

BAA - Applications of Learning 11
Assessment Rubric
Guidelines for Consideration

The rubric has been drafted to serve as both formative and summative assessment tools. It is drafted in two forms – one as adult language and one as success criteria in student language. Thank you to Heritage Woods for the student rubric. Both rubrics are in draft form and any feedback is appreciated. Please send me any adjusted rubric so we can make it as useful as possible. It is hoped that the rubric will be primarily used as a formative tool by students ,together with their teachers. The student rubric lends itself to student self-assessment and, where appropriate, peer assessment.

There are two letter-grades per column in the rubric. This means it is up to the professional judgment of the educator what letter grade and percent is assigned. Obviously a student’s assessment may include information in a number of columns and should, as accurately as possible to the layperson then, be reflected in the appropriate letter grade. Where possible the student and the teacher should be able to assess together.

To assign a percent it can be considered fairly accurate if the percent spread is broken into 3rds for each of the two letter grades in a category. It is not possible to be statistically this accurate so again it is the professional judgment of the educator as to whether the student’s demonstrated learning is closer to the bottom percents of the letter grade, solidly in the middle or closer to the next letter grade.

It is important that the student and parents/guardians understand how the letter grade and percent is derived and that they clearly understand what the student needs to do to progress from one level to the next – whether that be from one category to the next or from one letter grade to the next.