**Creating Scoring/Analytic Rubrics**

Rubrics are a popular tool for outlining criteria and for assessing and evaluating student achievement. They are often in a table/matrix with 3-4 levels and descriptions of criteria per each level. Once developed, a good rubric can be used for years. Here are some simple steps to create a rubric.

**Suggested Steps in Creating Rubrics**

**1.** Clearly identify the **learning expectations**, **objectives of task**, **performance,** or **final product** to be evaluated.

**2.** Brainstorm possible **criteria** of student **performance, product, or process**

 Include criteria that reflect a broad range of knowledge and skills (i.e., knowledge and understanding; application and analysis; creativity) as

appropriate for the particular performance, product, or process

**3.** From the brainstormed list, identify key **specific, observable,** and **measurable** criteria that best reflect the learning to be assessed

 Select only the top **5-7 criteria** (if you have more - it takes too long to mark)

 Avoid having a lengthy and practically unusable rubric with too many criteria

**4. Create** a **table** of 5 columns wide X 10 rows. Using a word processing program is easiest. You can adjust column/row width as needed later on. An effective rubric includes four levels/steps in the learning continuum that spans 0-100% for grading.

**5.** Phrase the **criteria explicitly** so there is no confusion about what is being assessed and put each of the criteria in rows in the first column.

 Check to ensure the criteria helps the student know what to do

 Often the **criteria column has examples** of what to expect to guide students in knowing exactly what is expected/not expected

**6.** Brainstorm characteristics that describe each criterion and create a **continuum of learning** through 4 levels using clear **descriptions**

 Ensure **criteria are consistently addressed** at each level using suitable descriptions (e.g., address the same elements in each level)

 Descriptions (qualifiers) should **distinguish differences between levels** (see chart on next page)

 Ensure language is **measurable**

**7. Add in marks per each level.** Can be changed per instructor’s emphasis per assignment or course. Ensure they match the percentages per column.

**8. Reflect and revise** rubric as needed (often 2-3 revisions will work out the kinks