

Figure 6.11: Team Process for Developing Rubrics

Step 1: Determine the essential standards and their subset of learning targets that you will be monitoring with the rubric.

- What knowledge (content, information, procedures, or concepts) do we want students to have?
- What skills do we want students to integrate, apply, or demonstrate?

Step 2: Design the specific task that aligns with and provides data on how students are attaining these prioritized learning targets.

- What is the student prompt for the task?
- Does the task require the integration of several skills and concepts?
- Does the task require collaboration?
- Is there a product involved?

Step 3: Discuss and determine the most appropriate rubric design.

- Holistic
- Analytic
- Single point

Step 4: Referencing the learning targets, determine the elements the rubric will reflect. (Note: When using an analytic or single-point rubric, these will become your criteria or dimensions of the task. When using a holistic rubric, the characteristics are integrated in a single descriptor for each proficiency level.)

Step 5: Determine your quality indicator framework (for holistic and analytic rubrics).

- Number of performance levels with assigned scores (for example, three or four levels)
- Labels (numerical or descriptive)

Step 6: Complete descriptors for the proficient level first (along all criteria and dimensions), and then complete descriptors for the levels above and below proficiency.

Step 7: Assemble student work samples (if available) and review them against the rubric.

- Will the rubric be guiding for teachers (in terms of instruction and assessment)?
- Will the rubric be guiding for students (so they know where they are and how they can improve)?
- Will the rubric be focused on the true end in mind for the task?

Step 8: Define the point values for all descriptors. Create your instructional game plan for sharing this rubric and integrating it into formative assessment and instruction.