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RubricBuilder

MarkBook, version 9.5 and higher, comes with a web link to RubricBuilder by Gateway Software. There are two versions, one for Ontario with all curriculum expectations (objectives) and descriptors and an International version. Click the RubricBuilder menu in the upper menu bar and select one of the options. The computer's browser will connect to the web site as in the following image.

MarkBook RB Home Page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Stop

Address <http://www.markbookrb.com/>

Purchasing Information

Go To Our Main Page

Virtual Tour

Rubric Links & References

Learn About Rubrics

Contact Us

Asylum SOFTWARE inc.

MarkBook Rubric Builder

MarkBook Rubric Builder is a simple, powerful tool which helps teachers create meaningful, high quality assessments. With thousands of linked criteria to choose from, it is so **fast and simple** that you will be creating rubrics in minutes. *MarkBook Rubric Builder* was created by teachers for teachers. The inventors of the software, teachers themselves, collaborated with over 30 other teachers to produce the rich and diverse content.

If you're a teacher in Ontario, Canada....

The actual courses and expectations from the **Ontario Ministry of Education curriculum** are included in our special Ontario Version. Not only will *MarkBook Rubric Builder* help you create assessments faster than ever before, it will assist you in meeting all of the **Ministry guidelines**.

1 ABOUT RUBRICS

What is a Rubric?

A rubric is a measurement instrument consisting of a set of criteria that describe what expectations are being assessed / evaluated along with descriptions of levels of quality or quantity used to judge individuals' work or to guide them to desired performance levels.

A rubric enables a teacher to convert student work into a numeric scale. Assessing with a rubric means that Criterion-Referenced Assessment is being used instead of Norm-Referenced Assessment.

Rubrics Should

- be created by teachers or students and teachers
- be given prior to the task
- be used during teaching as an assessment tool
- be a combination of quality and quantity of student learning
- be fair to all students
- indicate both what students learn and how well they learn
- have clear indications of how students can improve
- allow students the ability to assess their own work
- be specific to the task for which they are being used to assess

The Language of Rubrics

Rather than use a percentage scale with 101 possible scores (0 to 100 inclusive), rubrics use a scale with many fewer units. The following example uses a scale with five levels and a pass of 50%. Each level has a matching anecdotal **descriptor** of performance relative to the criterion being referenced. See section 9-4 of the MarkBook Reference Manual (in MarkBook's Help menu) for examples using 5 levels.

Level R

This is a failing or Remedial level equivalent to a mark less than 50% in jurisdictions where 50% is a pass. The learner doesn't meet the minimum standard.

Example: if the criterion is: *uses correct terminology*, the minimum one might expect is that students will use the most common or familiar terms. R level indicates that the learner has not demonstrated a capacity for meeting that criterion. Words like "never", "none" and "unable" are frequent level R descriptors.

The Level R performance descriptor might read: "is unable to use common and familiar terms correctly".

Level 1

This is the minimum that one would expect from a student who is receiving a passing mark. Often the term "limited" is used as a descriptor for Level 1. 50-59% would be the percentage equivalent in a jurisdiction where 50% is a pass.

Example: if the criterion is: **uses correct terminology**, the minimum one might expect is that students will use the most common or familiar terms. This is a limited capacity, but clearly defines for the students what the level of quality is for a Level 1 performance. Words like “able”, “some” and “sometimes” reflect level 1 performance.

The Level 1 performance descriptor might read: “is able to use common and familiar terms correctly”.

Level 2

This is a mediocre performance level. The student has passed, but has not achieved the desired standard. Often the term "some" is used as a descriptor for Level 2. 60-69% is a percentage equivalent.

Example: if the criterion is: **uses correct terminology**, one would expect that students can move one step beyond Level 1. Since Level 1 indicates that the student uses common or familiar terms, the next step is that they are using some of the newer terminology as well. This is a "some" capacity, but a definite and clear difference from Level 1.

The Level 2 performance descriptor might read: “is able to use common, familiar, and some newly acquired terms correctly”.

