

Evaluation Tools

Accounting and Related Services

RUBRIC

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

FBLA COMPETITIVE EVENTS
www.fbla-pbl.org

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Sample Rubric

School

Teacher

CTE Program - Level III

Course Name

LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests, work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>

Definition of Rubric:

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

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Rubric to Evaluate the Quality of a Rubric

SBE Design Team of Northern Colorado BOCES

www.coloradoboccs.org

CRITERIA	NEEDS TO BE REWORKED	ACCEPTABLE BUT NEEDS MORE CLARITY	CLEARLY WRITTEN
Performance Levels Addressed	Scoring guide is open-ended	Scoring guide provides for different performance levels	Scoring guide is descriptive of each level of performance
Description of Performance Levels	There are no specific descriptions of the different performance levels	Differences between the levels rely on looking for a number of examples or responses	The descriptions define clear and significant differences between the performance levels.
Language Specificity	Vague words are used to discriminate between levels: some, many, few, good, excellent	Subjective words (good excellent, some) are used to discriminate between levels but are further defined	The critical attributes between each level of performances are included
Usefulness	The ratings do not provide useful instructional information.	Ratings provide instructional information that needs further task analysis.	Ratings provide useful instructional information.

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EVALUATION OF BUSINESS PLAN

http://projects.edtech.sandi.net/memorial/franchise/business_plan_rubric.htm

	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
Summary and Product/ Service	Gives the name of the franchise and service sold.	Explains name, location, and services sold.	Addresses name, location, history of the company, and goods/services sold.	Adequately addresses name, location, detailed history of the company, and the goods/services sold.
Management Experience/ Expertise	Report tells who the owners are.	Report tells who owners are and how they will be managed.	Report tells who the owners are and how they will work together, and how they will manage.	Report explains who owners are specifically how they will work together, and how management will work.
Personnel Requirements	Hiring procedures are addressed.	Training is addressed and hiring procedures are briefly discussed.	Training is addressed and provides a detailed explanation of how employees will be hired	Specific explanation of training for owners and employees, how people will be hired, and criteria for job placement.
Market Analysis	Very little numerical data is given	Numerical data is basically copied from website. No calculations.	Report provides some numerical data involving calculations and analysis. May or may not use charts or graphs.	Report provides calculated data and analysis for how this company is successful. Report includes charts and graphs.
Oral Presentations	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. No visual aid is used.	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. Has few or poor quality visual aids.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report contains adequate visual aids that complement the oral presentation.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report also includes visual aids that enhance the oral presentation.

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ACCOUNTING DEPARTMENT WRITING RUBRIC

Christopher Newport University, Newport News, VA
www.cnu.edu

Attribute	Grade of A	Grade of B	Grade of C	Grade of D	Grade of F
Accounting Concepts	Especially skillful identification and analysis of accounting concepts	Clear and competent use of accounting concepts	Accurate but limited use of accounting concepts	Limited grasp of accounting concepts	Inaccurate use of accounting concepts
Assertions	Fully developed and supported assertions	Developed and supported assertions	Assertions exist but are not developed or supported adequately	Assertions exist but are not developed or supported accurately	Lack of assertions, development and/or support
Structure	Particularly clear ideas with logical transitions throughout	Consistent focus and good transitions	Paragraph flow and transitions are adequate	Weak paragraph structure and illogical transitions	Lack of focus
Language	Language especially clear and concise with flawless mechanics.	Free of errors in mechanics. Clear and concise language	Minor errors in mechanics. Sentences could be more effective	Fundamental mechanics errors. Lack of clarity and concision	Serious errors in mechanics. Lack on clarity and concision.

