

Rubric to Evaluate Student Concept Mapping

Criteria	Guiding Questions	Emerging	Developing	Acquired	Accomplished
Accuracy of relationships	<ul style="list-style-type: none"> • Are the relationships accurately interlinked? • Do the linking lines and descriptive words between items accurately represent the relationship? 				
Correct use of terminology	<ul style="list-style-type: none"> • Did students include all important terminologies? • Did advanced students compose their own terminology lists? • Can emergent learners complete lists that I initiated? • Can beginning learners use lists that I provided for them? 				

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Detail and specificity	<ul style="list-style-type: none"> • What is the degree of sophistication of the concept map? This should be contingent upon the complexity of expected student learning. • Does the map contain relevant hierarchies (visual and conceptual)? 				
Overall organization plan	<ul style="list-style-type: none"> • Is the concept map systematic, easy to follow, and simple in design? • Does the concept map have a clean and appealing design that aids comprehension? 				

Additional Comments:

Source: Adapted from Benjamin, A. (2003). Differentiated instruction: A guide for elementary school teachers. *Larchmont, NY: Eye on Education.*