Rubric Design Guide

Reference List
[Best Practices for Designing Effective Rubrics](#)
[How to Design Effective Rubrics](#)

What is a Rubric?

"…coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria" (Brookhart, 2013, p. 4). In short, rubrics distinguish between levels of student performance on a given activity.

More broadly, a rubric is an evaluation tool that has three distinguishing features: **evaluative criteria, quality definitions,** and a **scoring strategy** (Popham, 2000).

- Evaluative criteria represent the dimensions on which a student activity or artifact (e.g., an assignment) is evaluated.
    - Student Learning Outcomes
- Quality definitions comprise qualitative descriptions that distinguish student performance across a continuum for a given criterion.
    - Definition given a set-point on the rubric where the SLO and the level of performance meet.
- The scoring strategy articulates the process of converting the qualitative evaluations of student performance related to each criterion into an overall judgement of the quality of the artifact.
    - Beginning (Introduced) - Quantitatively represented as 1
    - Developing (Practiced) - Quantitatively represented as 2
    - Accomplished (Demonstrated) - Quantitatively represented as 3
    - Distinguished - Quantitatively represented as 4

The Design

The design of a rubrics, specifically an Analytic rubric - they provide students with specific guidance and feedback related to each relevant criterion (Brookhart, 2013) – can be broken down into three parts:

- Performance criteria
- Performance levels (progression of learning)
- Performance level descriptions (the action needed to meet the level)

The work

For the purposes of this exercise, we will be focusing on the performance level descriptions (PLDs).

Things to avoid:
Avoid using subjective language basic, competent, incomplete, poorly, flawed, etc. For example, "Excellent use of grammar" instead of "Only one or two grammatical errors are present in the paper".

Things to consider when reviewing/developing PLDs (Michele Larson, 2022, UN @ Lincoln):

- Overall, the descriptions need to be objective, clear, and non-overlapping between performance levels (Wolf et al. 2008). They need to be specific, measurable, and to some degree quantifiable.
- What observable criteria can be represented in the artifact/activity that demonstrates those knowledge and skills.
- What observable criteria of students' work is necessary to differentiate among the performance levels
- Include performance level descriptors that:

- o distinguish between qualitative differences in performance that are observable and measurable;
  - o are consistent within each criterion;
  - o and clearly articulate the expectations for each performance level (Banta & Palomba, 2015; Brookhart, 2013; Nitko & Brookhart, 2007; Popham, 2000; Suskie, 2009)
- Begin by filling out the requirements for the highest performance level (what constitutes distinguished at the Associates level for the criterion for the assessment)
- Next, fill out the lowest performance level (what shows little or no understanding for the criterion/learning outcome). Here students are showing the need for greater introduction of concepts (Wormeli 2006, Stevens and Levi 2013).

CHECKLIST (ASU EdPlus Lab)

	Yes	No	Additional Review is Needed
Performance Levels (Columns)			
There are performance levels			
The labels/descriptions of the performance levels are distinct, clear and meaningful			
Performance Criteria (rows)			
The performance criteria are appropriately labeled			
The labels/ descriptions of the performance criteria are distinct, clear and meaningful			
Performance Level Descriptors			
The descriptors describe differences in performance that are observable and measurable			
The descriptors clearly articulate what the expectations are for each performance level for a given criterion			
For a given row, the descriptors evaluate the same criterion across all performance levels			
The descriptors represent meaningful differences in performance across the performance levels for a given criterion			