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EVALUATING STUDENT PRESENTATIONS

Developed by Information Technology Evaluation Services,
North Carolina Department of Public Instruction
www.ncsu.edu

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which the audience can follow
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration
Mechanics	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation	Student's graphics relate to text and presentation	Student's graphics explain and reinforce screen text and presentation
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces some terms. Audience members have difficulty hearing	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience , seldom returning to notes

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JOB INTERVIEW SCORING RUBRIC

Developed by Tonya Skinner, found on www.angelfire.com

Competency	Needs Work	Better	Best
First Impressions	Shows up late for the interview, does not shake hands, and/or chews gums; does not bring a copy of the resume or references	Shows up on time for the interview with a copy of resume in hand	Shows up early for the interview with a copy of the resume in hand
Preparation	Knows nothing about the company or seems to make up information as he/she goes along	Knows some general information about the company and/or its purpose	Has researched the company and the position thoroughly and is apparent by answers given in response to questions
Personal Attributes	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly	Good eye contact and poise during interview; confident
General attitude	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic	Seems interested in the position but could be better prepared or informed on certain topics	Interested in the position and enthusiastic about the interview
Personal Appearance	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, etc.)	Dressed similar to what employees in that position would wear or in business casual clothes	Dressed appropriate business attire; no sandals, tennis shoes, t-shirts, shorts, short skirts, etc.
Responses	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers	Gives well-constructed responses, but sounds rehearsed and unsure	Gives well-constructed, confident responses that are genuine.

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RESUME RUBRIC

Developed by the University of Maine (www.umeedu.maine.edu)

	1	2	3	4	5
Application to Job	Resume does not apply to the job in any way	A few aspects of the resume apply to the job	Half of the resume applies to the job	Most of the resume applies directly to the job	Resume is excellent, applies directly to the job
Clarity of Writing	The writing is unclear and has no consistency to it	Very little of the writing is clear and the consistency is inadequate	Meets task, but lacks some clarity and consistency	Writing is mostly clear and reasonably consistent	Writing is very clear
Voice	Voice lacks any professionalism and is not positive	Voice lacks professionalism, but is mostly positive	Voice is generally positive and has some professional parts	Voice is good, but lacks personality	Voice is both professional and positive
Layout	Resume is poorly spaced and takes up either more than one page or significantly less than one page. No attempt has been made to layout the information	Resume is poorly spaced in that it is longer than one page or too short, but an obvious effort has been made	Resume meets length requirements, but layout is too cramped or words are too small to read	Resume is generally well-spaced, but is either a bit cramped or has a little too much white-space	Resume is well-spaced, taking up one page
Mechanics	Resume contains frequent or serious errors in mechanics, usage and structure	Resume contains a pattern or accumulation of errors in mechanics, usage or structure	Resume presents some errors in mechanics, but not a pattern of such errors	Resume is generally free from errors in mechanics, usage and sentence structure	Resume is free from errors in mechanics, usage and structure

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PROBLEM-SOLVING TASK HOLISTIC 5-POINT SCORING SCALE

This scale evaluates the process employed in response to a problem solving task. It takes into consideration the level of student knowledge and understanding with respect to the given problem solving task; the selection and implementation of appropriate procedures and/or strategies; and the accuracy of the solution obtained.

4 - Response is characterized by all of the following:

- The student selects and implements relevant concepts and procedures/strategies needed to solve this problem.
- The student considers all constraints of the problem situation.
- The solution and all relevant work is correct; or, there is a mistake due to some minor computational or copying error.

3 - Response is characterized by one of the following:

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not entirely correct because **one** of the following is apparent:

- There is evidence the student has **a** misconception or has failed to consider **a** relevant concept needed to solve the problem correctly
- The student fails to consider **a** constraint of the problem situation.
- The student has considered **an** irrelevant variable or failed to consider a relevant variable.

The response/solution is generally correct; however, from the information provided it is not completely clear how the student arrived at this solution.

2 - Response is characterized by one of the following:

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not correct because **one or more** of the following are:

- There is evidence that the student has **several** misconceptions or has failed to consider **several** relevant concepts needed to solve the problem correctly.
- The student fails to consider **several** constraints of the problem situation.
- The student has also considered **several** irrelevant variables or failed to consider **several** relevant variables.
- The student did not carry the procedures/strategies far enough to reach a solution. The response/solution is generally correct; however, there is no information showing how the student arrived at this response/solution.

1 - Response is characterized by the following:

An incomplete and/or incorrect response/solution is provided **evidencing an attempt** to solve the problem. In addition, one or more of the following are apparent:

- The student did consider a constraint or variable of the problem situation.
- The student understands some concepts relevant to the problem task.
- The student selected a totally inappropriate procedure/strategy.

