

# Rubric Roadmap: A Brief Guide to Rubric Development



## Step 1. Define the purpose of the assignment/assessment

- Consider what you want from students, your expectations, why you created the assignment, what you want students to demonstrate in their completed assignments/performances, and learning objectives for this assignment.

## Step 2. Decide what type of rubric you will use

- Find [basic templates for each type of rubric](#) on the Cult of Pedagogy website.

## Step 3. Define the criteria

- Think about what you would like to see in this performance. What knowledge and skills are required for this assignment/performance? What does an excellent performance look like?

**Tip:** List descriptive words that communicate what an excellent performance or product looks like. Group your list and label each grouping. Eliminate any that are not critical. These labels will become your criteria; try to limit them to between three and seven.

- Visit the Brown website for [sample grading criteria](#).

## Step 4. Design the rating scale

- Most rating scales include three to five levels.

**Tip:** When you develop a new rubric, start with a three-level scale. You can revise the to add in another performance level or criteria if needed. Some research indicates that information about student learning obtained from a three-level scale is comparable to that obtained from a five-level scale.

- The Brown website also offers [sample rating scales](#).



## Step 5. Write descriptions for each level of the rating scale

- Create statements of expected performance at each level of the rubric. For an analytic rubric, do this for each particular criterion of the rubric.

**Tip:** Begin with the highest level of achievement. Describe what a gold standard is for this assignment. The work you did in Step 3 will help you. Next describe the lowest level. Describe what an unacceptable performance/product looks like.

## Step 6. Create your rubric

- Develop the criteria, rating scale, and descriptions for each level of the rating scale into a rubric. Space permitting, include the task description at the top of the rubric. For reading and grading ease, limit the rubric to a single page, if possible.

### Remember:

Rubrics are written on paper, not stone.

Rubrics are an iterative process.

Start with a basic rubric and improve it with each use.

Created by: FLO Facilitator, Jacquie Harrison for FLO Workshop: *Rubrics Rubrics Rubrics* on September 1, 2021.

Adapted from: <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/designing-rubrics>

### References:

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