

Rubric Fundamentals:

1. Rubrics are a grading tool to be shared – make sure your students know about, see and can give you feedback on your rubric in advance of grading.
2. Rubrics should lay out your expectations and the priority that you give to each element of an assignment (e.g. % of total grade, # of points).
3. Rubrics should make grading more consistent and efficient – use them on big projects to avoid repetitive comments, track comments to make sure there is not a systematic problem (e.g. students don't understand one of the key terms).

Using Rubrics on Group Projects:

1. Do you have different expectations from different students/roles, or are all students expected to do the same basic activity? How you answer this question will inform your rubric making.
 - a. In the former case you will want different rubrics for each role so you have common evaluation on that student's contribution (note: this requires you to observe their contribution either in class or in the final project),
 - b. In the latter case you will want to evaluate the project as a whole, but be careful to build in cooperative incentives so no single student is doing all the work.
2. Break the project down into manageable parts in the rubric. Students often follow a rubric so you can guide them without spending energy re-explaining yourself.
3. Take time to discuss your rubric with the groups. Have the groups read and critique it – offering their suggestions for evaluation – you don't have to take them but by offering you invest them in the process.
4. Finally, group projects are usually big and complex. Use simple precise statements of expectations and include a “poor” or “below average” category so students can see what not to do.