0 - Response is characterized by the following:

- It is blank.
- The student response only repeats information in the problem task.
- An incorrect solution/response is given and no other information is shown.
- The solution/response and supportive information is totally irrelevant to the problem task.

<http://www.cse.ucla.edu/CRESST/pages/Rubrics.htm>

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STUDENT RESEARCH MODULE

QUESTIONING

- 4 The question is clear, well-focused and requires high level thinking skills in order to research.
- 3 The question is clear and well focused. The question requires moderately high level thinking skills.
- 2 The question is incomplete and unclear. The teacher needed to help form a question.
- 1 Was unable to come up with a research question.

PLANNING

- 4 Made really good use of time. Was able to remain focused on the tasks and make changes when needed. Was able to develop a clear method to organize the information. Was able to make revisions in the plan when needed.
- 3 Was able to work within the time frame the teacher gave . Was able to develop a system to organize information. Was able to make revisions with help from the teacher.
- 2 Needed teacher help to list and organize what was needed to do. There are some steps missing in the planning. Made revisions with teacher help.
- 1 Was unable to come up with an organized plan and work within the time limits.

GATHERING

- 4 Used a variety of resources and carefully selected only the information that answered the question. Was able to continually revise the search based on information found.
- 3 Used many resources to find information that answered the question. Tried revising the search, but had some problems doing so.
- 2 Used 1 or more sources. Original question or focus guided the search, although should have made revisions. Made errors in selection of references
- 1 Lost focus during the gathering process and therefore the information was not accurate and complete.

SORTING

- 4 Thoroughly selected and organized information that answered the question in a organized way. Selected information that was appropriate.
- 3 Sorted information and organized information that answered the question without too many errors.
- 2 Tried to organize the information found, but made some mistakes. Wasn't able to completely stay focused on information that would answer the question.
- 1 Was unable to sort and organize the information found to answer the question.

SYNTHESIZING

- 4 Used the information found in a meaningful way to create an original product that clearly answers the question with accuracy, detail and understanding.
- 3 The product answers the question in a way that reflects learning using some detail and accuracy.
- 2 The product is not complete and only answers part of the question.
- 1 The product is incomplete and contains missing details and it isn't completely accurate.

TOTAL POINTS:

Student's Name:

Teacher:

http://www.bcps.org/offices/lis/models/tips/rubrics_sec/teach_rubric.html

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Technology Education: Career Report Rubric

Student Name _____

CATEGORY	4	3	2	1
Quality of Information	Information gathered provides answers to the main questions along with several supporting details and/or examples for each.	Information gathered provides answers to main questions along with 1-2 supporting details and/or examples.	Information gathered provides answers to main questions, but no details and/or examples are given.	Information gathered has little or nothing to do with the questions posed.
Amount of Information	All topics are addressed, and all questions answered, with at least 3 sentences about each.	All topics are addressed and most questions answered, with at least 3 sentences about each.	All topics are addressed, and most questions answered with 1-2 sentences about each.	All topics not addressed OR most questions answered with words or phrases instead of sentences.
Organization	Information is very well organized with headings that relate clearly to the material.	Information is organized with headings, but some material under the headings may be out of place.	Information is generally organized, but no headings are used.	There appears to be little organization of the material.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	Sources for information and graphics are documented in the designated format.	Most sources for information and graphics are documented in the designated format.	Sources for information and graphics are documented, but most are not in the correct format.	Some sources for information and graphics are not documented.

Source for lesson and rubric: http://www.geocities.com/tech_ed_2000/units/wadd/career.htm

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Key Questions	Below Standard	Standard	Above Standard
Does the student demonstrate an ability to operate technology appropriate to his or her academic level?	<ul style="list-style-type: none"> • Does basic operations with help • Unable to troubleshoot 	<ul style="list-style-type: none"> • Performs routine tasks independently with a minimum of assistance • Can troubleshoot common operational difficulties 	<ul style="list-style-type: none"> • Performs complex tasks independently • Can troubleshoot some advanced operational difficulties
Does the student use technology tools safely, responsibly, and ethically?	<ul style="list-style-type: none"> • Seldom works cooperatively and collaboratively with technology • Demonstrates little or no evidence of ethical use of technology • Demonstrates little or no evidence or concern for personal or physical safety 	<ul style="list-style-type: none"> • Usually works cooperatively and collaboratively with technology • Demonstrates ethical use of technology • Uses technology with appropriate concern for personal and physical safety 	<ul style="list-style-type: none"> • Takes a leadership role in collaborative work with technology • Models a high level of respect for personal and physical safety • Models technology with appropriate concern for personal and physical safety
Does the student use technology as a problem-solving and decision-making tool?	<ul style="list-style-type: none"> • Demonstrates little or no evidence of formulating problems or choosing appropriate strategies for using technology • Uses few or inefficient technology resources to gather information • Seldom evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> • Formulates problems and chooses appropriate strategy with some guidance using technology • Uses a variety of technology resources to gather information • Usually evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> • Formulates problems and chooses appropriate strategy using technology • Consistently uses the most appropriate technology resources to gather information • Almost always researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Does the student use technology to produce school assignments and projects?	<ul style="list-style-type: none"> • Needs much assistance to produce a product using technology • Tends to use a minimum of resources repeatedly • Communicates and/or illustrates ideas with difficulty using technology 	<ul style="list-style-type: none"> • Uses technology to design, develop, publish and present a product with a minimum of assistance • Routinely uses a variety of resources • Communicates and/or illustrates ideas with technology 	<ul style="list-style-type: none"> • Designs and develops advanced products with little or no assistance • Consistently seeks new resources to support work projects • Fluently communicates and/or illustrates ideas with technology

Source: <http://jls.palo-alto.ca.us/eslr/eslrTechnology.pdf>

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Problem-Solving Task

This scale evaluates the process employed in response to a problem-solving task. It takes into consideration the level of student knowledge and understanding with respect to the given problem solving task; the selection and implementation of appropriate procedures and/or strategies; and the accuracy of the solution obtained.

4 Response is characterized by all of the following:

- The student selects and implements relevant concepts and procedures/strategies needed to solve this problem.
- The student considers all constraints of the problem situation.
- The solution and all relevant work is correct; or, there is a mistake due to some minor computational or copying error.

3 Response is characterized by one of the following:

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not entirely correct because one of the following is apparent:

- There is evidence the student has a misconception or has failed to consider a relevant concept needed to solve the problem correctly.
- The student fails to consider a constraint of the problem situation.
- The student has considered an irrelevant variable or failed to consider a relevant variable.

The response/solution is generally correct; however, from the information provided it is not completely clear how the student arrived at this solution.

2 Response is characterized by one of the following:

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not correct because one or more of the following are:

- There is evidence that the student has several misconceptions or has failed to consider several relevant concepts needed to solve the problem correctly.
- The student fails to consider several constraints of the problem situation.
- The student has also considered several irrelevant variables or failed to consider several relevant variables.
- The student did not carry the procedures/strategies far enough to reach a solution.

The response/solution is generally correct; however, there is no information showing how the student arrived at this response/solution.

1 Response is characterized by the following:

An incomplete and/or incorrect response/solution is provided evidencing an attempt to solve the problem. In addition, one or more of the following are apparent:

- The student did consider a constraint or variable of the problem situation.
- The student understands some concepts relevant to the problem task.
- The student selected a totally inappropriate procedure/strategy.

0 Response is characterized by the following:

- It is blank.
- The student response only repeats information in the problem task.
- An incorrect solution/response is given and no other information is shown.

The solution/response and supportive information is totally irrelevant to the problem task.

