

PART 2. Creating a RUBRIC: Assessing Your Students' Work

As an instructor you are required to assess (grade) students completed work. One method used to properly assess your students' authentic work is a rubric. A rubric is a guide listing specific criteria for grading or scoring evaluations, such as academic papers, projects, or portfolios. Rubrics eliminate any biases, and are applicable to any subjective and or alternative evaluations.

A rubric will prepare your learners on your plan to assess their competence. A rubric allows an instructor to fairly apply a grading scheme (weighted/numeric value) to a learner's level of competence. ***(further information and direction on rubrics will be provided during class)***

- 1) Design a rubric to correspond to one evaluation tools (Part 1). Students are urged to use Brightspace / Assessment/ Rubric – New Rubric
- 2) The rubric must include the basics:
 - a) Name and/or description of the assignment or evaluation tool it will assess.
 - b) Course code/course name, student name/student number/cohort.
 - c) Date of the rubric completion.
- 3) Assign categories and values for each for various levels of assessment criteria, example:
Excellent, Satisfactory, Needs Work, Proficient, etc.
 - d) Include the description of each criteria of assessment is also required. example:
Excellent: student demonstrates high level of competence, performed tasks above expected competence.
 - e) Include the numeric grade value for each level and values of assessment difficulty. *An exam with 25 questions, each question may be worth one mark or various questions may have different values based on the level of difficulty.*
 - f) Any additional information or clarification used for assessing your students and used to explain your rationale for grading. *(Remember: a rubric is referred to for any assessment discrepancies).*
- 4) Submit any final copies/ descriptions to Brightspace dropbox.

Your completed rubric will be assessed using the rubric in Brightspace named: "Rubric: Creating a Rubric - Assessing Your Students' Work".

Additional References /Resources and Links

- IDMS Assessment Categories for Course Outline Development document
- Pages 199 – 266 in textbook “The Art of Evaluation”
- [IRubric](#)
- [Quick Rubric](#)
- [Using a Rubric to Grade, Assess, and Improve Student learning - PDF](#) (located in Brightspace)
- [Rubric for portfolios](#)
- Rubric: Scoring Professional Presentations – pdf (located in Brightspace)
- Evaluation rubric for video production-pdf (located in Brightspace)

Videos

- YouTube: [Rubrics for Assessment](#)
- The difference between [formative and summative assessment](#)
- [Summative Assessments](#)
- [Formative Assessments](#)
- [More on Summative and Formative Evaluations](#)

NOTE: Students may collaborate with classmates for this activity if instructing the same course.

*Upon successful completion of this assignment, the following competencies will be achieved as per the ICDF1091 course outline: 2, 3, 4, 5, 6, 7.