

Stages of Rubric Development

Curriculum 318
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Decide

- Make a preliminary decision on the dimensions of the performance or product to be assessed.
- *To assess science processes, consider dimensions such as conceptual understanding, processes and strategies, interpretation of results, communication, and group processes.*

Examine

- Look at some actual examples of student work to see if you have omitted any important dimensions.
- **QUESTION TO CONSIDER:**
 - *How would you do this at the onset if you have no student work to examine? (As will be the case for you now.)*
 - *Post your thoughts to the Rubric Development area of Edmodo*

Refine

- Refine and consolidate your list of dimensions as needed.
- *Determine the number of categories you need for your rubric and what each category will encompass.*

Define

- Write a definition of each of the dimensions.
- *What is "conceptual understanding?"*
- *What do you mean by "communication?"*
- *You will need to be able to explain each definition to each of your stakeholders (those who will interact with your rubric in any way).*
- Dimensions:
 - Organization - The ability to arrange in a coherent form.
 - Cooperation - To work or act together toward a common end or purpose.
 - Content - The subject matter.
 - Presentation - Show or display.

Develop

- Develop a continuum (scale) for describing the range of products or performances on each of the dimensions.
- *Determine the number of levels you need for your rubric and what the distinction between adjacent categories will be. If you can't distinguish between levels, you have too many levels and will need to revise your rubric!*
- *Write a description for each level of each dimension*

Sample Rubric Descriptors

<ul style="list-style-type: none"> • 6 Exceptional - exemplary achievement • 5 Strong - commendable achievement • 4 Capable - adequate achievement • 3 Developing - some evidence of achievement • 2 Limited - limited evidence of achievement • 1 Emergent - minimal evidence of achievement 	<ul style="list-style-type: none"> • 5 Impressive - outstanding • 4 Notable - very effective • 3 Adequate - effective • 2 Minimal - marginally effective • 1 Incomplete - ineffective
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Sample Rubric Descriptors, continued

<ul style="list-style-type: none"> • 4 Awesome - complete understanding • 3 Admirable - adequate understanding • 2 Acceptable - limited understanding • 1 Amateur - little or no understanding 	<ul style="list-style-type: none"> • 3 Strong - high achievement • 2 Capable - adequate achievement • 1 Developing - limited achievement
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Just don't get too caught up in the language!

• Now take a look at the rubric on the following page...

- What issues do you notice, if any?
- What might you change?
- What improvements might you make?
 - Post your thoughts to the Rubric Development area of Edmodo