Level 3

This is a standard expectation performance level - what one expects the general population of students are capable of demonstrating (70-79%). Often the term "considerable" is used as a descriptor for Level 3.

Example: if the criterion is: **uses correct terminology**, one would expect that students could move one step beyond Level 2. Since level two indicates the student uses common, familiar and some new terms, the next step is that they are using most or all of the newer terminology. This is a "considerable" capacity, but a definite and clear difference from Level 2.

The Level 3 performance descriptor might read: “is able to use common, familiar, and most newly acquired terminology correctly”.

Level 4

This is a performance level that's beyond the standard expectation. It requires the student to demonstrate an exemplary use or understanding of the expectation (80 - 100%). Often the term "high degree" is used as a descriptor for Level 4.

Example: if the criterion is: **uses correct terminology**, one would expect that student to move one step beyond Level 3. Students may pick up more obscure words used in class but do not necessarily expect students to know and remember. They may use the words correctly in a new context, apply a global perspective, or apply the words to convey meaning about themselves.

The Level 4 performance descriptor might read: “is able to use common, familiar, and all newly acquired terminology correctly”.

Rubric Quality and Quantity

It's a good idea to have a balance of quality and quantity indicators within a rubric. Some criteria are best described using qualitative performance descriptors, while others are much easier to assess/evaluate using quantitative performance descriptors. Examples of quantity and quality:

Quantitative: 1-2, 3-4, several, many, variety, wide variety

Qualitative: uses examples consistently, accurately, detailed, comprehension, ability level, accuracy

Be careful not to combine quality and quantity indicators within the same criterion line.

Rubric Simplicity

Be cautious about over-populating a rubric with text. One may wish to print a student version which is simple and to the point. RubricBuilder offers the opportunity to keep it simple

Tip: be critical of the criteria and levels to help create a rubric that suits personal teaching style and reflects what students are learning in the class. The RubricBuilder can be used as is, however, the greatest feature is that it is flexible and can be edited and changed to suit the needs of individual teachers, students, and classrooms.

2 USING RUBRICBUILDER

RubricBuilder has been organized as a sequential set of file folders. Move across the tabs from left to right to complete building a rubric.

The screenshot displays the RubricBuilder software interface, specifically the 'Information' tab. The interface is organized into a series of tabs at the top: Setup, Information (selected), Expectations, Criteria, Print Format, View/Edit, and Print. The main content area contains several input fields and controls:

- Rubric Title**: A text input field.
- Performance Task Description**: A large text area with a vertical scrollbar.
- Date**: A text input field containing 'Sat, Apr 22, 2006'.
- School Name**: A text input field.
- Teacher**: A dropdown menu showing 'Smart, V.' and a button labeled '<< Add New Name To List'.
- School Address**: A large text area.
- Grade Level**: A dropdown menu showing 'Grade 9'.
- Course**: A dropdown menu.
- Class Description (ie. Period 1)**: A text input field.

At the bottom of the window, there are several navigation buttons: '<< Prev', 'Next >>', 'Autofill Expectations', 'Save', 'Help', and 'Quit'.

At the bottom of the screen, use the buttons to move back, to move forward, to auto-fill expectations, to save, to access a help menu, or to quit. These buttons appear on each tab as one moves through the program.

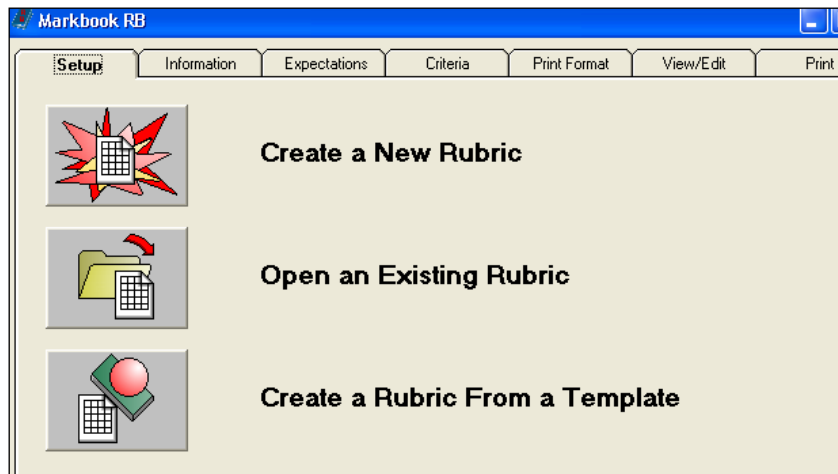
A quick help feature is available under the help menu. One may leave it on while creating the rubric, or simply refer to it if assistance is required.

