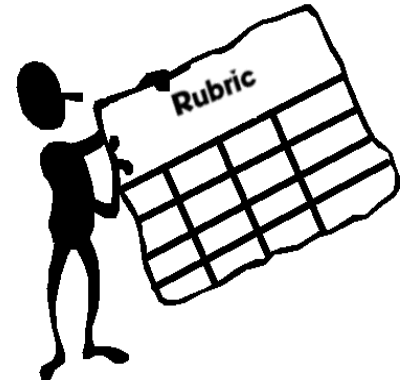




Creating a Rubric



Farideh Fatayer

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Center for Excellence in Teaching and Learning
An-Najah National University



What is a rubric?
Have you ever used one?
What did you use it for?



What is a rubric?

- A rubric is a performance assessment tool that has dimensions (tasks) to be evaluated using developed criteria. The criteria could be formed using five, four, or three levels of assessment for each task.



	Lowest Quality (1 pt.)	Average Quality (2 pts.)	Best Quality (3 pts.)
1. Dimension/Task			
2. Dimension/Task			
3. Dimension/Task			
4. Dimension/Task			

An example of a rubric template

Adapted from http://health.usf.edu/publichealth/eta/Rubric_Tutorial/



Why use a Rubric?

- Used for subjective (presentations, papers, discussions, portfolios, essays, projects)
- Are not used for objective assessments (multiple choice, true/false or fill-in-the-blank tests.)



Why use a Rubric?

- Clarifies teacher's expectations to the students.
- Directs students work towards meeting the teacher's expectations.
- Identifies specific elements used to differentiate between students' performances
- Helps students evaluate their own work.
- Improves consistency and objectivity of grading



How to Create a Rubric

- Record the performance objective
- Identify the dimensions/tasks comprising the performance
- Identify the potential gradations of quality
- Assign a point value to each gradation, and a total point value for the assessment
- Identify the criteria for each level of quality within a dimension/task
- Create the rubric table



1. Record/write the performance objective.

- Consist of three elements
 - Student Performance
 - Conditions
 - Criteria



Example

- Given a choice of public health topic. Excel software, access to the university library and internet, create a research question, present proposed sources for literature review, identify the objectives, identify the proposed methods, present a discussion of the proposal results, and present suggested conclusion, total points achievable for the project 21.

- http://health.usf.edu/publichealth/eta/Rubric_Tutorial/



2. Identify the dimensions/tasks comprising the performance.

- **Examples of dimensions** *for a group exercise analyzing a case study may include:*
 - Contribute to the group discussion
 - Take responsibility for required work
 - Value others viewpoints
 - Analyze the study cooperatively
 - Present the outcome in a given format



3. Identify the potential gradations of quality.

- Example of a 3 level gradation: *poor, average, excellent*
- Example of a 4 level gradation: *beginning, developing, accomplished, exemplary*
- Example of a 5 level gradation: *poor, fair, average, very good, excellent*



4. Assign a point value to each gradation, and a total point value for the assessment.

- For example, if the assessment is worth 15 points, and there are 5 dimensions, the highest gradation will be worth 3 points. Each gradation below this highest level should be valued at less than the 3 points.



4. Assigning a point value continued...

- If you do not have a total number of points for this assessment...
- Assign a number to each of the lower levels of quality. Typically, the gradations are in increments of 1 point. Multiply the maximum point value by the total number of dimensions. This is the total point value for the assessment.



5. Identify the criteria for each level of quality within a dimension/task.

6. Create the rubric table.

Activity:

Create a rubric using the handout samples.



Good Luck

