

## Excerpts from the AAC Rubric Sampler

Following are examples of criteria and descriptors that have been extracted from rubrics on existing AAC performance tasks. They are NOT samples of complete rubrics. Since rubrics are highly contextual, these rows are not intended to be simply copied from the sampler into a rubric. Rather, these samples are meant to provide you with a sense of how effective rubrics feel and sound. Numbers and words in brackets refer to learner outcomes from Alberta programs of study.

Language Arts Samples				
Criteria \ Level	4 Excellent	3 Proficient	2 Adequate	1 Limited
<b>Summarizes story</b> (2.3.3)	Provides a <b>comprehensive</b> summary that includes <b>significant</b> information.	Provides a <b>substantial</b> summary that includes <b>relevant</b> information.	Provides a <b>partial</b> summary that includes <b>basic</b> information.	Provides a <b>sketchy</b> summary that includes <b>inaccurate</b> and/or <b>unrelated</b> information.
<b>Represents ideas</b> (2.2.7)	Represents ideas in a way that <b>insightfully</b> captures the story.	Represents ideas in a way that <b>thoughtfully</b> captures the story.	Represents ideas in a way that <b>generally</b> captures the story.	Represents ideas in a way that <b>does little to</b> capture the story.
<b>Retells story events</b> (2.2.4, 2.3.3)	Provides a <b>precise</b> retelling that makes <b>skillful</b> connections among story elements.	Provides a <b>mostly accurate</b> retelling that makes <b>meaningful</b> connections among story elements.	Provides a <b>simplistic</b> retelling that makes <b>superficial</b> connections among story elements.	Provides a <b>vague</b> retelling that makes <b>few if any</b> connections among story elements.
<b>Presents orally</b> (4.3.3)	Adjusts volume and tone of voice to <b>captivate</b> the audience.	Adjusts volume and tone of voice to <b>substantially engage</b> the audience.	Adjusts volume and tone of voice to <b>partially engage</b> the audience.	<b>Little attention</b> to volume and tone of voice; minimal audience engagement.

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Mathematics Examples				
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
<b>Describes equivalent proper fractions</b> (Number; Communication)	Provides an <b>in-depth</b> explanation of equivalent fractions using <b>precise</b> mathematical language and symbols.	Provides a <b>thorough</b> explanation of equivalent fractions using <b>specific</b> mathematical language and symbols.	Provides a <b>generally accurate</b> explanation of equivalent fractions using <b>basic</b> mathematical language and symbols.	Provides a <b>sketchy</b> explanation of equivalent fractions using <b>inaccurate</b> mathematical language and symbols.
<b>Calculates costs</b> (Number; Reasoning)	Develops an <b>efficient</b> strategy to calculate costs and produce <b>correct</b> solutions.	Develops a <b>practical</b> strategy to calculate costs however solutions contain <b>minor errors</b> .	Develops a <b>workable</b> strategy to calculate costs leading to solutions with <b>substantial errors</b> .	Develops an <b>unworkable</b> strategy for calculating costs.
<b>Identifies sample</b> (Statistics and Probability)	Identifies a sample that is <b>clearly</b> representative and will yield <b>comprehensive</b> data.	Identifies a sample that is <b>substantially</b> representative and will yield <b>credible</b> data.	Identifies a sample that is <b>partially</b> representative and will yield <b>workable</b> data.	Identifies a sample that is <b>not representative</b> and will yield <b>inconclusive</b> data.
<b>Analyzes data</b> (Statistics and Probability)	Makes an <b>insightful</b> inference that is supported by the data.	Makes a <b>relevant</b> inference that is supported by the data.	Makes a <b>reasonable</b> inference that is somewhat supported by the data.	Makes an <b>inaccurate</b> inference that may or may not be supported by the data.
<b>Formulates a question</b> (Statistics and Probability)	Formulates an <b>insightful</b> question that requires an <b>extensive</b> comparison of the data in the chart.	Formulates a <b>logical</b> question that requires a <b>substantial</b> comparison of the data in the chart.	Formulates a <b>predictable</b> question that requires <b> cursory</b> comparison of data in the chart.	Formulates a <b>trivial</b> question that does <b>not relate</b> to making a comparison.

