

Rubric Development

Rubrics are useful for classifying student work products into levels of quality. Student work products are anything produced by the student, such as research papers, essays, poetry, fiction, musical recitals, art work, oral presentations, and performances.

Rubrics can be used to evaluate these products, and the evaluation can be done by faculty, outside experts, or other students, and/or can be self-assessments by students.

Rubric scores can:

- provide formative feedback in the classroom (discover what students know and don't know),
- be used to determine student grades, and/or
- provide data for assessment of programmatic student learning outcomes (what faculty want students to know or be able to do by the time they graduate).

Two Types of Rubrics

Holistic Rubric: provides one, holistic score for the entire work product

Analytic Rubric: provides a holistic score for each characteristic/dimension of the product or behavior

Components of Rubrics

Dimensions: characteristics of the item, skill or behavior being evaluated.

Category Scale: scale against which dimensions will be judged that determines level of quality.

Criteria Descriptions: specific descriptions of each dimension at each scale level.

Steps in Creating an Analytic Rubric

1. Determine the dimensions or characteristics that will be used to evaluate the work.
 - For example: Many critical thinking rubrics separate critical thinking into the dimensions of comprehension, application, analysis, identification of evidence, recognition of perspectives, synthesis, and interpretation and evaluation.
2. Determine the category scale against which the work will be evaluated.
 - For example: ECU typically uses 4-Accomplished, 3-Competent, 2-Developing and 1-Beginning.
3. Determine the benchmark to be used for the work.
 - Programmatic assessment typically uses a "graduating senior" as the benchmark.
 - Course assessment (for purposes of formative feedback in classrooms, and/or grades) typically uses "expectations for course" as the benchmark.

4. Develop clear and concise criteria descriptions to guide scoring of the work.
 - Describe what to look for in the work at each level of performance.
 - Start by describing what the highest and lowest levels of performance would look like for each dimension. The intermediate cases can then be identified by the most common errors that make a work product not quite at the highest level or the redeeming qualities that make a work product better than the lowest level.

5. Use the rubric to score student work. Expect to modify and adjust the rubric after the first use.

Don't reinvent the wheel! It is sometimes easier to modify an existing rubric than to start from scratch.

Rubric Template/Example

Criteria	4-Accomplished	3-Competent	2-Developing	1-Beginning	N/A
Identify each dimension or characteristic	Describe characteristics of student work that make a submission stand out as exemplary work.	Describe characteristics of student work that make a submission acceptable but not exemplary work.	Describe characteristics of student work that make a submission less than acceptable. Describe typical problems.	Describe typical problems.	