

Rubric Design

A rubric is a scoring tool that describes the specific criteria on which student assignments will be assessed. This same rubric can be used across multiple sections of a course to assess student artifacts for the purpose of course assessment. Three essential components of the assignment are identified in a rubric:

1. Assignment criteria (drawn from the assignment instructions)
2. Achievement levels for each assignment criterion (e.g. accomplished, proficient, developing, novice)
3. Description of each achievement level for each assignment criterion

		2. Achievement Levels			
1. Assignment Criteria		Accomplished	Proficient	Developing	Novice
1. Assignment Criteria	description of criterion 1	description of accomplished attainment of criterion 1 xx points	description of proficient attainment of criterion 1 xx points	description of developing attainment of criterion 1 xx points	description of novice attainment of criterion 1 xx points
	description of criterion 2	description of accomplished attainment of criterion 2 xx points	description of proficient attainment of criterion 2 xx points	description of developing attainment of criterion 2 xx points	description of novice attainment of criterion 2 xx points
	description of criterion 3	description of accomplished attainment of criterion 3 xx points	description of proficient attainment of criterion 3 xx points	description of developing attainment of criterion 3 xx points	description of novice attainment of criterion 3 xx points
		3. Achievement Level Description			

STEP 1: Define the assignment criteria

- describe in concrete terms to specific tasks/student performance that will be assessed
- look to the assignment sheet for these tasks

STEP 2: Define the levels of achievement for each criteria

- e.g. accomplished, proficient, developing, novice
- *CAUTION*: define levels carefully; what's the difference between "fair" and "good"
- include maximum point value for each level
- consider the number of categories required to determine the range of performance quality, but in general use an even-number scale

STEP 3: Write the description of each achievement level for each criterion

- define in concrete terms the kind of performance required to achieve that level
- include maximum point value for each criterion achievement level

Draft a Rubric for an Assignment

2. Achievement Levels

1. Assignment Criteria

Assignment Criteria	Accomplished up to xx points	Proficient up to xx points	Developing up to xx points	Novice up to xx points
	xx points	xx points		xx points
	xx points	xx points		xx points
	xx points	xx points		xx points
	xx points	xx points		xx points
	xx points	xx points		xx points

3. Achievement Level Description