suggests purposeful and compelling actions to protect wetlands.	Suggests logical and meaningful actions to protect wetlands.	Suggests simplistic yet reasonable actions to protect wetlands.	Suggests sketchy and/or questionable actions to protect wetlands.
Modifies design (6.6.3, 6.6.4, 6.6.5)	Modifications show an in-depth understanding of the relationship between manipulated and responding variables.	Modifications show a substantial understanding of the relationship between manipulated and responding variables.	Modifications show a partial understanding of the relationship between manipulated and responding variables.	Modifications show little understanding of the relationship between manipulated and responding variables.
Provides explanation (STS & K 1.3, STS & K 3.3, S-CT1)	Provides a compelling explanation of how the transfer of thermal energy affected the prototype using precise scientific vocabulary.	Provides a meaningful explanation of how the transfer of thermal energy affected the prototype using effective scientific vocabulary.	Provides a plausible explanation of how the transfer of thermal energy affected the prototype using simplistic scientific vocabulary.	Provides a vague explanation of how the transfer of thermal energy affected the prototype using incorrect scientific vocabulary.

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The AAC Rubric Sampler

Social Studies Examples				
Level	4 Excellent	3 Proficient	2 Adequate	1 Limited
Proposes a solution (4.1.1.6, 4.1.4.3, 4.3.4.4, 4.S.4.1)	Proposes an innovative solution supported with compelling facts and reasons.	Proposes a logical solution supported with convincing facts and reasons.	Proposes an obvious solution supported with appropriate facts and reasons.	Proposes a vague solution supported with weak facts and reasons.
Shares impression of Canadian identity (5.2.1)	Shares insightful impression(s) of Canadian identity.	Shares thoughtful impression(s) of Canadian identity.	Shares simplistic impression(s) of Canadian identity.	Shares vague impression(s) of Canadian identity.
Analyzes impact of natural resource on communities (5.1.3.1, 5.1.1.4, 5.1.1.5)	Provides perceptive analysis of impact of natural resource on communities.	Provides logical analysis of impact of natural resource on communities.	Provides basic analysis of impact of natural resource on communities.	Provides superficial analysis of impact of natural resource on communities.
Describes factors that shaped worldview (8.3.4.2, 8.3.4.5)	Provides a comprehensive description of the factors that shaped worldview.	Provides a substantial description of the factors that shaped worldview.	Provides a rudimentary description of the factors that shaped worldview.	Provides an undeveloped description of the factors that shaped worldview.
Develops and supports position (8.S.7.2, 8.S.7.5, 8.S.7.13)	Synthesizes information to develop a perceptive position supported by significant evidence.	Synthesizes information to develop a convincing position supported by relevant evidence.	Synthesizes information to develop a simplistic position supported by reasonable evidence.	Synthesizes information to develop a vague position supported by weak evidence.

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