

Rubric to Assess a PBL and Rubric

		Novice	Apprentice	Practitioner	Expert
TASK STATEMENT	Authenticity	<ul style="list-style-type: none"> content and skills are connected to later use in school only 	<ul style="list-style-type: none"> content or skills are somewhat connected to life outside of school 	<ul style="list-style-type: none"> content and skills are clearly connected to life outside of school, such as the work world 	<ul style="list-style-type: none"> content and skills of task are highly relevant by connecting to students' lives right now
	Open- Ended	<ul style="list-style-type: none"> task has only one correct response 	<ul style="list-style-type: none"> task allows limited room for different approaches 	<ul style="list-style-type: none"> task allows for different approaches based on the same content/skills base 	<ul style="list-style-type: none"> task allows students to choose different assessment measures for the task
	Complexity	<ul style="list-style-type: none"> task contains different skills, most lower order 	<ul style="list-style-type: none"> task contains many different skills and content 	<ul style="list-style-type: none"> task contains many different skills and content, including higher-level thinking 	<ul style="list-style-type: none"> task contains many different skills and content, including higher-level thinking task contains opportunities for students to choose some of the skills and content
	Curricular Connection	<ul style="list-style-type: none"> task is loosely connected to key skills and content in curriculum 	<ul style="list-style-type: none"> task is clearly connected to key skills and content in curriculum 	<ul style="list-style-type: none"> task is clearly connected to key skills and content in curriculum time frame and scope of task match time frame and scope in the curriculum 	<ul style="list-style-type: none"> all of Practitioner, plus task incorporates NJCCCS Workplace Readiness Standards in addition to curricular standards

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RUBRIC	Rubric Areas (rows)	<ul style="list-style-type: none"> fewer than 3 or more than 7 areas; areas emphasize discrete, lower-order skills 	<ul style="list-style-type: none"> 3-7 areas that emphasize mostly discrete, lower-order skills with some more quality-based performance areas 	<ul style="list-style-type: none"> 3-7 areas that represent the scope of the performance distinctly different skills are separated so as to be assessed independent of one another 	<ul style="list-style-type: none"> 3-7 areas that represent the total performance (mechanics, content, and quality) distinctly different skills are separated so as to be assessed independent of one another
	Rubric Criteria	<ul style="list-style-type: none"> the criteria are subjective, leading to a greater chance of the teacher and student assessing the work differently 	<ul style="list-style-type: none"> most areas are subjective objective descriptions are numerically quantifiable 	<ul style="list-style-type: none"> most of the areas contain objective descriptions of these, most are numerically quantifiable and some contain descriptive objective words 	<ul style="list-style-type: none"> all areas contain objective descriptions mix of numerically quantifiable and descriptive words leading to objective assessment each level has a distinctly different level of performance
	Content and Presentation	<ul style="list-style-type: none"> rubric primarily assesses either content or presentation content, if assessed, is at the lower-order level 	<ul style="list-style-type: none"> both curricular content and presentation are assessed content is assessed at the lower-order level with some higher-order expectations 	<ul style="list-style-type: none"> curricular content is clear upon examination of the rubric both curricular content and presentation are assessed content is assessed at both the lower-order and higher-order levels 	<ul style="list-style-type: none"> curricular content is clear upon examination of the rubric both curricular content and presentation are assessed the rubric challenges students to perform at a high level of academic achievement