

Steps to Create a Grading Rubric

Step 1: Record/write the performance objective.

Performance Objectives (also known as learning objectives) are statements which identify the specific knowledge, skill, or attitude the learner should gain and display as a result of the instructional activity.

Step 2: Identify the dimensions/tasks comprising the performance.

Dimensions are the broad concepts or specific tasks the student should demonstrate when performing the activity. Dimensions can be specific tasks or they can address a variety of intellectual or cognitive competencies that target a specific academic discipline or involve multiple disciplines.

SAMPLE: Examples of dimensions for a group exercise analyzing a case study:

- Contribute to the group discussion
- Take responsibility for required work
- Value others viewpoints
- Analyze the study cooperatively
- Present the outcome in a given format

Step 3: Identify the potential gradations of quality.

Gradations are the descriptive levels of quality starting with the worst quality up to the best quality.

--Example of a 3 level gradation: poor, average, excellent

--Example of a 4 level gradation: beginning, developing, accomplished, exemplary

--Example of a 5 level gradation: poor, fair, average, very good, excellent

Step 4: Assign a point value to each gradation, and a total point value for the assessment.

A) If you already know the total number of points for this assessment...

Divide the total number of points by the number of dimensions to get the maximum point value for the highest gradation for a dimension. Ex: the assessment is worth 15 points, and there are 5 dimensions, the highest gradation will be worth 3 points. Each gradation below this highest level should be valued at less than the 3 points.

B) If you do not have a total number of points for this assessment...

Identify the maximum number of points for achieving the highest level of quality. Assign a number to each level of quality (often increments of 1). Multiply the highest point value by the total number of dimensions. Ex: three levels (the highest level is worth 3 points) multiplied by 7 dimensions = a total point value of 21 points.

TIP Most rubrics have a 1 as the lowest gradation, although you can always have zero.

Step 5: Identify the criteria for each level of quality within a dimension/task.

Start with the best quality of each dimension. Simply list the specific expectations you have for the student. Then, for each level below the best quality, identify the flaws or missing elements which will cause the student to lose points off the best quality performance.

TIP Avoid negative language when listing the criteria. Instead try to identify the specific criteria that is missing so that your students know why they were assessed with a lower quality performance.

Step 6: Create the rubric table.

Source: <http://school.discoveryeducation.com/schrockguide/assess.html>