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Social Science Rubric: The Impact of Current Events on Consumer Prices

NAME _____ DATE _____

Exceeds standard (total points 11 - 12)

Meets standard (total points 8 - 10)

Approaches standard (total points 5 - 7)

Begins standard or absent (total points 1 - 4)

Score	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	Key concepts/themes/ issues/ ideas are thoroughly identified, defined and described. Significant facts/ supporting details are included and accurately described. Has little or no factual inaccuracies.	Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions.
3	Key concepts/themes/ issues/ ideas are identified, defined and described. Facts/ supporting details are included. May have a major factual inaccuracy, but most information is correct.	Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has mistakes in attention to the details of specific performance conventions.
2	Some key concepts/ themes/ issues/ideas are identified, defined and described. Some facts/supporting details are included. Has some correct and some incorrect information.	Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence.	Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus and thesis. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions.
1	Few or no key concepts/ themes/issues/ideas are identified, defined and described. Few or no facts/ supporting details are included. Information is largely inaccurate, absent or irrelevant.	Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear.	Expression of almost all ideas in the presentation is unclear. The presentation demonstrates little focus and lacks a thesis. Presentation demonstrates little or no evidence of organization. Presentation has multiple mistakes in attention to the details of specific performance conventions.

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TYPES OF RUBRICS

Created by:

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Chris Liebelt-Garcia, Metro Tech H.S.

RUBRIC: An established set of parameters for scoring or rating student’s performance on tasks. Rubrics consists of a fixed measurement scales (points or words), a set of criteria, performance descriptions for each criterion at each point on the scales.

ANALYTIC SCORING RUBRIC: A tool for grading projects and assignments, which are evaluated on multiple criteria and each criterion, has levels of performance.

	Levels of performance		
	Excellent	Good	Poor
Criteria #1			
Criteria #2			

HOLISTIC RUBRIC: A tool used for grading projects and assignments, which scores performance based on an overall quality. This is based on a single description for each level.

4	The student has a complete and detailed understanding of the information important to _____.
3	The student has a complete understanding of the information important to _____.
2	The student has an incomplete understanding of _____ and/or misconceptions about some of the information.
1	The student’s understanding of _____ is so incomplete or has so many misconception that the student cannot be said to understand.
0	No judgment can be made.

PRIMARY TRAIT RUBRIC (checklist or scoring guide): A tool used for grading projects and assignment, which scores products or performances limited to single aspects or a few aspects of criterion

Technique Check

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | Eyes (Eyes always on text book or screen, not looking at hands) |
| _____ | _____ | Hands/Fingers (Fingers curved hugging home row) |
| _____ | _____ | Posture (Sitting straight in chair and feet flat on the floor, legs not crossed) |
| _____ | _____ | Wrists/Arms (Wrists up, not touching the table or wrists higher than or even with knuckles) |
| _____ | _____ | Keys (Fingers reaching and striking the correct key properly & the enter key and the backspace key is hit with the right pinky without lifting the hand from home row) |

Rubric Descriptors for Levels & Criteria

	4	3	2	1
Performance Level Descriptors	Exemplary Excellent Outstanding Professional Exceeds Standards Exceeds	Accomplished Great Satisfactory Quality Meets Standards Above Average Progressing	Developing Fair/Good Acceptable Beginner Average Proficient	Beginning Under Development In Progress Needs Improvements Falls Below Standards Below Average Unacceptable
Criteria or Objective Descriptors	All Always Complete Superior Maximum Articulate Clear, accurate	More than ____ Sometimes, often Somewhat complete Adequate Satisfactory Understandable Often clear, often accurate	Fewer than ____ Seldom, rarely Less than complete Less than adequate Minimal Vague Sometimes unclear or inaccurate	None Never Incomplete Inadequate Unsatisfactory Unclear Rarely clear
Helpful Adjective & Adverbs	...to the highest level Includes all elements of... Clear Proper Appropriate All Necessary ... Significant Critical, crucial Logical, rational Intuitive Excellent Many Expert Through/complete High effective Always	To an acceptable level Includes elements of ... Somewhat proper Some degree of clarity Somewhat appropriate Adequate number of ... Important Essential Reasonable Somewhat intuitive Good Some Advance Substantial Effective/moderately effective Usually/consistently	... to a minimal level Includes few elements of ... Sometimes improper Somewhat unclear Limited Minimal amount of Somewhat relevant Somewhat useful Somewhat reasonable Somewhat instinctive Fair A few Intermediate Partial/incomplete Minimally effective Frequently/sometimes	... to an unacceptable level Includes no elements of ... Improper Unclear Inappropriate Lacks enough of ... Inconsequential, Unimportant Unnecessary Illogical Random Poor None Novice Misunderstanding/ misconceptions Ineffective Rarely/never