A prompt will remind about saving as one moves through the program and before each print. If creating more than one rubric at a time, it's always best to begin with the first tab to clear all expectations and criteria previously chosen.

The program is divided into two databases in the Grade 7/8 version. There is a database for all Grade 7 courses, and a database for all Grade 8 courses.

Setup Tab

Choose **Create a New Rubric** to create a new rubric from the criteria contained in the RubricBuilder database. Choose **Open an Existing Rubric** to make changes to a rubric already saved. Open one of the rubrics that have already been created as part of the RubricBuilder program. They may be edited to suit needs.



Information Tab

Enter the rubric title and a description of the task.

The screenshot shows the 'Information' tab of the RubricBuilder software interface. The interface has a top navigation bar with tabs: Setup, Information (selected), Expectations, Criteria, Print Format, View/Edit, and Print. The main content area contains several input fields and a button:

- Rubric Title:** A text input field.
- Performance Task Description:** A large text area with scrollbars.
- Date:** A text input field containing 'Fri, Apr 28, 2006'.
- School Name:** A text input field.
- Teacher:** A dropdown menu showing 'Smart, V.' and a button '<< Add New Name To List'.
- School Address:** A text input field.
- Grade Level:** A dropdown menu showing 'Grade 9'.
- Course:** A dropdown menu.
- Class Description (ie. Period 1):** A text input field.

For the single user version, enter school and date information to be included on the rubric. For the network version, the school information is already present. Add your name to the drop down menu for **Teacher** on first use. Your name will then be added to the listing of teacher names from your school.

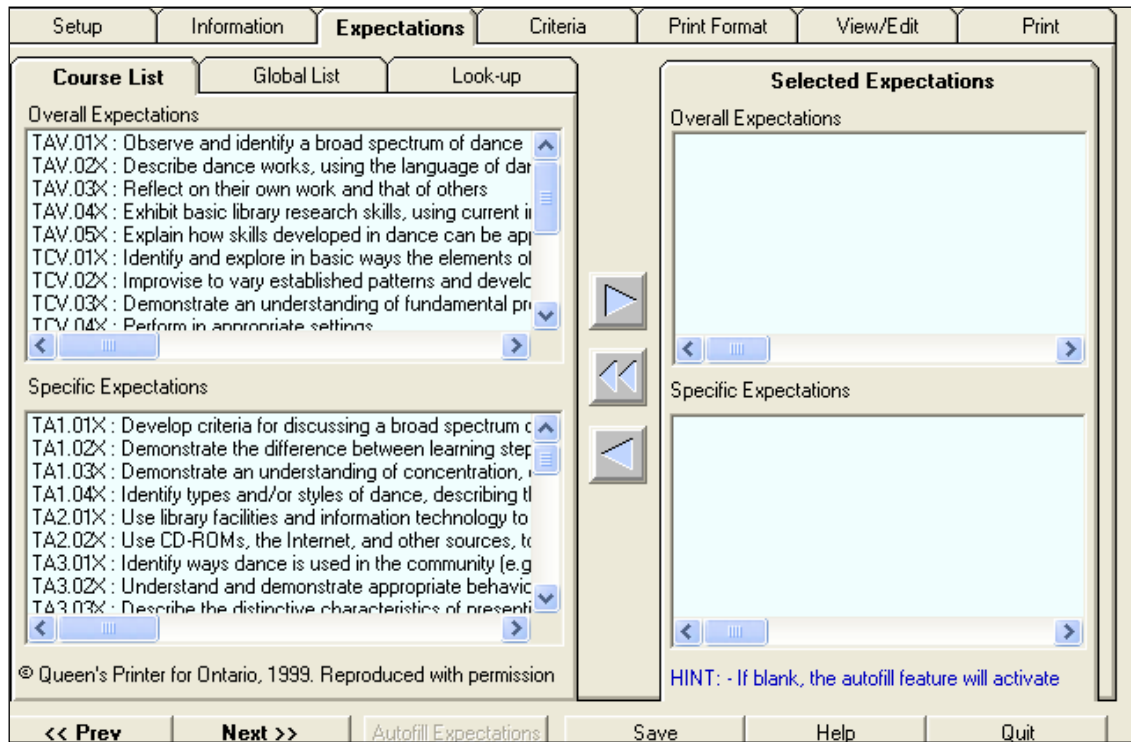
Choose the course from the drop down menu. You'll be prompted to do so on any subsequent tabs. It also makes the program run more efficiently.

