Rubrics can be effective tools to communicate your expectations, feedback and standards to students. A grading rubric can also benefit the grading process, making it more objective, particularly for multifaceted assignments or for assignments graded by a teaching team.

**QUESTIONS TO ASK WHEN CONSTRUCTING A RUBRIC:**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Actions</th>
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<tbody>
<tr>
<td>2. What criteria or traits must be present in the student’s work to ensure that it is high in quality?</td>
<td>• Include these nouns or noun phrases as rows in your rubric. (e.g., Clarity, Organization, Eye Contact with Client, Formulation of Problem, etc.)</td>
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<tr>
<td>3. How many levels of assessment do I wish to illustrate for students?</td>
<td>• Include these as rows or columns in your rubric and label them (e.g., Excellent—Poor, Sophisticated—Not Yet Competent, etc.). Try to use only as many levels as you need: Walvoord &amp; Anderson recommend 3 to 5.</td>
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<tr>
<td>4. For each criterion or trait, what is a clear description of performance or achievement at each level?</td>
<td>• Include descriptions in the appropriate cells of the rubric, starting with the bookends (the highest &amp; lowest) and filling in the middle columns last. Be sure to distinguish clearly between them.</td>
</tr>
<tr>
<td>5. What are the consequences of performing at each level of quality?</td>
<td>• Add descriptions of consequences to the commentaries in the rubric.</td>
</tr>
<tr>
<td>6. What numerical rating scheme will I use in the rubric?</td>
<td>• Add this to the rubric in a way that fits in with your grading philosophy &amp; the relative weight of each criterion.</td>
</tr>
<tr>
<td>7. When I use the rubric, what aspects work well and what aspects need improvement?</td>
<td>• Try out the rubric and revise accordingly.</td>
</tr>
</tbody>
</table>
RESOURCES:

Print & on-line articles and books:

- Institutional Assessment & Studies, “Rubrics” (definitions & samples)
  http://www.web.virginia.edu/iaas/assess/tools/rubrics.shtm

- Authentic Assessment Toolbox: http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm
  An excellent, online article explaining the hows and whys of analytic and holistic rubrics

  http://depts.washington.edu/grading/plan/ /frisbie1.htm#foot1#foot1


Constructing rubrics online:

- Rubistar – http://rubistar.4teachers.org/ Online rubric construction tool

- Waypoint Outcomes –http://www.waypointoutcomes.com/ Fee-based, online software that lets you create rubrics, surveys & evaluations for individual courses, department or institution wide. Allows for various means of analyzing data, including longitudinally.

Repositories of sample rubrics:


- Highline Community College, Standards, Outcomes & Competencies Committee:
  http://flightline.highline.edu/socc/ToolsResources/Tools/samplerubrics.htm

- POD Network search engine – http://www.podnetwork.org/search.htm - allows you to search Centers for Teaching and Learning for sample rubrics