Rubric Development Guideline

Rubrics are used at Valdosta State University to:

1. Identify and outline detailed instructions for the assignment being assessed by the rubric.
2. Include clearly written and understandable criterion statements that map back to the learning objective(s).
3. Identify accurate performance levels that reflect what is being assessed.
4. Identify areas where student needs improvement.
5. Streamline the grading process for the faculty member.
6. Provide meaningful feedback based on the criteria and performance levels.
7. Allow consistency of grading throughout the discipline, regardless of the faculty member teaching the course.

When beginning the rubric development process, ask yourself some clarifying questions:

1. What's the learning objective(s) for this assignment?
2. Given the learning objective(s), what are critical elements of the assignment that allow a student to demonstrate competency towards that objective(s)?
3. How do these elements rank in terms of being critical to the core of the assignment?
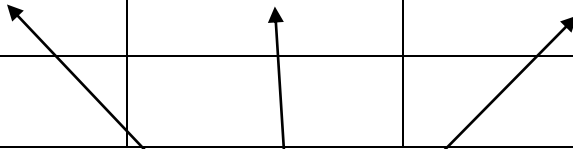4. Are your criteria specific, observable, and measurable?

Rubric Template:

A rubric includes the following components:

1. Assignment Description
2. Criteria
3. Performance Levels and Performance Level Descriptors
4. Feedback

Criteria	Performance Levels			Feedback
	Performance Level 3	Performance Level 2	Performance Level 1	
Criterion Statement 1				
Criterion Statement 2				
Criterion Statement 3				
Criterion Statement 4				

Performance Level Descriptors

Assignment Description:

Description of assignment tasks the student is being assessed on. Please be as detailed as possible.

Criteria:

Each criterion statement indicates a performance expectation. These criterion statements must map back to the module learning objective(s). Divide the assignment into the individual tasks the student must include to complete the assignment. Some examples of criterion statements may include: Presentation/Graphics or Mechanics. Do you plan to weight the criterion statements based on their importance to the assignment? If yes, then make sure you include the percentages.

Performance Levels:

The performance level is an indication of the quality of the demonstrated performance on a criterion. Three to five performance levels are commonly used. Examples of performance levels may include: Exemplary, Excellent, Mastery, Accomplished, Proficient, Competent, Developing, Needs Improvement, etc. Make sure you indicate the point values will you be assigning the performance levels.

Performance Level Descriptors:

Performance level descriptors include specifics on what the student is being accessed on. For example, if a criterion statement was Presentation/Graphics, the highest level Performance Level Descriptor could include: five graphics are included, all of which are high quality, enhance the presentation, and clearly relate to the topic. Another Performance Level Descriptor could include: three to four graphics are included and/or graphics are poor quality, only partially enhance the presentation, and/or do not relate to the topic.

Review the Rubric:

After the rubric is complete, review and ask yourself these questions. Does the rubric:

1. Map to the module learning objective(s)?
2. Clarify expectations for the students?
3. Cover important elements of the student performance?
4. Utilize well-defined measurable criterion statements and performance levels?
5. Use weighting and point scales appropriately?
6. Allow consistency of scoring by different assessors?
7. Allow for easy understanding by the student?

Resources for further review:

How to Design Rubrics

Sample Rubrics from the Association for Assessment of Learning in Higher Education

Jon Mueller's Authentic Assessment Toolbox

National Institute for Learning Outcomes Assessment

Teaching Online – Pedagogical Repository – Online Discussion Rubrics

Practical Assessment, Research & Evaluation – What's still wrong with rubrics?

References:

Developing Rubrics for Assessment *Office of Assessment.* Retrieved from:
http://assess.pages.tcnj.edu/files/2011/06/Developing-Rubrics.pdf

This resource was created by the staff at the Center for eLearning
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