Choose your database, Grade 7, or Grade 8.

Enter any class information to appear on the rubric. This could be course code, period number, time, or leave this blank.

Expectations Tab – Selecting and Clearing

The course expectations that appear include all overall and specific expectations for the course chosen on the Information Tab. The global listing includes all the expectations from the curriculum policy documents for all credit courses in the on the Grade/Form chosen. This tab is optional – one may move directly to the **Criteria** tab at any time.



On the right side of the screen is an area for choosing which overall and specific expectations to assess/evaluate with the rubric being built.

To select expectations, double click on any expectation in the left hand listing and they will move to the appropriate spot on the right. Or, click and drag any expectation in the left hand listing to the selected expectation area on the right. Or, click any expectation in the left hand listing and use the right pointing arrow button to move the expectation to the right.

Clear all expectations by using the double pointing left arrow button. Clear single expectations by:

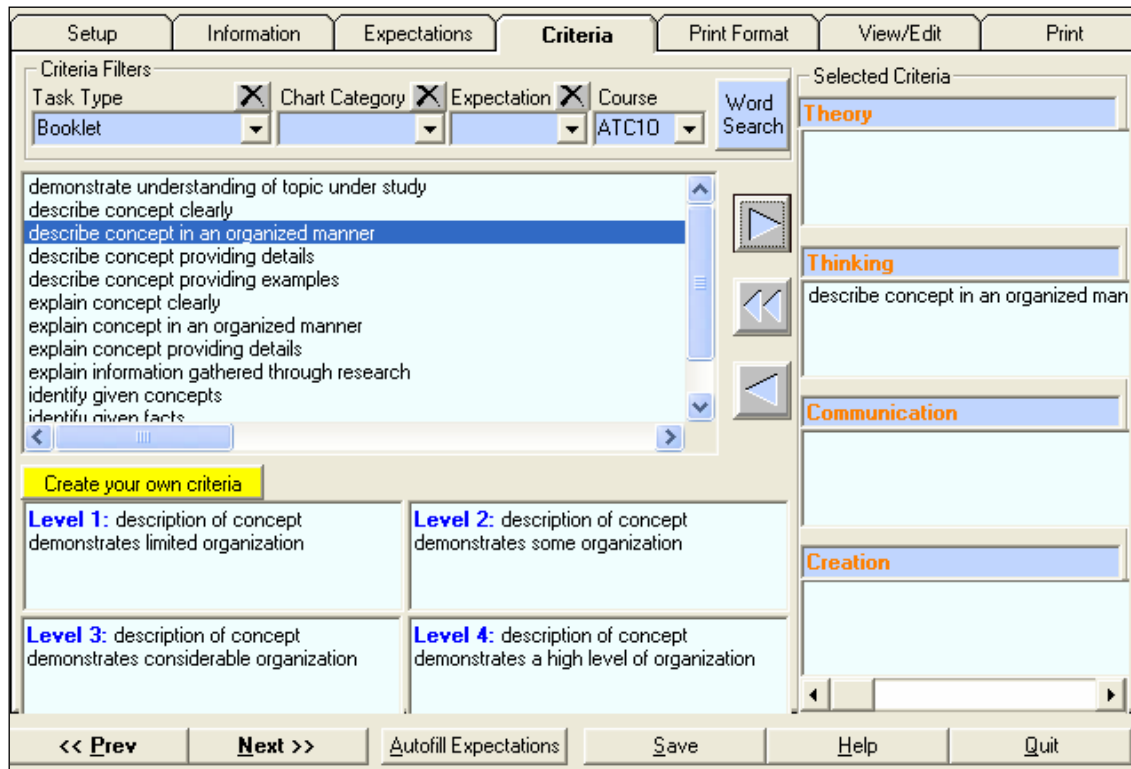
- a) clicking the expectation and using the single left pointing arrow button,
- b) double clicking the expectation, or
- c) clicking and dragging the expectation to anywhere on the left side.

