

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■



# Work-Based Learning Measures Series

## Module 3: Designing Rubrics



HANDOUTS | By Jessica Giffin

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## Handouts: Module 3: Designing Rubrics

**Directions:** This handout summarizes the decision points in Module 3. Use this handout to capture your notes and any ideas that resonate with you. In addition, the handout includes space to capture the final decisions determined by the team.

### Decision Point 1: Determine the Purposes of the Rubric

Discuss and complete the following questionnaire to help prioritize the purpose of using a rubric that will fit your local context. Rate the level of importance for each guiding question and then add the total score. Consider prioritizing or selecting the purpose with the higher score. Note the group’s final decision for the purpose(s) of the rubric.

How important is it to use the rubric to:	Not at All Important	Slightly Important	Important	Very Important
Determine students’ grade?	0	1	2	3
Determine student credit?	0	1	2	3
Evaluate student tasks or activities during a work-based learning experience?	0	1	2	3
<b>Total for Student Progress</b>				
How important is it to use the rubric to:	Not at All Important	Slightly Important	Important	Very Important
Provide feedback to students from a teacher, employer, or work-based learning coordinator?	0	1	2	3
Self-assess student work?	0	1	2	3
Inform instruction or supports to students?	0	1	2	3
<b>Total for Learning and Instruction</b>				

Group consensus: Determine portfolio purposes. \_\_\_\_\_

## Decision Point 2: Select the Rubric Type

Capture characteristics of a holistic rubric or analytic rubric that would work best for your state, district, or school. Capture any notes, including why an option resonates or does not resonate, questions for team members, and ideas or options to consider.

<input type="checkbox"/> Holistic	<input type="checkbox"/> Analytic
<ul style="list-style-type: none"><li>▪ A common scale for each skill</li><li>▪ Easier to create one summative score</li><li>▪ Less time and labor to implement</li></ul>	<ul style="list-style-type: none"><li>▪ A customized scale for each skill</li><li>▪ Greater feedback</li><li>▪ More valid results</li></ul>
Notes:	Notes:

Group consensus: Select rubric type. \_\_\_\_\_

## Decision Point 3: Define the Rubric Skills

### Part A: Identify the Essential Knowledge and Skills

Take a few minutes to brainstorm and respond to the following probing questions. Refer to Handout 1, Skills Bank, on pages 12–18 for examples of the skills and skill components other states and districts assess in student work-based learning experiences.

	Academic Knowledge	Technical Knowledge and Skills	Employability Skills
	Foundational subject-matter knowledge and skill areas such as English, mathematics, and science.	Technical knowledge and skills needed for specific occupations, industries, or careers.	The general knowledge and skills that are necessary for success in the labor market at all employment levels in all sectors.
What knowledge and skills would a student develop through a quality work-based learning experience?			
What are the critical knowledge and skills employers are looking for? Do they vary by industry or are they similar?			
How will you see evidence of these skills?			

## Part B: Develop a Stakeholder Outreach Plan for Determining Rubric Skills

Guiding Questions	Considerations	Notes
Who will provide input on the list of rubric skills?	<input type="checkbox"/> CTE Educators <input type="checkbox"/> Guidance/Career Counselors <input type="checkbox"/> Parents <input type="checkbox"/> Business/Industry <input type="checkbox"/> Postsecondary Institutions <input type="checkbox"/> Community Organizations/ Afterschool <input type="checkbox"/> Work-Based Learning Coordinators <input type="checkbox"/> Administrators <input type="checkbox"/> Other	
Are there existing meetings, groups, or lists, to leverage in defining the rubric skills?	<input type="checkbox"/> Regional Economic Meetings <input type="checkbox"/> Industry Meetings <input type="checkbox"/> Local Unions <input type="checkbox"/> Chamber of Commerce <input type="checkbox"/> National Membership Organizations <input type="checkbox"/> Workforce Investment Boards <input type="checkbox"/> Career Centers <input type="checkbox"/> Career and Technical Education Educators <input type="checkbox"/> Other	
How will you solicit input and feedback from key stakeholders?	<input type="checkbox"/> Regional/Local Meetings <input type="checkbox"/> Open for Public Comment Online <input type="checkbox"/> Focus Groups <input type="checkbox"/> Other <input type="checkbox"/> Surveys <input type="checkbox"/> Online Feedback <input type="checkbox"/> Focus Groups <input type="checkbox"/> Other	

Guiding Questions	Considerations	Notes
When will you collect feedback?	<input type="checkbox"/> Annually <input type="checkbox"/> Twice a Year <input type="checkbox"/> Beginning of the School Year <input type="checkbox"/> During the Summer	

## Decision Point 4: Determine Rubric Performance Levels

Capture the rubric performance-level characteristics that would work best for your state, district, or school. Capture any notes, including why an option resonates or does not resonate, questions for team members, and ideas or options to consider.

Guiding Questions	Considerations	Notes
How many performance levels?	<input type="checkbox"/> Three <input type="checkbox"/> Four <input type="checkbox"/> Five <input type="checkbox"/> Six <input type="checkbox"/> Other	
What type of performance level labels do you want?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative <input type="checkbox"/> Both	
How will you define the performance level labels?	<input type="checkbox"/> Emerging, Developing, Proficient, and Advanced <input type="checkbox"/> Does Not Meet Standards, Meet Standards, and Exceed Standards <input type="checkbox"/> Novice, Approaching Proficiency, Proficiency, and Expert <input type="checkbox"/> Other	

Group consensus: Determine rubric performance levels.

- Determine number of performance levels: \_\_\_\_\_
- Determine performance levels scale (qualitative or quantitative): \_\_\_\_\_
- Define performance level labels: \_\_\_\_\_

## Decision Point 5: Define Rubric Descriptors

With your working group of key stakeholders, use the following table to define your rubric descriptors. Follow these steps to create a draft rubric and define the descriptors for each skill. Modify the following table as needed for the number of skills and performance levels.

1. Identify and review existing frameworks, standards, and state and local examples.
2. Determine which performance level will be proficient.
3. Map your select knowledge and skills from Module 1 or Decision Point 2 in the first column of the table.
4. Refer to your existing standards and examples to first define the proficient level for each skill.
5. Develop a description of each skill for the highest and lowest performance levels.
6. Define the descriptors for any remaining performance levels.
7. Review to ensure that the descriptors are differentiated across the performance levels.

	[Performance Level 1]	[Performance Level 2]	[Performance Level 3]	[Performance Level 4]
[Skill 1]				
[Skill 2]				
[Skill 3]				
[Skill 4]				
[Skill 5]				
[Skill 6]				
[Skill 7]				
[Skill 8]				



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