

## Rubric Design Process

**Purpose:** To guide practitioners in creating a valid and reliable rubric beginning with proficiencies.

### Norms:

- Honor our learning and be respectful of the work of the teacher and student.
- Keep the conversation constructive; avoid judgmental language.
- Focus on what we can do.
- Keep feedback crisp and to the point.
- Don't skip the debrief process.

### Quality Criteria for Rubrics:

- A. **Alignment to Learning Goals/Standards/Competencies:** Is the rubric aligned with the intended proficiencies and essential skills?
- B. **Cognitive Alignment:** Is the rubric aligned with the intended Depth of Knowledge (DoK) or Cognitive Rigor levels?
- C. **Appropriate Balance and Weight of Criteria Types:**
  - i. Process Criteria
  - ii. Form Criteria
  - iii. Accuracy of Content Criteria
  - iv. New Knowledge Criteria
  - v. Impact Criteria
- D. **Coherence:** Is there coherence within and between performance levels? (i.e. Is the difference between a level 2 and 3 clear and reasonable? Does the description focus on what students *can do* that the level of performance rather than what is missing? Does the description focus on the quality of achievement rather than quantity? Is the evidence called for *observable* by both teacher and student?)

### Process:

1. Decide on the appropriate proficiencies or transferrable skills to focus on.
2. Develop criteria directly from the proficiencies.
3. Start with the proficient column, consider what evidence of attainment would be necessary and write the descriptors based on this evidence.
4. Peer review the "proficiency" column.

5. Consider the DoK level that is implied by the proficiency and therefore required by the evidence.
6. Write the 2 and 4 columns of the rubric, aligning them so that they work comprehensively with the 3.
7. If necessary, write the 1.
8. Peer review or tune rubric, considering its alignment with the task (student directions).
9. Debrief the process (10 min)
  - A. What went well? What could we do differently?
  - B. What are the implications of our discussion for:
    - i. Rubric design?
    - ii. Assessment design?
    - iii. Instructional practice?
  - C. What are our next steps?

