

### List Primary Traits of the Assignment

In the spaces below, list the learning objectives that student will meet by completing the assignment. Then for each learning objective, write a brief description of the highest level of performance that you expect for each learning goal.

You may have more or fewer learning objectives than the space provided. Please let the facilitator know if you need an extra worksheet.

Learning Objective 1. \_\_\_\_\_

\_\_\_\_\_

Performance Criteria:

Learning Objective 2: \_\_\_\_\_

\_\_\_\_\_

Performance Criteria:

Learning Objective 3: \_\_\_\_\_

\_\_\_\_\_

Performance Criteria:

**Sample Rubric Template:** (1) Group the performance criteria, label the group, and write the label in the dimensions column below; (2) Name the high (1), middle (2), and low scales (3); (3) Write in the performance criteria in the yellow area below beginning with the highest performance, followed by the lowest, and ending with the middle.

Dimensions	Scale 1:	Scale 2:	Scale 3:

## A “Rubric” for Rubrics

*Adapted from Walvoord and Anderson 1998 Effective Grading*

Use this checklist to provide feedback about your partner’s rubric.

- Dimension Range:** Dimensions include all of the important elements of the assignment
- Dimension Labels:** Dimensions are expressed with nouns or noun phrases
- Performance Criteria:** Performance criteria are clearly distinct from each other
- Number of Scales:** The number of scale levels is adequate to capture expected student performance in this assignment
- Precision of Descriptions:** Terms such as appropriate, adequate, good, correct, etc if used, will be clear to students

What other considerations are important to you in designing effective rubrics?