



Guide 7. How to build a Rubric for assessment

The procedural steps are as follows:

1. Establish what to assess → Evidence (product / process / metacognition / use sectoral language)
2. Decide on **assessment standards**, consisting of:
 - a. aspect/characteristics of evidence to be assess → **Indicators / evaluation criteria**
 - b. levels of mastery → **Descriptors**
3. For each indicator, establish the criteria for a performance which is unacceptable in a clear and unequivocal manner, ie fix the "**below-threshold level**".

These first three steps allow you to process the **Rubric for Assessment**

4. Build the scheme for the attribution of the level of mastery → Assessment form
5. Add the voting allocation scheme to be used and apply weightings, if necessary. Consider if:
 - a. The mark will be given for each indicator or for each evidence (analytical scheme) or overall (holistic scheme).

In this toolkit we propose a holistic approach even if the proposed evaluation form also allows an analytical evaluation, as we will see later.

- b. if the marks should also be assigned for the level below the minimum standard.
- c. If any weighting criteria are required. The weighting criteria, in an approach based on the learning outcomes, can concern: the type of learning outcome; the evidence; the indicators measuring the evidence. For example, weighting the weight of the learning outcome means establishing a greater or lesser impact on the scholastic performance of each school subjects involved; some of which - most likely - will not intervene in the achievement of all the learning outcomes or not all at the same level. The school subjects involved in achieving more complex learning outcomes (with a greater weight), or involved in the achievement of more than one learning outcome, will be more impacted by the WBL path in terms of impact on the students' academic

performance. There is no universal rule to attribute different weights to each learning outcome. But a valid criterion is the complexity of the learning outcome to be achieved (and in defining the learning outcomes we have helped ourselves, for example, with Taxonomy - in this Toolkit we propose S.O.L.O. Taxonomy - we are more facilitated to establish the level of complexity and we partially a completely arbitrary way of proceeding).

6. Assess and use the assessment results to review the planned path.