“Why construct a new rubric when there are so many well developed rubrics available?”

**Four Key Stages**

**Stage 1  Reflection (Pre-Design)**
Questions: Why this assignment is created? Have I given it before? How does it relate to the rest of the course? What skills do students need to successfully complete the assignment? What are the parts of the assignment task? What are the highest expectations I have for student achievement of this assignment? What would be the worst example of student achievement of this assignment?

**Stage 2  Specify Learning Outcomes Expected (1st step)**
Questions: What are the learning outcomes that are to be demonstrated? What are the skills, understandings, and attitudes of the learning outcomes required to complete the assignment? What has been the preparation for this task? What is the course emphasis? What are my highest expectations of this evidence of achievement of the learning outcomes?

**Stage 3  Grouping/Labeling/Organizing Expectations**
Using criteria as categories for performance expectations, organize similar expectations into groups with criteria as labels for each. (analytic)
Another approach is to organize the performance expectations under different learning outcomes with those LO’s as the labels and levels of performance as the columns. (holistic)

Or task analyze the learning outcome into performance expectations and describe levels of performance (analytic)

Stage 4 Applying Criteria and Descriptions

Using the criteria, place the descriptions of performance into lists under each criteria and place those in a grid for use in constructing a scoring guide.

From there, descriptions (standards) may be written at different performance levels and placed under labels such as Exemplary, Competent, or Beginning, or A, B, C, D, F, or Excellent, Satisfactory, and Unsatisfactory.

Some find it easier to begin with the highest expectations and some find it easier to describe the lowest performance descriptions first. Experiment with your rubrics, and use rubrics of others to begin your processes.

*Stages 1 & 2 are very powerful when conducted with learners! Everyone learns from the processes.

DEVELOPING USEFUL RUBRICS: QUESTIONS TO ASK AND ACTIONS TO IMPLEMENT

QUESTIONS                                                        ACTION(S)

1.  What criteria or essential elements must be present in the student’s work to ensure that it is high in quality? Place in rows and label

2.  How many levels of achievement do I want to use? Place as columns and label

3.  What is a clear description of performance for each criteria at each level? Place in appropriate cells

4.  What are the consequences of performing at each level of quality Include in descriptions of criteria

5.  What is the weighting scheme for grading with the rubric Indicate weights to the criteria

6.  When I use the rubric, what aspects work well? What aspects need improvement? Revise accordingly

REFLECTION TO DETERMINE EFFECTIVENESS OF RUBRIC

➢ Does the rubric help me to distinguish among the levels of quality in students’ work?

➢ Are there too many or too few levels of achievement specified?

➢ Are the descriptions of performance incomplete or unclear?

➢ Are there important aspects of the task missing from the rubric?

➢ Do the criteria reflect the content or mastery of the knowledge associated with the student work?
Is the process of achieving the learning outcome reflected in the rubric?

Will the rubric help students be successful in the learning and assessment processes?

Will the rubric help students understand the assessment and evaluation process?

Will the rubric provide useful guidance and feedback to students?


Involving Learners in Rubric Construction: Advantages

- Clarity (prevents misunderstandings and misinterpretations)
- Ownership (students become “stakeholders” in the assessment process)
- Feedback (immediately assesses student learning)
- Efficiency (student help with the task; the task is both pedagogical and assessment focused)
- Motivation (greater student involvement in assignment tasks)

Involving Learners in Rubric Construction: Strategies

1. Presentation Model
2. Feedback Model
3. Collaborative Student Development of Rubric (4X4, “pass the hat,” and “post its”)

(Adapted from Stevens & Levi, pp. 49-64)
COLLABORATIVE DEVELOPMENT OF RUBRICS BY FACULTY SCHOLARS:

1. Begin with reviews of disciplinary and professional organizations’
current literature on student learning.

2. Review the research literature on learning in a discipline or field of study
to determine what current research reveals.

3. Derive criteria from previously submitted student work –work that
represents exemplary criteria and levels of achievement

4. Use student work to develop a continuum of learning with markers
determining levels of achievement or developmental levels.

5. Interview students to probe their learning experiences. Let their
experiences inform the rubric.

6. Discuss colleagues’ experiences and analyze their observations of
student learning for descriptions to place in the rubric.

7. Have colleagues take turns paraphrasing or summarizing the
descriptions.

8. Pilot the rubric with more than one sample of student work and meet to
revise the rubric.

Adapted from Maki, P. (2004). Assessing

Preparing Students to Succeed in Assessment (Authors below)
“The Value of Rubrics” (Driscoll)

✓ Consider assessment central to the purposes of teaching and learning.
✓ Help students understand assessment.

✓ Make assessment criteria clear.

✓ Promote student confidence.

✓ Provide safe opportunities for practice.

✓ Give students feedback on their processes, strategies, work tasks.

✓ Help students manage their time.

✓ Explain different forms of assessment.

✓ Be ready to talk openly about assessment.

Adapted from Brown, Race, & Smith, 1996).

DON’T FORGET!

Chapter 7, Allen (2004): more “how to”s for different types of rubrics, and examples of each type

Chapter 5, Driscoll & Wood (2007): designing criteria & standards, implications for teaching

Chapter 9, Suskie (2009): different types of rubrics (checklists, rating scales, descriptive scales and structured observation guides)