Search the expectations by key word using the **Look-up** tab near the upper left. Enter in the search word to find and select the "binoculars". Choose the "X" to perform another search.

The **Global List** tab has all courses and expectations.

Criteria Tab

This screen has a working window at the top left that allows one to filter the database of criteria to suit needs. When selecting a criterion, see the four levels of assessment in the bottom left four boxes. The right side of the screen is where selected criteria will appear. Selected criteria will drop under a specific achievement chart category area. This may be edited.



The database of criteria contains criteria for the whole course. It can be limited several ways to save the time of viewing all criteria.

1. Limit the criteria by choosing one of the tasks that have been linked with the criteria in the database.
2. Limit the criteria by choosing one of the Achievement Chart Categories from the Chart Category drop down menu.
3. For the expectations that were chosen on the Expectations Tab, limit the criteria to those that are linked with those expectations in the database.
4. The course code that was chosen on the **Information** tab appears under the course. This limits the criteria to only those that apply to the course. Change course codes by using the drop down menu if creating an integrated rubric.
5. Click the blue **Word Search** button to activate a search by keyword.

To view all or more criteria, click the **X** beside any or all of the criteria filters.

Once the criteria have been filtered, choose those criteria to include on the rubric. As each criterion is selected, the four levels of assessment for that criterion will show on screen. There will be an opportunity to edit the wording on the edit tab.

Choosing Selected Criteria

Move the criteria to the selected criteria side of this work environment using three methods. The arrow moves the selected item to the achievement chart category that it's linked with in the database. Move it to any other achievement chart category by clicking and dragging.

1. Double click the criteria on the left side to select criteria.
2. Click the criteria on the left side and use the right pointing arrow button to move it to the selected list.
3. Click and drag the criteria on the left side to a specific achievement chart category area.
4. There is a scroll bar at the bottom of the selected list that will allow one to view all the words in the chosen criteria.

Clear the Selected List by:

1. Double clicking on a criterion.
2. Clicking and dragging a criterion back to the left side.
3. Click and use the single left pointing arrow button.
4. Use the double left pointing arrow button to clear all selected criteria.

Choosing Your Own Criteria

Select the yellow **Create your own criteria** button. Choose the Achievement Chart Category under which you wish to have your criterion classified. Then write your criterion and the four levels of assessment. Select the **Add Criteria** button and your criterion will be added to the rubric being created. Note that it does not add your criterion to the main database.

Once satisfied with the criteria chosen and they're under the appropriate achievement chart categories, you're ready to move on.

Note that four to six criteria is standard for most rubrics. More than six may require a multi-page printout.

Rubric Print Format Tab

There's a choice of two print formats: Level 4 is listed on the right side (upper chart), or Level 4 listed on the left side (lower chart). Recognize how students are used to reading rubrics. Students read left to right and there is merit in having Level 4 next to the selected criteria. Click on the chart of choice.