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Science Examples				
Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
<b>Designs circuit</b> (5-5.4, 5-5.10, 5-6.2)	Develops an <b>efficient</b> design which <b>would result</b> in a working circuit.	Develops a <b>practical</b> design which <b>would result</b> in a working circuit.	Develops a <b>viable</b> design which <b>may result</b> in a working circuit.	Develops an <b>unworkable</b> design which is <b>unlikely to result</b> in a working circuit.
<b>Evaluates product</b> (5-3.9)	Provides an <b>insightful</b> evaluation of the product and identifies <b>significant</b> areas of strength and weakness.	Provides a <b>thorough</b> evaluation of the product and identifies <b>relevant</b> areas of strength and weakness.	Provides an <b>appropriate</b> evaluation of the product and identifies <b>predictable</b> areas of strength and weakness.	Provides a <b>superficial</b> evaluation of the product but is <b>unable to</b> identify areas of strength and weakness.
<b>Describes actions to protect wetlands</b> (5-10.10, 5-4.11)	Suggests <b>purposeful</b> and <b>compelling</b> actions to protect wetlands.	Suggests <b>logical</b> and <b>meaningful</b> actions to protect wetlands.	Suggests <b>simplistic</b> yet <b>reasonable</b> actions to protect wetlands.	Suggests <b>sketchy</b> and/or <b>questionable</b> actions to protect wetlands.
<b>Modifies design</b> (6.6.3, 6.6.4, 6.6.5)	Modifications show an <b>in-depth</b> understanding of the relationship between manipulated and responding variables.	Modifications show a <b>substantial</b> understanding of the relationship between manipulated and responding variables.	Modifications show a <b>partial</b> understanding of the relationship between manipulated and responding variables.	Modifications show <b>little</b> understanding of the relationship between manipulated and responding variables.
<b>Provides explanation</b> (STS & K 1.3, STS & K 3.3, S-CT1)	Provides a <b>compelling</b> explanation of how the transfer of thermal energy affected the prototype using <b>precise</b> scientific vocabulary.	Provides a <b>meaningful</b> explanation of how the transfer of thermal energy affected the prototype using <b>effective</b> scientific vocabulary.	Provides a <b>plausible</b> explanation of how the transfer of thermal energy affected the prototype using <b>simplistic</b> scientific vocabulary.	Provides a <b>vague</b> explanation of how the transfer of thermal energy affected the prototype using <b>incorrect</b> scientific vocabulary.

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# The AAC Rubric Sampler

Social Studies Examples				
Criteria \ Level	4 Excellent	3 Proficient	2 Adequate	1 Limited
<b>Proposes a solution</b> (4.1.1.6, 4.1.4.3, 4.3.4.4, 4.S.4.1)	Proposes an <b>innovative</b> solution supported with <b>compelling</b> facts and reasons.	Proposes a <b>logical</b> solution supported with <b>convincing</b> facts and reasons.	Proposes an <b>obvious</b> solution supported with <b>appropriate</b> facts and reasons.	Proposes a <b>vague</b> solution supported with <b>weak</b> facts and reasons.
<b>Shares impression of Canadian identity</b> (5.2.1)	Shares <b>insightful</b> impression(s) of Canadian identity.	Shares <b>thoughtful</b> impression(s) of Canadian identity.	Shares <b>simplistic</b> impression(s) of Canadian identity.	Shares <b>vague</b> impression(s) of Canadian identity.
<b>Analyzes impact of natural resource on communities</b> (5.1.3.1, 5.1.1.4, 5.1.1.5)	Provides <b>perceptive</b> analysis of impact of natural resource on communities.	Provides <b>logical</b> analysis of impact of natural resource on communities.	Provides <b>basic</b> analysis of impact of natural resource on communities.	Provides <b>superficial</b> analysis of impact of natural resource on communities.
<b>Describes factors that shaped worldview</b> (8.3.4.2, 8.3.4.5)	Provides a <b>comprehensive</b> description of the factors that shaped worldview.	Provides a <b>substantial</b> description of the factors that shaped worldview.	Provides a <b>rudimentary</b> description of the factors that shaped worldview.	Provides an <b>undeveloped</b> description of the factors that shaped worldview.
<b>Develops and supports position</b> (8.S.7.2, 8.S.7.5, 8.S.7.13)	Synthesizes information to develop a <b>perceptive</b> position supported by <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> position supported by <b>relevant</b> evidence.	Synthesizes information to develop a <b>simplistic</b> position supported by <b>reasonable</b> evidence.	Synthesizes information to develop a <b>vague</b> position supported by <b>weak</b> evidence.

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