



CREATING QUALITY RUBRICS

Remember To:

- ❑ Keep it short & simple (4 to 10 criteria). Descriptors should be brief statements or phrases.
- ❑ Address only relevant content and performance objectives.
- ❑ Each criteria should focus on a different skill or content piece **that was taught**.
- ❑ Evaluate only measurable criteria and do not give points for criteria that are not attempted.
- ❑ Ideally, the entire rubric should fit on one sheet of paper.
- ❑ Each descriptor should target one idea, not multiple ideas.
- ❑ Make it easy to understand and use. It should help students achieve objectives by giving them criteria with which they can self-evaluate before, during, and after their work.
- ❑ Descriptors are clear enough that multiple educators will interpret them in the same way.

Steps in Rubric Development:

- Determine learning outcomes to be addressed.
- Brainstorm ideas for criteria to judge the success of the activity.
- Determine descriptor headings & points to be assigned to each heading.
- Write high range of descriptors first. (These are the goals.)
- Write low range of descriptors next. (Think of things that get in the way of learning.)
- Write middle ranges of descriptors last.
- Possibly, weight points for particular criteria.
- Share with colleague(s) for revision ideas.
- Field test rubric.
- Revise as needed.

TOPIC				
Criteria	Descriptor Heading 4 Pts.	Descriptor Heading 3 Pts.	Descriptor Heading 2 Pts.	Descriptor Heading 1 Pt.
Criteria 1				
Criteria 2				
Criteria 3				
Criteria 4				

Possible Descriptor Headings:

<u>4 Point Descriptor Hdg.</u>	<u>3 Point Descriptor Hdg.</u>	<u>2 Point Descriptor Hdg.</u>	<u>1 Point Descriptor Hdg.</u>
• Exemplary	Good	Satisfactory	Needs Improvement
• Exemplary	Accomplished	Developing	Beginning
• Superior	Excellent	Good	Needs Work
• Distinguished	Proficient	Apprentice	Novice

Measure Criteria Through Descriptors Targeting:

Depth ... Breadth ... Quality ... Frequency ... Extent ... Complexity ... Degrees ... Accuracy