Charting Your Course:  
*Rubric Construction*  
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(adapted from: *Aligning Goals with Curriculum and Constructing Rubrics* - Carolin Forman  
April 30, 2009 CEE workshop)

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Objective To provide faculty with an introduction to rubrics and assistance in the beginning stages of rubric construction

Presentation Learning Outcomes
1. Explain what a rubric is
2. Identify the potential advantages of rubrics
3. Describe the five basic components of a rubric
4. Describe the four stages of rubric construction
5. Begin the development of an original rubric for a curricular activity that aligns with course learning outcomes

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- **Definition**  
  - a scoring tool that lays out the specific expectations for an assignment
- **Potential Advantages**  
  - Increase grading efficiency  
  - Clarify your expectations (criteria) and therefore grades  
  - Allow for objective and consistent grading  
  - Provide feedback for effectiveness of instruction  
  - Help identify learning levels across departmental courses  
  - Can be developed for virtually any learning task
So, an ideal rubric is...

- **Valid**: contains evaluation criteria that are directly related to course learning outcome
- **Reliable**: can be applied consistently
- **Flexible**: captures the different levels of student performance
- **Fair**: helps ensure that the evaluation criteria stay the same for all students

1. Course Learning Outcome
2. Task Description (assignment)
3. Scale (levels of achievement)
4. Dimensions (parts of the assignment, aka evaluation criteria)
5. Description of the Dimensions (learning behaviors by levels of achievement)

1. Reflecting
2. Listing
3. Grouping and labelling
4. Application