

Rubric Development Worksheet

Step 1: List the Program Learning Outcome (PLO) to be assessed (write out the full PLO statement):

Step 2: Describe the Student Work Product (i.e. assignment) that will be used to measure the degree to which students are achieving the PLO (name and brief description of the assignment):

Step 3: List the attributes of a well-done assignment:

- 1)
- 2)
- 3)
- 4)
- 5)

Suggestion:

Think of what sets
apart GREAT work
from GOOD work.

Step 4: Considering the attributes of a well-done assignment together with the PLO being assessed, list up to 5 evaluation criteria:

- 1)
- 2)
- 3)
- 4)
- 5)

Step 5: Select the key evaluation criteria for this assignment that map onto the PLO and list them along the left column in the table below; these will be the dimensions along which the student work products will be assessed.

Step 6: Define the performance criteria - descriptions of student work in each of the evaluation dimensions across 3 or 4 levels of performance. Add these descriptors to the table below. These are the criteria raters will use to evaluate each student work product within each of the evaluation criteria (dimensions) you have defined.

Rubric for Evaluating _____

	Performance Criteria Level 1 (highest)	Performance Criteria Level 2	Performance Criteria Level 3	Performance Criteria Level 4 (lowest)
Evaluation Criterion 1				
Evaluation Criterion 2				
Evaluation Criterion 3				

- Common Performance Criteria Terms:**
- Depth
 - Breadth
 - Quality
 - Scope
 - Extent
 - Complexity
 - Degrees
 - Accuracy

Performance criteria go here.

TIP!
For your performance criteria, start with the highest level, write your description and highlight which words can vary.

Suggestion:
Within your performance criteria, use words that convey various degrees of performance: Presence to absence; complete to incomplete; many to some, to none; major to minor; consistent to inconsistent.