Creating a Rubric

Before creating a new rubric, check if example rubrics are available online that you can modify (see resources below). Using or adapting one of these rather than creating your rubric from scratch will save a great deal of time. If you can't find a rubric that can easily be adapted to suit your needs, the steps below will help you get started.

1. Identify the intended learning outcome of the assignment—what do you want students to learn and do. This should align with a course learning outcome.

Assignment Title:		Due date:		
After completing this assignment, students will be able to . . .				

course learning outcome related to assignment

2. Outline the essential components of this specific assignment (these must be objectively measurable in some way). For a writing assignment, these might include *content*, *organization*, *language* etc. For a research project, these might include *research question, control of variables* etc.

components/ criteria of assignment

Assignment Title:		Due date:		
After completing this assignment, students will be able to . . .				
Methodology				
Data Analysis				
Conclusions				

3. Decide on the number and names of levels or standards to include. For example, a rubric could have *excellent, satisfactory, fair* and *poor* as headings for each level. If you prefer a more developmental model, you could use *exemplary, accomplished, competent, developing*, and *beginning*. If the rubric is being used as a summative assessment tool, add grade letters and numbers beside each standard. Weighting one component more heavily than others can be achieved by simply multiplying the score by the appropriate amount.

- Exemplary (A), Accomplished (B), Competent (C) . . .
- Exemplary (5), Accomplished (4), Competent (3) . . .

Assignment Title:		Due date:		
After completing this assignment, students will be able to . . .				
	Exceeding Expectations	**Meeting Expectations**	**Developing**	**Beginning**
Methodology				
Data Analysis				
Conclusions				

levels of performance

4. Add descriptions that qualify each level or standard.

What qualities or characteristics best describe *excellent* student work for each component of the assignment? What does *satisfactory* work look like? (Tip: Avoid using subjective or vague criteria such as "interesting". Instead use clear, objective indicators of what you are looking for in each category.

Assignment Title:		Due date:		
After completing this assignment, students will be able to . . .				
	Exceeding Expectations	**Meeting Expectations**	**Developing**	**Beginning**
Methodology	Correct statement of problem; null and alternative hypothesis; . . .			
Data Analysis	Uses appropriate statistical test; correct results; . . .			
Conclusions	Complete results including conclusions, estimations, p-levels for type 1 errors . . .			

descriptions of each level of performance

5. If possible, practice using the rubric to catch anything that might need editing. For example, you could grade a few assignments saved from previous courses or use it as a formative assessment tool in the course you are currently teaching.

Developing an effective rubric can take time, and you may find the rubric you develop needs some further tweaking the first couple of times you use it. However, once it has been refined, it will save you time when grading and providing feedback on assignments.

Can we help?

If you would like one-on-one help developing a rubric for one of your assignments, contact one of the curriculum consultants at TCDC at TCDC@langara.ca.

To get help using the rubric tool in D2L, contact an EdTech advisor at EdTech@langara.ca or check out the EdTech iWeb for an upcoming workshop.