Setup	Information	Expectations	Criteria	Print Format	View/Edit	Print																									
Layout for Student Copy																															
To print your rubric show the levels in the order 1 to 4, click the picture-->				<table border="1"> <thead> <tr> <th>Criteria</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Criteria	Level 1	Level 2	Level 3	Level 4																						
Criteria	Level 1	Level 2	Level 3	Level 4																											
To print your rubric show the levels in the order 4 to 1, click the picture-->				<table border="1"> <thead> <tr> <th>Criteria</th> <th>Level 4</th> <th>Level 3</th> <th>Level 2</th> <th>Level 1</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Criteria	Level 4	Level 3	Level 2	Level 1																						
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<table border="1"> <tr> <td><< Prev</td> <td>Next >></td> <td>Autofill Expectations</td> <td>Save</td> <td>Help</td> <td>Quit</td> <td></td> </tr> </table>							<< Prev	Next >>	Autofill Expectations	Save	Help	Quit																			
<< Prev	Next >>	Autofill Expectations	Save	Help	Quit																										

View / Edit Tab

This screen shows the criteria chosen and the four levels of assessment/evaluation for each criterion.

Setup	Information	Expectations	Criteria	Print Format	View/Edit	Print
To add a custom criteria to this Rubric, click here --> Create your own criteria				To edit an existing criteria, DOUBLE CLICK on the cell that you wish to change.		
Criteria	Level 4	Level 3	Level 2	Level 1		
Thinking	describe concept in an organized manner	description of concept demonstrates a high level of organization	description of concept demonstrates considerable organization	description of concept demonstrates some organization	description of concept demonstrates limited organization	

Double click in any box to change or edit wording to suit specific needs. Go back to any previous screen by clicking on the PREVIOUS button on the bottom of the screen.

To add a line, click the yellow **Create your own criteria** button. Before moving to the **Print** tab, save the rubric on your hard drive.

Editing a Rubric

It's important to read the criteria and level information before moving on to save and print. The database has criteria specifically linked to each expectation. Since RubricBuilder is a tool for individual teacher use, this is an opportunity to edit and change the criteria and/or the language of the levels.

Criteria:

If you add new criterion, be sure it reflects the intention of the expectations. Often it's tempting to add criterion for which there is no specific expectation in the course.

Level Descriptors:

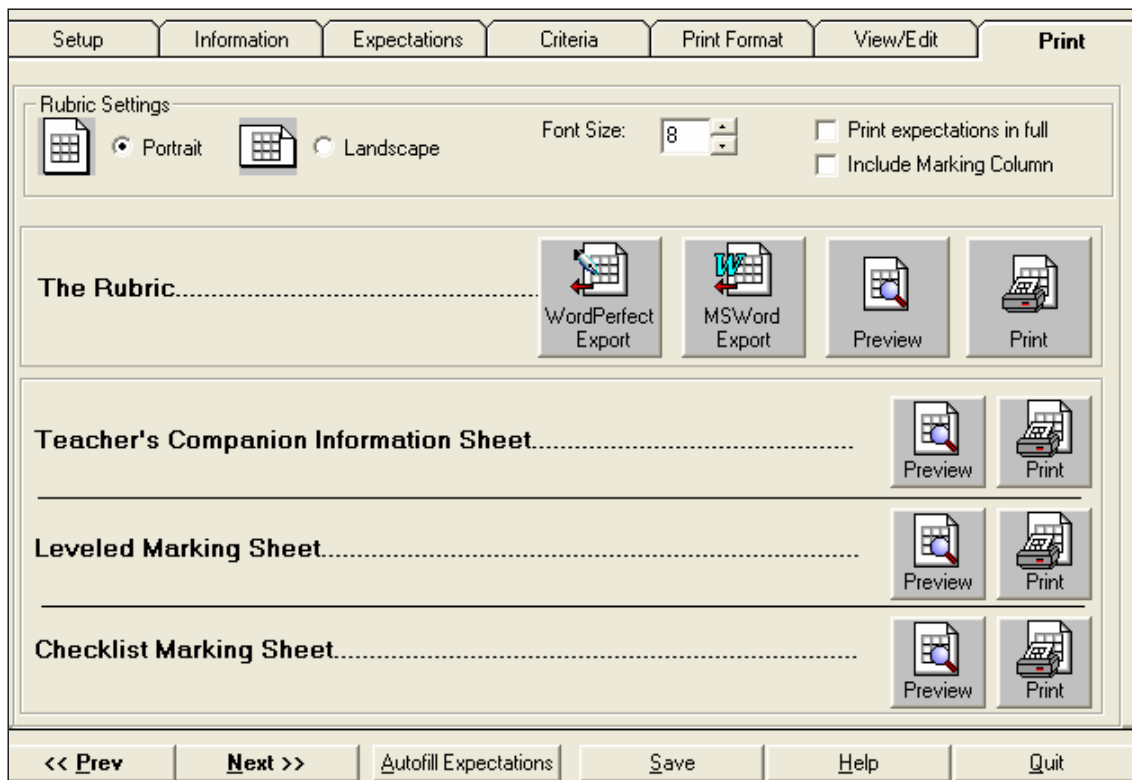
Decide on the quality or quantity descriptor students are expected to achieve. For example, if the criterion asks students to explain something, decide if you're looking for detail, examples, or quantity of information. Alter any levelled information to suit your needs. Once you double click in any edit box, it will work much the same as a word processor to delete, copy, spell check or paste information.

