Four Stages of Rubric Construction

Stage 1- Reflection
1. Why did you create this assignment?
2. Have you given this assignment before?
3. How does this assignment relate to the rest of what you are teaching?
4. What skills will student need to have or develop to successfully complete this assignment?
5. What exactly is the task assigned?
6. What evidence will demonstrate students’ knowledge and skills regarding this 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 (capturing the details of the assignment)
Make a list of the learning outcomes to be accomplished with the completion of the assignment and describe the highest level of performance for each. These are the specific outcomes (skills, knowledge, applications…) that fall under the broader course learning outcome represented in the assignment. Refer your answers to the reflection questions (especially 4, 5, 6, and 7) for help in completing this list.

Stage 3- Grouping and Labeling
Organize similar learning outcomes into labeled groups that will ultimately become dimensions in the rubric.

Stage 4- Application (constructing the rubric)
Place the labeled dimensions in the left column of the matrix and the scale terms in the top row. Fill in the matrix with the dimension descriptions for each level of performance. Add weight (or points) to the dimensions for scoring.