

Building a Rubric

Components of a rubric

1. **Task or behavior description**, involving a performance by student. A good description will include purpose (why this task/behavior help students learn), definitions of any key terms that a student may not be familiar with, and indication of what you'll do to help students succeed.
2. **Scale** - 3-5 levels; can be grades, or can be a descriptive (and non-judgmental?) scale
3. **Dimensions** - Components of the task that must be undertaken in combination to accomplish the task or behavior. Does not include quality of performance. Can be weighted to emphasize importance.
4. **Dimension description** - Performance level may be described at all levels of the scale, but at the minimum should be defined at the highest level.

Steps for building a rubric

1 - List associated learning objectives

List learning objectives that can be developed with this assignment or behavior. Learning objectives are things that you want your students to know, understand, be able to do after being in your class. They should be measurable; **describe actions** that you can see students performing, so you can judge their learning by their performance.

2 - Define high-level performance

Next to learning objectives, add a description of what high-level performance would look like.

3 - Group items

Read through the high level performance descriptions. Are there any that are similar? If so, group related items into no more than three groups.

4 - Categorize into dimensions

After you've grouped similar items, categorize them with a single word. These will be the dimensions you fill in on your rubric. Decide if you want to weight dimensions on the rubric by percentages or points.

5 - Scale

Decide on a scale, and fill it into your rubric.

Popular rubric scales: A, B, C, F; 1, 2, 3, 4, 5; Exemplary, Accomplished, Developing, Beginning; Excellent, Competent, Needs Work; Professional, Adequate, Needs Work, Unacceptable; High Mastery, Average Mastery, Low Mastery

6 - Fill in high, low, and medium expectations

Transfer your high expectations to the rubric grid. Next, fill in lowest performance expectations for each dimension. Finally, fill in middle level descriptions.

Participation rubric scratch pad

Learning objectives (step 1) <i>After developing participation skills in my class, students will be able to...</i>	High-level performance (step 2) <i>I will know that my student has mastered this learning objective when s/he...</i>

Dimensions (step 4):

- 1.
- 2.
- 3.

Scale (step 5) - for this exercise, use a three-tiered scale:

High:

Middle:

Low:

Guidance on this handout is adapted from Stevens, D. and Levi, A. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning*. 2nd. ed. Sterling, Virginia: Stylus Publishing.

Participation rubric

	High	Middle	Low
Dimension 1 <hr/> Percentage or points:			
Dimension 2 <hr/> Percentage or points:			
Dimension 3 <hr/> Percentage or points:			
Added dimension <hr/> Percentage or points:			