Checklists:

You may wish to use criteria for which there are no specific expectations in your course. A checklist may be used to accompany the rubric. The easiest way to create a checklist is to choose the **Create your own criteria** button. There is no need to add level descriptions, as only the criteria appear on a checklist.

Print Tab and Sample Printouts

There are several print choices in the top left **Rubric Settings** box. Print in portrait or landscape mode. There's an opportunity to change the font size. Choose to have the expectations printed in full and to add a marking column on the right of the rubric.



Print Choices and Samples

For all print choices, one may preview the item being printed. Export this choice to a Word or WordPerfect file to alter or change format, font, or to add special characteristics to the rubric.

1. Print **The Rubric** - this prints your rubric. See the first printout following (2 pages).
2. Print **Teacher's Companion Information Sheet** - This lists information from the information tab, the expectations you chose, and the criteria you are using to assess/evaluate those expectations. See the second printout following.
3. Print **Leveled Marking Sheet** - this is an individual sheet you may use to mark student projects. It allows you to indicate the overall level and includes a space for anecdotal comments. See the third printout following.
4. Print **Checklist Marking Sheet** - this is an individual student checklist that allows you to indicate either Yes/No for any criterion. This can be used for students to use as a checklist, or for teachers to indicate student achievement. See the last printout following.

The Best School

123 Main St.

Name: _____

Teacher: V. Smart

Date: Sat. Apr 22, 2006

Course: SNC2D:Science, Grade 10, Academic

Ecology Lab

Expectations: BYV.01D, BYV.03D, BY1.06D, BY1.07D

Criteria	Level 1 (50% - 59%)	Level 2 (60% - 69%)	Level 3 (70% - 79%)	Level 4 (80% - 100%)
Knowledge				
compare a natural and a disturbed ecosystem	compares a few of the components of a natural and a disturbed ecosystem	compares some of the components of a natural and a disturbed ecosystem	compares most components of a natural and a disturbed ecosystem	compares all components of a natural and a disturbed ecosystem
suggest ways of assuring the sustainability of ecosystems	is able to suggest 1 way of assuring the sustainability of ecosystems	is able to suggest 2 or 3 ways of assuring the sustainability of ecosystems	is able to suggest 4 or 5 ways of assuring the sustainability of ecosystems	is able to suggest 6 or more ways of assuring the sustainability of ecosystems
Inquiry				
able to control the major variables in an inquiry	produces an experimental design in which few variables are identified or controlled	produces an experimental design in which variables are identified; not all significant variables are controlled	produces an experimental design in which variables are identified, some significant variables are controlled	produces an experimental design in which significant variables are identified and controlled
compare given aspects of problem under study	comparison of given aspects of problem under study is based on limited investigation	comparison of given aspects of problem under study is based on some investigation	comparison of given aspects of problem under study is based on considerable investigation	comparison of given aspects of problem under study is based on thorough investigation
Communication				
examine how abiotic factors affect biotic communities	explains the concepts of abiotic and biotic factors in a limited manner, has difficulty connecting the two concepts	explains, with some detail, how some abiotic factors affect the survival and geographical location of biotic communities	examines and explains how abiotic factors affect the survival and geographical location of biotic communities	in an insightful, detailed and accurate manner giving examples, examines and explains how abiotic factors affect the survival and geographical location of biotic communities
explain the process of bioaccumulation and assess its potential impact	when explaining the process of bioaccumulation, explanations lack completeness, detail and/or accuracy; has difficulty assessing its potential impact on the viability and diversity of consumers at all tropic levels	when explaining the process of bioaccumulation, explanations are partially complete, contain some detail but may not be fully accurate; is able to assess some potential impact on the viability and diversity of consumers at all tropic levels	when explaining the process of bioaccumulation, explanations are generally complete, detailed and accurate; is able to assess some potential impact on the viability and diversity of consumers at all tropic levels	in an insightful, detailed and accurate manner is able to explain the process of bioaccumulation and is able to assess its potential impact on the viability and diversity of consumers at all tropic levels

