



Creating an Analytic Rubric

STEP 1 - Decide on the purpose of the rubric

Identify the purpose of the rubric, that is, what goals do you intend to achieve by using the rubric. Your answer to each of these questions will help you decide on the purpose of the rubric.

- I. Will I be using the rubric to provide feedback on the assignment or will I be using it to grade the assignment? If the rubric will be used to provide feedback, consider the amount of feedback you wish to provide as this will help to determine the type of rubric you choose. Analytic rubric helps in providing detailed feedback.
- II. Will the rubric be used evaluate a single criterion or will it be used to evaluate multiple criteria? Each criterion in an analytic rubric is evaluated separately.



- To provide feedback



- To grade a completed assignment



- To evaluate each criterion separately

STEP 2 – Identify the performance criteria

Prior to identifying the performance criteria, consider the learning target/s for the assignment. The criteria chosen should be based on the learning target/s. Select criteria (skills, abilities, traits) that are most important for students to demonstrate proficiency of the learning target/s. Each criterion should represent a distinct skill which can be evaluated throughout the performance. Provide clear descriptive criteria so that students will know what you are expecting to see in their completed assignment.

Grade 1 Rubric for Narrative Writing					
Criteria	Standard	Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Opening Sentence	W.1.3	Begins their writing using a complete sentence that opens the story. (May include information about the character and setting.)	Includes an opening sentence.	Includes an incomplete opening thought.	Opening sentence not included.
Sequenced Events	W.1.3	Sequentially elaborates on two or more events.	Sequentially recounts 2 or more events.	Recounts two or more events without sequence or recounted less than two events.	Includes unrelated events.
Details	W.1.3	Elaborates on events by adding precise details. May describe what characters are saying, thinking, doing, and/or feeling.	Uses words that name character and setting and words that tell action and events.	Adds some detail to describe events.	Provides incomplete or unclear details to describe events.

STEP 3 – Develop a rating scale

Develop a rating scale for all criteria in the rubric. Decide on the possible achievement levels that students can obtain in their performance. Numerical values can be used but be sure to provide a descriptor for each value. There is no specific number of levels a rubric should or should not have; however, using a minimum of three levels or a maximum of five will likely make your scoring easier. The rubric shown here uses number values ranging from 1-4 with descriptors Exceeding Standard, At Standard, Approaching Standard and Below Standard. There should be clear differences between each of the levels.

Rating scale

		Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Opening Sentence	W.1.3	Begins their writing using a complete sentence that opens the story. (May include information about the character and setting.)	Includes an opening sentence.	Includes an incomplete opening thought.	Opening sentence not included.
Sequenced Events	W.1.3	Sequentially elaborates on two or more events.	Sequentially recounts 2 or more events.	Recounts two or more events without sequence or recounted less than two events.	Includes unrelated events.
Details	W.1.3	Elaborates on events by adding precise details. May describe what characters are saying, thinking, doing, and/or feeling.	Uses words that name character and setting and words that tell action and events.	Adds some detail to describe events.	Provides incomplete or unclear details to describe events.

STEP 4 – Create descriptors for the criteria along each achievement level

All criteria should be observable and measurable. Descriptors are needed for analytic rubrics. Descriptors clarify what is expected of students at each level of performance for each criterion. To aid consistency across the scale the use of parallel language is necessary. A suggestion for writing the descriptors across scale is to first write the highest performance level followed by the lowest then fill in the middle range levels.

Descriptors

	Standard	Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Opening Sentence	W.1.3	Begins their writing using a complete sentence that opens the story. (May include information about the character and setting.)	Includes an opening sentence.	Includes an incomplete opening thought.	Opening sentence not included.
Sequenced Events	W.1.3	Sequentially elaborates on two or more events.	Sequentially recounts 2 or more events.	Recounts two or more events without sequence or recounted less than two events.	Includes unrelated events.
Details	W.1.3	Elaborates on events by adding precise details. May describe what characters are saying, thinking, doing, and/or feeling.	Uses words that name character and setting and words that tell action and events.	Adds some detail to describe events.	Provides incomplete or unclear details to describe events.

STEP 5 – Pre-Test the rubric

Use the rubric to evaluate some samples of completed assignments. Revise where necessary to ensure that the rubric is meeting the intended goal/s as determined in Step 1. Share rubric with colleagues and ask them to provide feedback for improvement.

