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# Rubric Creation Process

1. **Read the applicable learning outcomes to check for what you are ultimately looking for your students to be able to do.**
   1. Your learning outcomes will tell you what your students should be able to do at the end of the course, so how can you tell your students know how to do those things? Starting with your learning outcomes will give you a good starting point for writing your rubric, as they define for your students (and you) what you expect from their work throughout the course and when the course finishes.
2. **Read through (or write) your assignment's instructions.**
   1. The instructions you provide to your students typically signal what you are expecting them to write about, what to include, how to format their work, etc.
   2. Think of the instructions as one bookend and your rubric as another: both help to define your expectations for your students and inform how they complete the assignment.
3. **Using your learning outcomes and the assignment’s instructions, determine what the most important components of the assignment are to create the criteria for grading.**
   1. The components will become the criteria you use to assess your students (i.e. clarity of argument, references/documentation, etc.) and will appear on the left-hand side of your rubric for the rows.
4. **Determine what your levels of mastery are for the assignment.**
   1. These levels of mastery will be in the top row for the columns. Samples include:
      1. Not Met, Partially Met, Met, Exceeded
      2. Needs Work, Adequate, Excellent
      3. Poor, Fair, Good, Excellent
      4. Numeric Scale (1, 2, 3, 4...)
5. **Draft the indicators of proficiency based upon the levels of mastery you chose.**
   1. The indicators of proficiency represent the different levels of success a student’s work can earn. These indicators clearly communicate to your students what each level of work requires to achieve that specific level. Try to avoid subjective adjectives or descriptors like “visually pleasing”, “good work”, and “interesting”, as they remove the objectiveness a rubric is known for. Sample indicator wording includes:
      1. Presence to Absence
      2. Many to Some to None
      3. Consistent to Inconsistent
      4. Always, Generally, Sometimes, Rarely
   2. To start, write what you think a student’s work would earn a full-credit. What does an ideal assignment look like? Thinking about what you think an exemplar assignment will contain, have, include, etc. can help determine the highest level of mastery for the assignment (always, major, etc.).
   3. Next, determine what the opposite of an exemplar paper would contain. This will serve as the lowest level of mastery for the assignment. Is something absent? Is the formatting wrong? Does the assignment lack specific important elements? (rarely, minor, etc.)
   4. Once you have these two levels of proficiency, start to build out the other levels of mastery for the indicators of proficiency (generally, sometimes, some, etc.).
6. **Determine the point values associated with each criterion, then levels of mastery, then indicators of proficiency.**
   1. Now that you have created the criteria, levels of mastery, and indicators of proficient, it is time to decided how many points you will assign to each. There are a few ways to do it: you can assign points to each level of mastery or to each indicator of proficiency.
   2. Things to keep in mind:
      1. These points should add up to the total you have listed for the assignment.
      2. Avoid ranges, as they can reduce subjectivity and can create confusion for your students.
      3. Where you assign points will be what your students proportionally spend time on. For example, if you assign 4 points to utilizing supporting evidence and 4 points for formatting, they will focus their time and effort equally on those two criteria because they have the same associated point value.

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|  | Levels of Mastery (points) | Levels of Mastery (points) | Levels of Mastery (points) |
| Criteria | Indicators of Proficiency  (points) | Indicators of Proficiency  (points) | Indicators of Proficiency  (points) |
| Criteria | Indicators of Proficiency  (points) | Indicators of Proficiency  (points) | Indicators of Proficiency  (points) |
| Criteria | Indicators of Proficiency  (points) | Indicators of Proficiency  (points) | Indicators of Proficiency  (points) |

# Rubric Terminology and Sample Layout

# Contact Information

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| --- | --- | --- |
| **Kim Westemeier** | **Erin Horan** | **eLearning Support Services** |
| 202-885-6818  [kpulford@american.edu](mailto:kpulford@american.edu) | 202-885-6097  [ehoran@american.edu](mailto:ehoran@american.edu) | 202-885-3232  [blackboard@american.edu](mailto:blackboard@american.edu) |