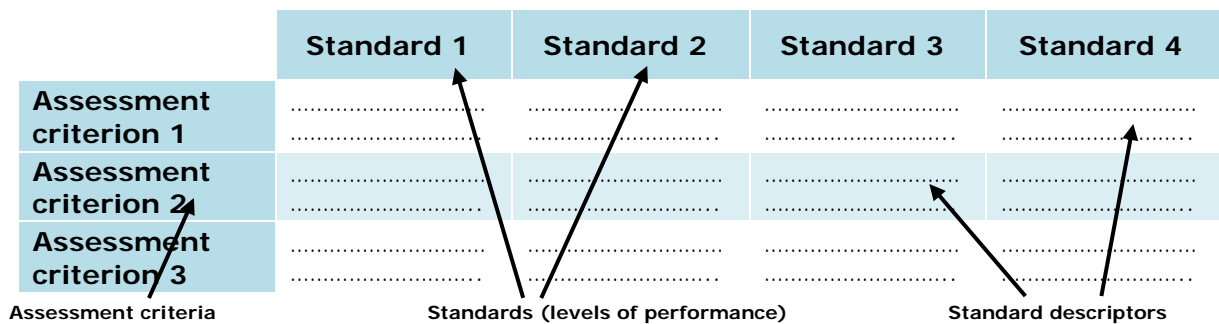


How to design or adapt an analytic rubric*?



- Think about the big picture of the assignment or test/exam question that you are developing or adapting the rubric for.
 - What is the purpose of the assessment?
 - What disciplinary content/skills and graduate capabilities you want your students to demonstrate via the assessment?
- Based on the above, formulate or adjust the assessment criteria of the rubric that you will use to mark the assessment. Make sure the assessment criteria are clear and students can relate to.
- If the assessment criteria are not equally important, indicate this by allocating an appropriate mark to each criterion.
- Once you have a set of criteria, decide on how many standards (levels of performance) you want to measure the quality of the assessment criteria at. These levels vary in numbers and types (e.g., grade letter, numerical values, and descriptive labels) as illustrated below. You can also combine a grade with a descriptive label as shown in the fourth row.

A	B	C	D
100-80	79-65	64-50	49-0
	Above standard	Meets standard	Below standard
Exemplary (100-80)	Accomplished (79-65)	Developing (64-50)	Beginning (49-0)
Excellent	Proficient	Satisfactory	Unsatisfactory
	Sophisticated	Competent	Not yet competent

- Your next step would be to write clear and distinct standard descriptors for each assessment criterion. Use of adjectives and adverbs helps with defining performance levels.
- Make sure you describe the minimum acceptable performance for each assessment criterion under the cut-off standard, e.g., standard 'C' in the first row of the table above.
- Explore this external online resource (<https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>) from Eberly Centre to see example rubrics used in various types of assessment.
- Use the Checklist on the next page and/or have your rubric peer-reviewed by a colleague to improve its quality.
- Field-test the rubric and keep refining it to improve its reliability and validity.

**An analytic rubric is a more specific type of rubric used to assess complex learning based on several criteria each of which is described at several levels of performance.*

Checklist for an analytic rubric

	Aspect	Tick
Elements	The rubric has the basic elements, i.e., a set of assessment criteria, standards, standard descriptors, and the weighting of each criterion.	<input type="checkbox"/>
	The number of standards (levels of performance) is chosen based on fit for purpose and the ability to make a clear distinction between these levels.	<input type="checkbox"/>
Assessment criteria	The assessment criteria link to the assessment instructions which themselves link to the appropriate course learning outcomes and graduate profile capabilities.	<input type="checkbox"/>
	The weighting of each assessment criterion is based on factors such as the criterion's significance to the assessment task, and whether the criterion is assessed in other assessment tasks.	<input type="checkbox"/>
	Assessment criteria are easy to understand by students.	<input type="checkbox"/>
	Reference to quality is avoided when formulating the assessment criteria as quality aspects will be communicated in the descriptors.	<input type="checkbox"/>
Standard descriptors	Standard descriptors use rich language that shows a clear and distinct progression of performance.	<input type="checkbox"/>
	The descriptor of the borderline pass standard (Standard 3 [C]) in the table above should describe the minimum acceptable performance.	<input type="checkbox"/>
	Standard descriptors are pitched at a reasonable level of achievement (i.e. neither overwhelming nor too easy).	<input type="checkbox"/>
	Standard descriptors are positively stated and specify demonstrable aspects to show students what they should aim for.	<input type="checkbox"/>

If you would like to discuss the use of rubrics for your course assessment, please contact us at ilt@auckland.ac.nz

**An analytic rubric is a more specific type of rubric used to assess complex learning based on several criteria each of which is described at several levels of performance.*

This resource is part of a package of resources prepared by the University of Auckland Business School's Innovative Learning Team (ILT). The resources were designed to provide initial and just-in-time support for Business School staff in their preparation for implementing the University's new Assessment 2020 policy. The resources link to an extended series of live forums offered in August and September 2019 where staff were encouraged to ask questions and exchange ideas, strategies, and practical tips. For further information, please see <https://www.learningexchange.ac.nz/assessment-2020/>

Version 190912