



SIDNEY GUTIERREZ MIDDLE SCHOOL  
A NEW MEXICO PUBLIC CHARTER SCHOOL

# Student Assessment: Exemplars and Rubrics

Version 1.1

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### *Purpose*

In order to provide you with information that will better assist you in monitoring your child's work product, we have assembled this packet of information. In this document, you will find an explanation and example of the rubrics (guidelines) that are used to assess your child's work products. As well, examples of most general types of assignment are included. By comparing your child's work with the exemplars provided, you will have another tool to guide your student in his/her academic success.

### *Rubrics*

Perhaps you've watched competitions in which performances are given scores on a ten-point rating scale. How does a judge arrive at a score? What makes one performance a "9" and another a "10"? In education, we must also rate student work. Rubrics are a tool for grading work that describes expectations clearly; rubrics describe what is evident in an "8" assignment and what was missing that would have led to a "10". A rubric provides a way for the teacher to give feedback about the quality of work by assigning point values to requirements and to the quality with which the requirements were displayed. Rubrics let students and teachers have a clear idea of what students should be able to know and do in order to demonstrate learning.

Rubrics are often given in the form of a checklist or a table. Most rubrics have more than one category being graded, such as accuracy of answer and grammar. Each category being graded will receive a score based on how well the category was addressed according to the given guidelines. The scores for each category are then added together to arrive at the points received out of the total points possible. Most rubrics reserve the highest scores in each category for advanced work such as excellent academic vocabulary (such as "multiply" rather than "times it") or additional examples beyond the minimum required. A rubric emphasizes the expectations of content and quality work that demonstrate a student's knowledge.

In the example rubric below, there are a total of 20 points possible. Reading down the table, you will see the five categories being graded. Reading across the top of the table, you will find the point values. For each category, the range of point values is given as well as the qualities shown in each range. Each category is given a score. Those category scores are totaled to provide the points received out of the total points possible.

CATEGORY	4	3	2	1
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Oral Presentation</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.