Making Connections

Criteria	Level 1 (50% - 59%)	Level 2 (60% - 69%)	Level 3 (70% - 79%)	Level 4 (80% - 100%)
suggest ways of assuring the sustainability of ecosystems	is able to suggest 1 way of assuring the sustainability of ecosystems	is able to suggest 2 or 3 ways of assuring the sustainability of ecosystems	is able to suggest 4 or 5 ways of assuring the sustainability of ecosystems	is able to suggest 6 or more ways of assuring the sustainability of ecosystems

The Best School

123 Main St.

Name: _____

Teacher: V. Smart

Date: Sat. Apr 22, 2006

Course: SNC2D:Science, Grade 10, Academic

Ecology Lab

Expectations:

Overall:

BYV.01D : Demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life

BYV.03D : Analyse issues related to environmental sustainability and the impact of technology on ecosystems

Specific:

BY1.06D : Changes (e.g., short term: the activity of tent caterpillars during a season; long-term: the effect of acid rain on maple trees)

BY1.07D : Compare a natural and a disturbed ecosystem and suggest ways of assuring their sustainability (e.g., compare a meadow and a lawn)

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Criteria:

Knowledge

compare a natural and a disturbed ecosystem
suggest ways of assuring the sustainability of ecosystems

Inquiry

able to control the major variables in an inquiry
compare given aspects of problem under study

Communication

examine how abiotic factors affect biotic communities
explain the process of bioaccumulation and assess its potential impact

Making Connections

suggest ways of assuring the sustainability of ecosystems

The Best School

123 Main St.

Name: _____

Teacher: V. Smart

Date: Sat. Apr 22, 2006

Course: SNC2D:Science, Grade 10, Academic

Ecology Lab

Expectations: BYV.01D, BYV.03D, BY1.06D, BY1.07D

Criteria	1	2	3	4
Knowledge				
compare a natural and a disturbed ecosystem				
suggest ways of assuring the sustainability of ecosystems				
Inquiry				
able to control the major variables in an inquiry				
compare given aspects of problem under study				
Communication				
examine how abiotic factors affect biotic communities				
explain the process of bioaccumulation and assess its potential impact				
Making Connections				
suggest ways of assuring the sustainability of ecosystems				
Comments:				

The Best School

123 Main St.

Name: _____**Teacher:** V. Smart**Date:** Sat. Apr 22, 2006**Course:** SNC2D:Science, Grade 10, Academic

Ecology Lab

Expectations: BYV.01D, BYV.03D, BY1.06D, BY1.07D

Criteria	Yes	No
Knowledge		
compare a natural and a disturbed ecosystem		
suggest ways of assuring the sustainability of ecosystems		
Inquiry		
able to control the major variables in an inquiry		
compare given aspects of problem under study		
Communication		
examine how abiotic factors affect biotic communities		
explain the process of bioaccumulation and assess its potential impact		
Making Connections		
suggest ways of assuring the sustainability of ecosystems		
Comments:		

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