Better Rubrics. Faster. Webinar Prompts

Prompt 1-A. Weak sample
Create a rubric for a research report.

Prompt 1-B. Improved sample
You are an expert in K-12 curriculum and instruction, with a concentration in project-based learning. I want my 4th grade students to understand how to write research reports about their selected topics by using a rubric. Create a rubric with 4 categories and 3 levels of demonstration per category. Add a scoring guide. Prepare this in table format using student-friendly language.

Prompt 2. Complete sample
My 5th grade students are studying digestive system. The assignment is to label and describe components of the system. I want them to understand how parts of the digestive system work together. I will use the rubric to guide students as they complete their assignment and provide objective tool for grading assignments consistently. Create a rubric with 4 categories: labels, descriptions, interactions (how each part affects other parts), writing mechanics. Add 4 performance levels for each category. Use student-friendly language.

Prompt 3. Adaptation for student use (add to prompt 2, and others)
Include student self-assessment boxes (for example, "I think my work should score ___ in this category")

Prompt 4-A. Analytic rubric, Type 1
Student information: 10th grade band students
Student assignment: practice then perform a brief solo to demonstrate skill playing an instrument
Learning outcome: improve mastery of sound production
Purpose: self-assessment, 9-weeks assessment
Specific task: Create a rubric with 5 categories (tone quality, intonation, articulation, breath control, expressiveness), include 4 proficiency levels per category
Additional instructions: Create this as an analytic rubric in outline format. Include scoring guide with 40 points and equal points per category.

Prompt 4-B. Analytic rubric, Type 2 (modify prompt 4-A)
Create this as an analytic rubric in table format, with categories in column 1.

Prompt 4-C. Holistic rubric
Student information: 10th grade band students
Student assignment: practice then perform a brief solo to demonstrate skill playing an instrument
Learning outcome: improve quality of sound production
Purpose: self-assessment, 9-weeks assessment
Create this as a holistic rubric to provide feedback of the student's performance. Refer to tone, articulation, breath control, expressiveness

Prompt 4-D. Dichotomous rubric

Student information: 10th grade band students

Student assignment: practice then perform a brief solo to demonstrate skill playing an instrument

Learning outcome: improve mastery of sound production

Purpose: self-assessment, 9-weeks assessment

Specific task: Create a progressive dichotomous rubric to gauge sound articulation, with 6 proficiency levels. Format as a text-based flow chart.

Prompt 4-E. Dichotomous rubric – fixed (add rules to 4-D)

Rubric rules: If a student gets a "no" for any new criteria, then the student's rank is the prior level mastered.

If the first criterion is "no", the rating is "introducing". For example:

Level 1, Beginning: no = Introducing, yes = "[level] mastered; continue to next question."

Level 2, Developing: no = Beginning, yes = "[level] mastered; continue to next question."

Prompt 5. Behavior expectations rubric

I need a rubric for 2nd grade students to understand respectful behavior towards other students. Include 5 levels of descriptors. Use kid-friendly language.

Best Practices for Rubric Design

1. Purpose of Rubrics

Rubrics serve two key purposes:

- **Formative:** Guide students as they plan, create, and revise their work.
- **Summative:** Provide consistent, transparent criteria for grading and feedback.

A well-written rubric clarifies expectations, reduces subjectivity, and supports self-assessment.

2. Types of Rubrics

- **Analytic Rubric:** Breaks performance into distinct criteria (e.g., "Research," "Organization," "Creativity"), each scored separately.
  Best for: Detailed feedback and consistent grading.
- **Holistic Rubric:** Assigns one overall score based on general performance descriptors.
  Best for: Quick grading of overall quality.
- **Dichotomous Rubric:** Establishes a decision tree for a defined and limited skill set.
  Best for: Self-assessment and progress monitoring of narrow skill sets.

3. Essential Components

A clear rubric typically includes:

- **Criteria:** Categories of the work being evaluated (e.g., "Use of evidence," "Visual design").
- **Performance Levels:** Distinct levels of achievement (e.g., "Exemplary," "Proficient," "Developing," "Beginning").
- **Descriptors:** Specific, measurable language explaining criteria for each level.
- **Scoring System:** A consistent numeric or qualitative scale (e.g., 4-point, letter grades).

4. Clarity and Alignment

Rubrics must align with:

- **Learning objectives:** Every criterion should reflect what you actually want students to learn or demonstrate.
- **Assignment instructions:** Students should be able to see exactly how the rubric connects to what they are asked to do.

5. Descriptive, Not Judgmental, Language

Describe what performance *looks like*, not how it *feels*.
For example:

- Weak: "Good organization"

- Strong: "Ideas are logically ordered with clear transitions between paragraphs."

Use concrete verbs (e.g., *analyzes*, *integrates*, *cites correctly*) instead of vague or subjective terms (e.g., *understands*, *shows effort*).

6. Consistency and Reliability

- Share the rubric with students before they start to improve performance and fairness.

- Co-create (or review) rubrics with students to improve engagement and understanding.

7. Balance Detail and Usability

- Too detailed: difficult to apply consistently, potentially too complex.
- Too vague: lacks guidance, potentially too subjective.

A good rubric generally includes 4–6 criteria, with 3–4 performance levels each.

8. Feedback Integration

Good rubrics not only assess but also *teach*:

- Leave space for comments beside each criterion.

- Emphasize what to *improve next time*, not just what was missing.

- Encourage reflection by having students use the rubric to self-evaluate before submitting.