Designing Rubrics (8 Step Process)

This is an eight step process for staff to collaboratively develop and validate a rubric that ties students' success to performance on identified learning outcomes and/or competencies related to capstone/internship experiences.

Step 1—Develop the Learning Objectives for the Course

- Discussion and agreement among staff required
- Where capstone/internship experiences are indicated, use resources (certification exams, workforce descriptions, etc.) related to the area of interest

Step 2—Identify learning outcomes and/or a representative sample of work that demonstrates learning competency

- Not every course objective and concept can be covered by a rubric
- Identify an assignment that requires students to demonstrate learning competency in one of the main objectives of the course
  - The assignment should require students to produce a work sample when targeting capstone/internship experiences
  - Review professional sources for guidelines in related areas of interest

Step 3—Develop an evaluation rubric for uniformity of teaching in all sections

- The process calls for extensive input and discussion among the multiple instructors teaching the course (and related professionals with their real world perspective)
- Several iterations of the rubric may evolve at this step as differences of opinion are discussed and resolved

Step 4—Longitudinally test student learning against professional assessments

- "Longitudinally" may mean weeks or months

- Establish a baseline as a point of reference to measure and evaluate student learning over time
- Compare results of baseline exams with longitudinal tests

Step 5—Identify problems with sub-optimal learning performance

- Evaluate iterations of the rubric
- Evaluate usefulness of the rubric

Step 6—Improve the construct validity (*does the rubric actually measure what it purports to measure*?) of the rubric?

- In two or more rounds (Delphi Method) participants express an opinion on dimensions of the rubric until consensus is reached
  - Can be done via email
- If professionals from capstone/internship experiences are involved, staff determined dimensions of the rubric are used first

Step 7—Determine the ability of the rubric to differentiate submissions to the rubric

- Determine how well the rubric differentiates between students' work
- Determine if staff agree on the grading levels (by analyzing the variance of grades assigned to any one paper, etc., the precision of the assessment can be gauged by paper, etc. or the group that assesses the paper, etc.
  - Use statistical analysis (ANOVA, F test, etc.)

Step 8—Improve the reliability of the rubric with data analysis to further validate the rubric

- Assess for inter-rater reliability
- Assess for repeatability

Primary source for the 8 steps outlined above is [“A Method for Collaboratively Developing and Validating a Rubric”](#) by Sandra Allen and John Knight, International Journal for the Scholarship of Teaching and Learning, Vol.3, No2 (July 2009)