

## Rubric Design Criteria

### **Content Alignment**

*GUIDING QUESTION: Is the rubric closely aligned to the learning goals?*

- Intended proficiencies and content standards
- Transferrable skills

*LOOK FOR: common wording in learning goals, task, rubric descriptors*

### **Cognitive Alignment**

*GUIDING QUESTION: Is the rubric aligned to the appropriate depth of knowledge levels?*

- Identify the Depth of Knowledge (DoK) and/or cognitive rigor levels of your rubric descriptors, compare those to the DoK level indicated by the proficiency

*LOOK FOR: at least 50% DoK 3 or higher in the “meets” column*

### **Strong Criteria**

*GUIDING QUESTION: Do you apply criteria that promote deeper learning?*

- **Quality criteria:** Did the student perform at level of quality that demonstrates achievement of the proficiency? Does the criteria *describe* what quality performance looks like?
- **Impact criteria:** Did the product achieve its intended result? Is there new knowledge or the application of knowledge in a new way for the student?

*LOOK FOR: The presence of “New knowledge” and “Impact” criteria which tend to be higher DoK*

### **Language and Structure**

*GUIDING QUESTION: Is the rubric clear and accessible?*

- Coherence:
  - Is there parallel construction between performance levels?
  - Is the difference between a level 2 and 3 clear?
- Asset-based Language: Do the descriptors focus on what students **can do** that the level of performance?
- Student Friendly Language:
  - Consider “I can” or “My work” language
  - Wording is concise and provides relevant information
  - Uses vocabulary that students can understand
  - Format/layout is consistent and not too crowded

