

Converting Rubric Scores To A Gradebook

Gradebook conversion scores are a local decision. The following scores are examples and are not mandated by the Ohio Department of Education.

Here is a sample gradebook conversion for a student who was evaluated as “GOOD”:

Rubric Score	Letter Grade	Percentage	Point Value (e.g. 50 pts)
Strong	A, A+	92+%	46 – 50 points
Good	B-, B, B+, A-	80 – 91%	40 – 45 points
Developing	C-, C, C+	70 – 79%	35 – 39 points
Emerging	D-, D, D+	60 – 69%	30 – 34 points

The student’s final performance would be determined based on the parameters set up by the department or teacher (e.g., by the level of the rubric where the majority of criteria have been met). Looking at this assessment, we see that the student has mostly scored in the GOOD range for this Novice High writing task, earning an overall performance of GOOD.

Presentational Writing		Performance Rubric			NL	NM	NH	IL	IM
		Full rubric for chapter or unit assessments and IPAs			Targeted performance level				
Final Score: 5	STRONG Full evidence for targeted level and some evidence for next level	GOOD Full evidence for targeted level	DEVELOPING Partial evidence for targeted level	EMERGING Limited evidence for targeted level	Low				
Comprehensibility S G D E L	Is easily understood by a sympathetic listener	Is generally understood by a sympathetic listener	Is understood with some difficulty	Is understood with much difficulty	Low				
Vocabulary	• Strong range of appropriate vocabulary.	• Good range of appropriate vocabulary.	• Basic range of appropriate vocabulary.	• Limited range of appropriate vocabulary.					
Language Control	• Few errors when using practiced structures, time frames and word order.	• Some errors when using practiced structures, time frames and word order.	• Errors in practiced material may require interpretation.	• Errors in practiced material often impede communication.					
Mechanics	• Accurate spelling, capitalization, punctuation, accents or tone marks.	• Mostly accurate spelling and mechanics.	• Somewhat accurate spelling and mechanics.	• Spelling or mechanics often impede communication.					
Task Completion S G D E L	Conveys and extends the message	Conveys the full message	Conveys part of the message	Conveys a limited message	Low				
Content	• Communicative goal is exceeded, with elaborate and relevant content.	• Communicative goal is met, with relevant content.	• Communicative goal is partially met, with some related content.	• Communicative goal is minimally met, with limited content.					
Details and Support	• Authentic resource(s) or details consistently used to support and expand on the response.	• Authentic resource(s) or details often used to support response.	• Authentic resource(s) or details sometimes used to support response.	• More details needed to support response.					
Discourse Quality S G D E L	Shows strong communication skills	Shows good communication skills	Shows developing communication skills	Shows emerging communication skills	Low				
Organization and Level of Language	• Speech is well-organized or sequenced, with strong cohesion and transitions. • Sentence complexity ¹ (word—phrase—sentence—connected sentences—paragraph) exceeds targeted level.	• Speech is mostly organized, with cohesion and transitions. • Sentence complexity ¹ is appropriate to level.	• Speech is somewhat organized, or has some transitions. • Sentence complexity ¹ partially meets targeted level.	• More organization, cohesion or transitions needed. • Sentence complexity ¹ minimally meets targeted level.					
Impact	• Audience interest consistently maintained through ² originality, visuals, technology, content, writing style, humor, or emotions.	• Audience interest is mostly maintained. ²	• Audience interest is somewhat maintained. ²	• Audience interest is minimally maintained. ²					
Interculturality S C D E L	Demonstrates thorough cultural competence	Demonstrates cultural competence	Demonstrates some cultural competence	Demonstrates limited cultural competence	Low				
Cultural Competence	• Language or behavior ³ (cultural content, register, idiomatic expressions, daily life, similarities/differences in target culture) shows strong cultural knowledge or understanding.	• Language or behavior ³ shows general cultural knowledge or understanding.	• Language or behavior ³ shows some cultural knowledge or understanding.	• Language or behavior ³ shows limited cultural knowledge or understanding.					

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Convert to Gradebook Score: (S) = 46-50 (G) = 40-45 (D) = 35-39 (E) = 30-34 (L) = 29-

Ohio Department of Education