

Rubrics are informal assessment tools used to evaluate an individual's ability to complete a task. They provide a scoring guide to judge performance on a specific task. Each skill is broken down into different components and a numerical value is given to each component. The performance is then scored by totaling the sum of the numerical values. By using the rubric, everyone can be scored based on the same criteria. In addition, rubrics help inform the individual of what is expected of them to complete the task. This encourages feedback and self-assessment on the task.

The goals of a rubric are to:

- assess performance on completing complex tasks
- assess changes in performance over time in one individual
- inform the individual of what is expected for the task
- increase consistency of scoring
- promote learning

Keep in mind that scoring a rubric is not the same thing as performing a formal evaluation of specific tasks. This rubric has not been formally evaluated for validity and reliability. Although, when many individuals perform the same task and the scoring of that task is specific, the reliability of that assessment should be sufficient.

The Scissor Skills Rubric that follows is intended to assist teachers and therapists to establish what is expected for the task and monitor progress. It is a general overview. It is not meant to be used for grading criteria (i.e., “mastery”, “proficient”, “needs improvement”, etc.).

Suggested Uses for the Scissor Skills Rubric:

1. **Assessment:** Assess an individual's performance on a specific task. During the initial visit with the individual the rubrics could be scored to establish a baseline score. If the individual scores well on a specific area, it most likely does not need to be addressed.
2. **Assessment of Change:** Track an individual's performance on a certain task over time. A rubric can be scored again at any time.
3. **Promote Learning:** Explain the scoring scale of the rubric to the individual. This provides the individual with feedback on what is expected of him/her and allows for self-assessment.
4. **Establish Criteria:** Therapists could choose to establish entrance and exit criteria for therapy services based on certain rubric scores.
5. **Goal Setting:** Use a rubric score to establish a quantitative, measurable goal.

How to score the rubrics:

1. Document the client's name, therapist's name, date and any adaptive equipment used to complete the task at the top of the page.
2. Before scoring the rubric, read all the descriptors in each row to familiarize yourself with each component.
3. Score the rubric by marking the descriptors that best matches the individual's performance.
4. Write the score in the right hand box for each row.
5. Add up the scores from the right hand column in the bottom box.

Reminders:

This is meant to track progress. Depending on the child's age, a child may not score a 30 in order to have proficient scissor skills. Around 6.5 years and later, the child should score at or close to the total score of 30.

If you alter the rubric by adding or deleting descriptors, make sure you adjust the overall total score.

If you are expecting others to score the rubric, remember to train the scorer to help increase reliability.

Scissor Skills Rubric

Student's Name:

Therapist/Teacher:

Date:

List any adaptive equipment used (including adaptive scissors):

Hand Dominance (if developed): ☐ Right Handed ☐ Left Handed

Scissor Skills	5	4	3	2	1	SCORE
Safety	Holds scissors safely 100% of the time	Holds scissors safely 75% of the time	Holds scissors safely 50% of the time	Holds scissors safely 25% of the time	Requires constant supervision with scissors.	
Holding Scissors	Holds scissors correctly in thumb up position and index and middle fingers in the second hold. Ring and pinky finger are tucked into palm.	With occasional verbal reminders, holds scissors in proper position.	Requires frequent verbal cues to maintain proper hold on scissors with thumb up and fingers in second hole.	Requires physical prompts and verbal cues to hold scissors in correct position	Requires hand over hand assistance to hold scissors	
Helping Hand	Displays coordinated movements while moving the paper with the non-dominant hand while the dominant hand cuts. Does not have to reposition paper.	Displays some coordinated movements while moving the paper with the non-dominant hand while the dominant hand cuts. May have to reposition the paper.	Holds and sometimes moves paper with non-dominant hand while cutting with dominant hand. Occasionally moves body instead of paper or rests hand on table.	Holds paper with non-dominant or dominant hand. Unable to turn paper while cutting. Requires occasional physical prompts to hold paper and scissors correctly.	Requires assistance to hold paper while cutting with the dominant hand.	
Snipping	Snips forward along an 8" line	Snips forward along a 6" line	Snips forward along a 4" line	Snips forward along a 2" line	Makes one snip	
Straight Lines	Cuts 6 inches along a straight line (¼ inch wide) without assistance, staying within ¼ inch of the line	Cuts 6 inches along a straight line (¼ inch wide) after demonstration without assistance, staying within ¼ inch of the line	Cuts 6 inches along a straight line (¼ inch wide) without assistance, staying within 1/2 inch of the line	Cuts 4-6 inches along a straight line (¼ inch wide) after demonstration without assistance, staying within 1/2 inch of the line	Cuts 4-6 inches along a straight line (1/2-inch-wide) after demonstration without assistance, staying within 1/2 inch of the line	
Curved Lines	Cuts 6 inches along a curved line (¼ inch wide) without assistance, staying within ¼ inch of the line	Cuts 6 inches along a curved line (¼ inch wide) after demonstration and without assistance, staying within ¼ inch of the line	Cuts 6 inches along a curved line (¼ inch wide) without assistance, staying within 1/2 inch of the line	Cuts 4-6 inches along a curved line (¼ inch wide) after demonstration and without assistance, staying within ¼ inch of the line	Cuts 6 inches along a curved line 1/2 inch wide) after demonstration and without assistance, staying within 1/2 inch of the line	
Shapes	Cuts out complex pictures and all shapes by following the outlines without assistance and staying within ½ inch of the line	Cuts out circle at least 6 inches in diameter, a square at least 3 inches wide, a triangle at least 3 inches wide and rectangle that is at least 6 inches in length and width staying within ½ inch of the line	Cuts out a circle of at least 6 inches in diameter, a square at least 3 inches wide and a triangle at least 3 inches wide without assistance, staying within ½ inch of the line	Cuts out a circle of at least 6 inches in diameter and a square at least 3 inches wide without assistance, staying within ½ inch of the line	Cuts out a circle of at least 6 inches in diameter without assistance, staying within ½ inch of the line	
TOTAL SCORE OUT OF 30						