CREATING RUBRICS

UNIVERSITY OF WISCONSIN
extended
campus

INTRODUCTION

A rubric is a scoring tool used to evaluate student performance on subjective assignments such as essays, term papers, reports, presentations, discussions, and group activities. The most common format for a rubric is a table or grid in which the criteria to be assessed are listed in rows or columns. Points are assigned to each of the criteria. Each criterion is explained in detail in the grid.

Faculty can opt to show rubrics in Canvas assignment pages and/or use rubrics in the SpeedGrader tool to grade students more effectively and efficiently.

A CLOSER LOOK

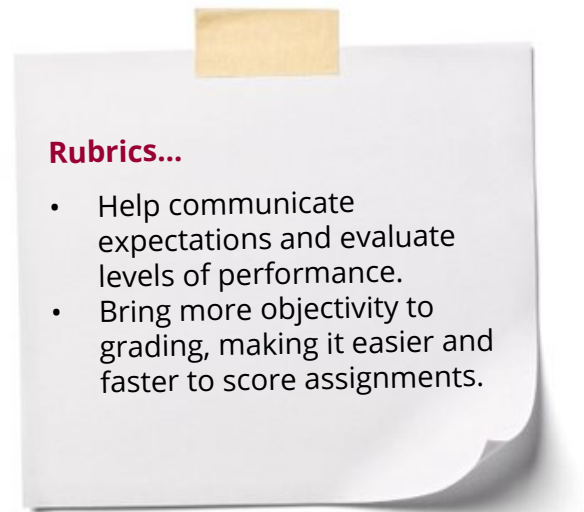Here are the steps for creating a rubric:

Step 1: Determine 3 to 5 elements or criteria that will be incorporated into the rubric to define a quality performance.

Step 2: Determine the number of levels for each criterion.

Step 3: Define the highest level of performance for each criterion and fill the grid.

Step 4: Fill in the rest of the levels of criteria performance from high to low.

Step 5: Share this rubric with your instructional designer to implement into Canvas and learn how to use Speedgrader.

Rubrics...

- Help communicate expectations and evaluate levels of performance.
- Bring more objectivity to grading, making it easier and faster to score assignments.

ADDITIONAL RESOURCES

- Rubric Gallery by RCampus

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EXAMPLE

Sample Rubric for Case Study Assignment

Note: This sample is extremely detailed. The samples in the Rubric Gallery include many that are more concise.

Criterion	4 points A-level qualities (90-100)	3 points B-level qualities (80-89)	2 points C-level qualities (70-79)	1 or 0 points D- or F-level qualities (60-69 or below 60)
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect any requirements
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations	Presents a thorough analysis of most issues identified; includes most necessary financial calculations	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks details and relevant details and information; poorly organized
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines