

# Creating a Rubric

There are four main stages involved in constructing a rubric (from Stevens & Levi, 2013)<sup>1</sup>:

## **Stage 1: Reflecting.**

Consider the following questions:

1. Why did you create this assignment?
2. Have you given this assignment or a similar assignment before?
3. How does this assignment relate to the rest of what you are teaching?
4. What skills will students need to have or develop to successfully complete this assignment?
5. What exactly is the task assigned?
6. What evidence can students provide in this assignment that would show they have accomplished what you hoped they would accomplish when you created the assignment?
7. What are the highest expectations you have for student performance on this assignment overall?
8. What is the worst fulfillment of the assignment you can imagine, short of simply not turning it in at all?

## **Stage 2: Listing.**

1. Identify the specific learning objectives that you want to accomplish through students' completion of this assignment.
2. After the learning goals have been listed, add a description of the highest level of performance you expect for each goal.

## **Stage 3: Grouping and Labeling.**

1. Start with the final list of highest performance expectations that were completed in Stage 2.
2. Read through the list of performance expectations carefully and begin to group together items that you think are related.
3. Once the performance descriptions are in groups of similar skills, determine what is common across the group and label it.

## **Stage 4: Application.**

1. The labels for the groups of performance expectations are the dimensions of the rubric: place them in the left column of the rubric grid.
2. Add in the descriptions of the highest level of performance for each dimension (many of which you already wrote for your earlier lists of learning and task objectives) in the second column from the left.
3. Determine the number of levels that you want to use, and include a column on your rubric grid for each level.
4. Determine an appropriate label for each scale level.
5. Write the label levels in the horizontal upper bar of the rubric grid.
6. Complete the descriptions for the other performance levels in the rubric grid.

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<sup>1</sup> Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd ed.). Sterling, VA: Stylus Publishing.