



# Developing Project-Based Learning Rubrics

Rubrics are a great way to assess student work. Holistic rubrics can give students an idea of how they performed overall with a given task, assignment or project, and analytic rubrics can also give targeted feedback. Both types of rubric have a place in project-based learning. To determine which one you should use, consider the project, the students and the teachers who will score the products.

## Holistic Rubrics

Holistic rubrics can be used to assess the students’ work as a whole. They can be less time-consuming for practitioners because they provide only one score. Holistic rubrics should be used for simple projects or for younger students, where you don’t need targeted, detailed feedback.

### Sample Holistic Rubric

#### Product: Writing Sample

Score	Description
4	Demonstrates exceptional understanding of the material. All requirements are met and some are exceeded.
3	Demonstrates consistent understanding of the material. All requirements are met.
2	Demonstrates partial understanding of the material. Some requirements are met.
1	Demonstrates minimal understanding of the material. Few requirements are met.
0	No response. Task not attempted.





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## Holistic Rubric Template

Product: \_\_\_\_\_

Student/Group Name: \_\_\_\_\_

Score	Description
4	
3	
2	
1	
0	





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## Analytic Rubrics

Analytic rubrics are more detailed than holistic ones, and they provide feedback on several areas of a project. The criteria section lists skills and measures that students are working on throughout the project, and these criteria are used to judge student achievement. The performance levels and descriptors help staff determine to what extent students demonstrate learning of each skill.

### Sample Analytic Rubric

#### Product: Oral Presentation

Criteria Categories	Performance Levels				Points
	4	3	2	1	
<b>Body Language</b>	Student's movements seemed fluid and helped the audience visualize.	Student made movements or gestures that enhanced articulation.	Student used very little movement or few descriptive gestures.	Student used no movement or descriptive gestures.	
<b>Eye Contact</b>	Student holds attention of entire audience with the use of direct eye contact.	Student consistently attempts to use direct eye contact with audience.	Student displayed minimal eye contact with audience.	Student made no eye contact with audience.	
<b>Intro and Closure</b>	Student delivers opening and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student used a clear introductory or closing remark, but not both.	Student does not provide clear introductory or closing remarks.	
<b>Pacing</b>	Student made good use of drama and used appointed time interval.	Delivery was patterned but did not fit appointed time interval.	Deliver was in bursts and did not fit appointed time interval.	Delivery was either too quick or too slow to fit appointed time interval.	





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<b>Poise</b>	Student displayed relaxed, self-confidence and makes no mistakes.	Student made minor mistakes but quickly recovered; displayed little or no tension.	Student displayed mild tension; had trouble recovering from mistakes.	Student tension and nervousness were obvious; had trouble recovering from mistakes.	
<b>Voice</b>	Student used fluid speech and inflection to maintain the interest of the audience.	Student made satisfactory use of inflection, but did not consistently use fluid speech.	Student displayed some level of inflection throughout delivery.	Student consistently spoke in a monotone.	





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## Analytic Rubric Template

Product: \_\_\_\_\_

Student/Group Name: \_\_\_\_\_

Criteria	Performance Levels				Points
	4	3	2	1	
<b>Total points</b>					

