

## Co-Creating Scoring Rubrics With Students

**About the Strategy** Rubrics are instructional and scoring tools used to assess student performance against a pre-determined set of criteria that include essential criteria and a range of performance levels in each criterion. Rubrics provide a clear description of performance expectations. Rubrics support the examination of the extent to which the specified criteria has been reached and provide feedback to students concerning how to improve their performances. Performance level descriptions should be specific and should describe the work in quantifiable terms as much as possible. Co-creating scoring rubrics with students engages students in metacognitive thinking and analysis.

### Implementation of the Strategy

- Identify the qualities that need to be displayed to demonstrate proficient performance and understanding.
- Identify the qualities that would be displayed in instances of limited understanding and performance.
- Identify qualities that would be displayed between proficient performance and understanding and limited performance and understanding.
- Ask students to identify the qualities that would be displayed in instances of proficient performance and understanding and limited performance and understanding.
- Prompt or question students throughout identification of these qualities in order to arrive at criteria that adequately reflect the understandings students should have and specific performance level descriptions.
- Students should understand learning targets of instruction leading up to the performance to be assessed with the co-created rubric.
- It is helpful for students to have experience with rubrics prior to co-creating a scoring rubric with students.

### Research

Flavell, J. H. (1976). In L. B. Resnick (Ed.), *Metacognitive aspects of problem solving* (pp. 231–235). Hillsdale, NJ: John Wiley.

Moskal, Barbara M. (2000). Scoring rubrics: what, when and how?. *Practical Assessment, Research & Evaluation*, 7(3).

Skillings, Mary Jo and Robbin Ferrell (2000). Student-Generated Rubrics: Bringing students into the assessment process. *The Reading Teacher*, 53(6).

