

# Step-by-Step Guide to Constructing an Assessment Rubric



*Step 1:* Revisit the learning intentions for the task. Clarify exactly what you want your pupils to learn from the activity. Match the items to include in the rubric with your objectives and success criteria.

*Step 2:* Decide what you want to see in your pupil's work. What do you want your pupils to show they can do in their product, process or performance? Be specific about the characteristics, skills or behaviours that you will look for when you assess their work. Include any common mistakes you want your pupils to avoid.

*Step 3:* List up to four criteria that you want to assess.

Consider what you want to focus on:

- subject learning and familiarity with the material in question;
- specific skills in using the method you've taught;
- presentation;
- spelling, punctuation and grammar;
- completeness, thoroughness; or
- accuracy, minimal errors.

*Step 4:* Write a short narrative description of beginner, below average, average and above average performance for each criteria identified in Steps 2 and 3.

*Step 5:* Ensure that you use the same terms to describe progression in each criteria. For example, don't change your terminology from language, to communication, to writing to what's been written. Don't use qualifiers, such as more sophisticated, to distinguish between cells in the progression. Instead, say what counts as more sophisticated. Your descriptions should be specific, observable and clear, leaving no room for interpretation or doubt about how the work meets the criterion at each stage in the progression.

*Step 6:* Collect samples of pupil work that exemplify performance in each of the criteria. Use these as benchmarks for staff and pupils to establish a common interpretation of the criteria.

*Step 7:* Ensure that the pitch of the rubric matches pupil performances. Column 3 is the median. It shows work that is average or meets the standard. If too many pupils already exceed the standard, the assignment is too easy. If too few pupils reach the expected standard, you have made the task too difficult. Either of these scenarios could give you insight into how you've managed the instruction phase that led up to the assignment that you compiled the rubric for. Ask yourself these questions:

- Do you need to revisit the material to make sure the learning is secure?
- Does the class need supplementary explanations?
- Was the class adequately prepared?

*Step 8:* Reflect on the effectiveness of your rubric and revise it and/or the sequence of instruction before you use it again. Revise the rubric and/or the task as necessary.