Rubrics

Why use a rubric?

- Improve your assignment and instructions
- Clarify expectations for students and emphasize your priorities
- Improve consistency in grading
- Provide clear feedback to students
- Give students a tool for formative assessments and self-check of work
- Get a bird’s eye view of how an individual student is doing across the semester
- Get a bird’s eye view of how the class performed on an assignment
- Evaluate skill development throughout a program of study

What makes a good rubric?

- Include each element of the assignment – what are you evaluating? Are these tied to your learning outcomes?
- Define your quality levels—provide detailed distinctions between excellent and poor work
- Use measurable and observable criteria
- Use a scoring system with 3-5 levels
- Include a place for comments

Types of Rubrics

- Analytical – considered most useful; has each element with qualitative criteria for every level (e.g., A, B, C).
- Holistic – criteria or quality levels may not be distinguished; useful for minor assignments, quick feedback.

How to create a rubric

- Reflect – what do you want from the students?
- List – what are the details of the assignment?
- Group and Label – organize by type of skills or expectations
- Apply – create the rubric; provide detailed descriptions
- Test – ask a colleague or student for feedback; test with multiple graders, or re-test by yourself over time.
Resources on Rubrics

There are many resources available on the internet to provide examples of rubrics. Here are some useful sites:

  
  (Meta-Theme Collection: short videos of faculty discussing how they use and create rubrics; “General Resources” includes a detailed tutorial on “Creating a Rubric.”)

- **Authentic Assessment Toolbox**: Detailed suggestions and instructions on how to create a rubric: [http://jfmueller.faculty.noctrl.edu/toolbox/rubrics.htm](http://jfmueller.faculty.noctrl.edu/toolbox/rubrics.htm)

- **VALUE Rubrics** for Creative Thinking, Oral Communication, Problem Solving, Written Communication and more, developed by the Association of American Colleges and Universities: [http://www.aacu.org/value-rubrics](http://www.aacu.org/value-rubrics)

- **GWU Office of Academic Planning and Assessment**: examples of rubrics for oral communication, critical thinking, and others. [https://assessment.gwu.edu/general-education-assessment-resources](https://assessment.gwu.edu/general-education-assessment-resources)

- **EdTechTeacher** Resources for Assessing Student Learning: examples of rubrics and other assessment tools for projects that incorporate technology (blogs, wikis, digital storytelling, etc.): [http://edtechteacher.org/assessment/](http://edtechteacher.org/assessment/)

- **GWU’s University Teaching & Learning Center**, Teaching Guide: information and examples of rubrics: [https://tlc.provost.gwu.edu/rubrics-and-other-tips-writing-online-assignments](https://tlc.provost.gwu.edu/rubrics-and-other-tips-writing-online-assignments)

- **Faculty Focus**: short articles on rubrics: [http://www.facultyfocus.com/tag/rubrics/](http://www.facultyfocus.com/tag/rubrics/)

The IMPACT Initiative website also has handouts with instructions for how to create and use a rubric in Blackboard: [http://smhs.gwu.edu/impact/instructional-tech-tips](http://smhs.gwu.edu/impact/instructional-tech-tips).

*If you have questions or need assistance, please contact the IMPACT Initiative:*

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