

Developing a Scoring Rubric

Step 1:
Identify the desired qualities that need to be displayed in the student's work.

Review assignment objectives to get a clear sense of the goals

Determine the distinct criteria or attributes you expect students to display.

Step 2:
Determine which type of rubric will best evaluate student work.

Yes

Should each criterion be evaluated separately?

No

Step 3:
Develop the rubric.

Analytic rubrics look at *each criterion* separately so each attribute must be addressed on its own merit.

Determine distinct performance levels for *each* criterion.

1. What does *exceptional* or *mastery* look like?
2. What does *limited understanding* look like?
3. How does *average mastery* of the material look?

Holistic rubrics collapse the attributes and create a descriptive for the *collective attributes* for each level.

Determine distinct performance levels for the collapsed criterion.

1. What does *exceptional* or *mastery* look like?
2. What does *limited understanding* look like?
3. How does *average mastery* of the material look?

Samples of Performance Scales

0 – 10 points	11 – 15 points	16 – 20 points
Deficient	Basic	Proficient
Unacceptable	Acceptable	Exemplary
Still a Goal	At Standard	Above Standard
Novice	Apprentice	Exemplary
Not Yet Competent	Competent	Sophisticated
Approaches Standard	Meets Standard	Exceeds Standard
Emerging	Clear	Exemplary

Beginning	Developing	Accomplished	Exemplary
Scant	Minimally Developed	Moderately Developed	Substantially Developed
Initial	Emerging	Developed	Highly Developed
Attempted	Minimal	Adequate	Exemplary
Not Acceptable	Somewhat Acceptable	Acceptable	Highly Acceptable
Emerging	Developing	Proficient	Advanced
Needs Improvement	Satisfactory	Good	Excellent
Unacceptable	Marginal	Acceptable	Commendable
Initial Stages	Progress	Competent	Exemplary
Novice	Apprentice	Practitioner	Expert
No/Limited Proficiency	Some Proficiency	Proficient	High Proficiency

1 -----2-----3-----4-----5
 (Scant) (Substantially Developed)

Poor	Fair	Good	Very Good	Excellent
Below Standard	Approaches Standard	Standard	Above Standard	Mastery
Clueless*	Limited	Moderate	Well Done	Stellar

* term not recommended

For more information or sample rubrics:

Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved April 23, 2013 from <http://PAREonline.net/getvn.asp?v=7&n=25>.

Moskal, Barbara M. (2000). Scoring rubrics: what, when and how? *Practical Assessment, Research & Evaluation*, 7(3). Retrieved April 23, 2013 from <http://PAREonline.net/getvn.asp?v=7&n=3>.

Mueller, John. (2012). *Authentic Assessment Toolbox*. Available from <http://jfmuller.faculty.noctrl.edu/toolbox/rubrics.htm>.

Rubrics for Commenting and Grading. *Writing@CSU*. Available from <http://writing.colostate.edu/guides/teaching/commenting/rubrics.cfm>.

Sample Rubrics. *Association for the Assessment of Learning in Higher Education*. Available from <http://course1.winona.edu/shatfield/air/rubrics.htm>.

Schrock, Kathy. (2000). *Kathy Schrock's Guide to Everything- Assessment and Rubrics*. Available from <http://www.schrockguide.net/assessment-and-rubrics.html>.

Stevens, Dannelle & Antonia Levi. *Introduction to Rubrics*. Available from <http://www.introductiontorubrics.com/overview.html>.

Analytic Templates

Version 1

Proficiency Criteria	Emerging 1	Developing 2	Proficient 3	Advanced 4
Criteria X	Description of beginning level of performance	Description of a developing level of performance	Description of mastery or proficient performance	Description of highest level of performance

Version 2

Criteria 1 Explanation

1 -----2-----3-----4-----5
(Scant) (Substantially Developed)

Criteria 2 Explanation

1 -----2-----3-----4-----5
(Scant) (Substantially Developed)

Criteria 3 Explanation

1 -----2-----3-----4-----5
(Scant) (Substantially Developed)

Criteria 4 Explanation

1 -----2-----3-----4-----5
(Scant) (Substantially Developed)

Criteria 5 Explanation

1 -----2-----3-----4-----5
(Scant) (Substantially Developed)

Holistic Template

Proficiency	Criteria
Mastery 5	Demonstrates complete understanding of the problem. All requirements of the task are listed in the response.
Above Standard 4	Demonstrates considerable understanding of the problem. All requirements of task are listed in the response.
Standard 3	Demonstrates partial understanding. Most requirements are listed in the response.
Approaches Standard 2	Demonstrates little understanding. Many requirements are missing.
Below Standard 1	Demonstrates no understanding of the problem.
NR/NA 0	No response/not attempted.

Proficiency	Criteria

