Steps to making a rubric?

- **Step 1: Create categories**
- **Step 2: Provide several descriptors in each category**
- **Step 3: Have a tiered system to the descriptors**
- **Step 4: Make sure descriptors are specific and not vague**
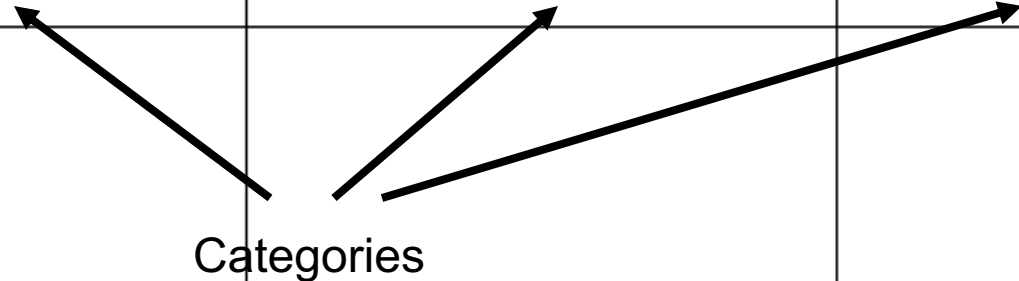- **Step 5: Check the rubric over**

Step 1: Create categories

- Decide how many overall categories you want to evaluate.

- Usually no less than 2 (not enough to make objective), no more than 4 (gets too confusing).

- Decide the weight of each category.

5 Themes of Geography Presentation

Students: _____   Colony: _____

Overall	Content	Presentation	Maps
Excellent (A)			
Good (B-C)			
Needs Improvement (D-F)			

Categories

Step 2: Provide several descriptors in each category

- Each category should have two to four skills being evaluated.
- This breakdown allows the evaluation to be objective.
- Doesn't put too much weight on any one skill.
- Start at excellent

5 Themes of Geography Presentation

Students: _____   Colony: _____

Overall	Content	Presentation	Maps
Excellent (A)	• Includes many details and examples designed to back up each of the 5 themes of geography. • Research is accurate and gives a clear picture of the theme it is supposed to be demonstrating. • Explains clearly and with much detail how the borders of the colony came to be.		
Good (B-C)			
Needs Improvement (D-F)			

descriptors

Step 3: Have a tiered system to the descriptors

- Each descriptor should have a matching descriptor at each level.
  - In other words the skill being assessed should be described on an excellent, good, and needs improvement level.
- Make sure each level is realistic.
  - Excellent should have high expectations.
- Helps to number these
- Using "but" for good and "not for needs improvement

5 Themes of Geography Presentation

Students: _____   Colony: _____

Overall	Content	Presentation	Maps
Excellent (A) tiered	1. Includes many details and examples designed to back up each of the 5 themes of geography. 2. Research is accurate and gives a clear picture of the theme it is supposed to be demonstrating. 3. Explains clearly and with much detail how the borders of the colony came to be.		
Good (B-C) (but)	1. Has a few details and examples to back up 5 themes but could use more. 2. Research is accurate but does not give a clear picture of the theme, showing one aspect rather than a well-rounded picture. 3. Explains how the borders of the colony came to be but do not provide much detail.		
Needs Improvement (D-F) (not)	1. Does not use details and examples to back up the 5 themes. 2. Research is inaccurate, giving the audience the wrong idea about the themes or a very limited view. 3. Does not explain very well how the borders came to be where they are.		

Step 4: Make sure descriptors are specific and not vague

- You should be able to apply this phrase to each descriptor "What does it look like?"

- Use specific numbers or a range if the category lends itself to it.

- Don't set the bar too high or too low in the wrong evaluation.

5 Themes of Geography Presentation

Students: _____   Colony: _____

Overall	Content	Presentation	Maps
Excellent (A)	• Includes many details and examples designed to back up each of the 5 themes of geography. • Research is accurate and gives a clear picture of the theme it is supposed to be demonstrating. • Explains clearly and with much detail how the borders of the colony came to be.	• Presentation has a flow to it with each person's role clearly defined. Seems as though it was rehearsed. • Presentation uses meaningful visuals that add to the content of the presentation. • Speakers present clearly, do not read the presentation to audience.	• Includes at least 10 maps that show the various themes of geography. • Maps can easily be seen by the audience. • Maps are clearly explained what they are showing.
Good (B-C)	• Has a few details and examples to back up 5 themes but could use more. • Research is accurate but does not give a clear picture of the theme, showing one aspect rather than a well-rounded picture. • Explains how the borders of the colony came to be but do not provide much detail.	• Presentation jumps around a little, making it hard to follow at times but for the most part it is clear what is being taught. • Presentation uses visuals but not all of them are meaningful and are just there for decoration rather than the expanding of knowledge. • Speakers present clearly most of the time but every once in a while read the presentation to the class.	• Includes 7-9 maps that show the themes of geography but could use a few more to illustrate points or some do not have meaningful information. • Most maps can easily be seen by the audience but a few are not clear. • Most maps are explained what they are showing but others just referred to.
Needs Improvement (D-F)	• Does not use details and examples to back up the 5 themes. • Research is inaccurate, giving the audience the wrong idea about the themes or a very limited view. • Does not explain very well how the borders came to be where they are.	• Presentation is so unorganized it is difficult to figure out what is being taught, seems like was never practiced and people are unclear of roles. • Presentation lacks visuals or most of them add nothing to the content. • Speakers read the entire presentation or do not make themselves clearly heard.	• Include 6 or fewer maps or use maps that contain no meaningful information. • Maps cannot be easily seen by the audience. • Many of the maps are not properly explained, just acting as background visuals.

Step 5: Check the rubric over

- Go through each category going through the tiers to be sure it flows and makes sense.

- Practice grading a performance and see how practical it is (maybe dress rehearsal or another venue).

- Have students or another teacher look it over for any mistakes they might find.

- If you discover mistakes while grading, take note of it and change it for next time.

How do you know your rubric is done well?

- It is simple and easy to use.
- Students are clear why they received the evaluation they did.
- When you think overall how you think that student should be graded, it matches the rubric that was broken down into parts.
- That student shows mastery of the skill used on the rubric in other forms as well.

How to make sure they are objective?

- Be as specific as you can be in the rubric.
- Anchor grading if you have the opportunity.
  - Can have a couple of people filling out rubrics including students in the class.
  - Self assessments can be done as well.
- Link the descriptions to specific indicators when possible.
- If something is more valued in the grading than something else, make sure that is clear.
- Write many comments on the actual rubric so that students are clear why you marked what you did.