

# Creating Your Own Rubric

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A rubric is an assessment tool often shaped like a matrix, which describes levels of achievement in a specific area of performance, understanding, or behavior. The first step of creating a rubric is identifying what you are trying to assess. Is it a specific behavior you want students to demonstrate? Or is it being used to grade an assignment? Articulate the task students are expected to perform or produce. This is called your **Task Description**. Include your task description on the top of the page of the rubric for easy, at-a-glance view of what the rubric will measure.

**Task Description**


**Rubric Template**

Above is an example of a blank rubric. You can make your own, or download one of ours on the Assessment website.


Once you've established your task description, you can start identifying the **characteristics (also called dimensions) to be rated**. The characteristics specify the skills, knowledge, and/or behaviors you will be looking for. Further, think about what you need to know versus what you'd like to know. Pick characteristics that are meaningful to the outcome you're assessing. For example, if you're assessing professional communication, delivery could be a good rubric characteristic, but identity awareness might not make too much sense. If you need help getting started, take a look at the Baseline templates and the Association of American Colleges & Universities (AAC&U) VALUE rubrics (both are on the Assessment website) or Google "rubrics" for examples.


**Rubric Characteristics**

Your characteristics are the specific skills, knowledge, and/or behaviors that you look for. Tip: Choose the ones most important to the assessment

Next, pick your **Levels of Mastery/Scale**. A few examples include:

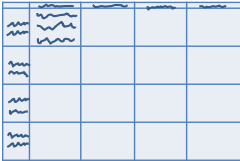
- Sophisticated, competent, partly competent, not yet competent
- Exemplary, proficient, marginal, unacceptable
- Advanced, intermediate high, intermediate, novice
- Distinguished, proficient, intermediate, novice
- Accomplished, average, developing, beginning



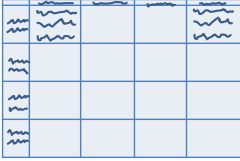
**Levels of Mastery /Scale**

Identify the levels of mastery. Tip: Aim for an even number (4 or 6) because when odd numbers are used, the middle tends to become the "catch-all"

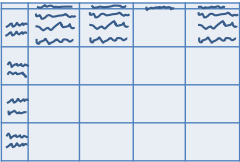
Then, describe what each level of mastery looks like for each characteristic. Make sure each level is mutually exclusive, that is they should not have overlap. Make the distinction between each level of mastery as clear as possible. Criteria should be measurable and observable and phrased in precise and unambiguous language. Start by describing the extremes, the best work you could expect and unacceptable work, and then develop descriptions for the intermediate categories.




1



2



3



4

**Describe each level of mastery for each characteristic**

For each characteristic, describe what each level of mastery looks like. Tip: Start by describing the extremes and then work your way into the intermediate categories. Each description should be mutually exclusive

**1**                      **2**

**3**                      **4**

**Finish your Rubric**

When you're done apply the rubric, share it with your colleagues and get feedback! Revise, revise, revise!!!

Finally, test the rubric and ask your colleagues to review the rubric and provide feedback. Expect to revise the rubric based on feedback.

If multiple people will be using the rubric for a common assessment, take the time to norm. That is..... Take some time to make sure everyone has a clear and shared understanding of what each level of mastery means.

Here's the AAC&U Team Work VALUE Rubric. You can download more examples like the one below, from the Assessment website at [assessment.ucsd.edu](http://assessment.ucsd.edu). Remember, when you borrow someone else's rubric for your own assessment needs, always make sure to tailor the characteristics, levels of mastery, and individual descriptions to the needs of your assessment.

If you need help developing, norming, or applying your rubric email us at [assessment@ucsd.edu](mailto:assessment@ucsd.edu).

# TEAMWORK VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

## Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

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## Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Contributes to Team Meetings</b>	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
<b>Facilitates the Contributions of Team Members</b>	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
<b>Individual Contributions Outside of Team Meetings</b>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
<b>Fosters Constructive Team Climate</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>
<b>Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.