

1. Gather anonymous samples of strong and weak student work. Choose your strong samples so that they represent collectively all of the dimensions of quality you want students to learn. Choose your weak samples so that they represent collectively problems students commonly have. Number the samples. (This part you will do individually.)
2. With your group, sort the work into two or three piles: “strong” and “weak” or “strong,” middle,” and “weak,” depending on how many score points you want. (Sorting into three piles can lead to an eventual three-, four-, five-, or six-point rubric.) As you sort the work, keep track of your decisions and reasons for the decisions on the Sorting Log Sheets supplied in this file. Keep as much detail as possible: write down what you are thinking to yourself as you place a piece of work in a pile. These phrases will provide the language of your rubric.
3. Use the “Strong” chart from the Sorting Log Sheets. Transfer all of the reasons describing strong samples from the “Initial Sorting” form to the box. Then look for commonalities and indicate which phrases should go together because they refer to similar characteristics. We will call these “clusters.”
4.
 - A. *If you are creating a holistic rubric:* Write short, descriptive statements or phrases for each cluster you identified in step 3. Group them all together under the heading, “Strong.”
 - B. *If you are creating an analytical rubric:* Work with each cluster of skills separately. These will form the basis for separate traits. Write short, descriptive phrases to represent each main idea in each cluster. You will have as many descriptions of “Strong” as you have clusters. In either case, adhere to the following guidelines:

Have enough detail so that a person who didn’t develop the criteria would know what you mean.

Cover everything of importance to quality.

Include only the things of most importance to quality.
5. Use the “Weak” chart from the Sorting Log Sheets. Transfer all of the reasons describing weak samples from the “Initial Sorting” form to the box. Then use the same clusters as you identified in the “Strong” chart to group characteristics in the “Weak” phrases that occur together. The weaknesses should be parallel to the strengths. Make sure that each statement in the “Strong” list is in some way represented on the “Weak” list. Then complete Step 4 for the “Weak” score point by filling in either the holistic or the analytical rubric chart.

6. Follow the same procedure for creating the middle point, “Balance of Strengths and Weaknesses” (if you have one). If you want to expand your rubric to more score points, use evidence from your samples, or gather more samples to provide descriptive phrases for the midpoints. If you would like five score points, you can define the strong, middle, and weak points as 5, 3, and 1, and then assign 2 and 4 to the examples of student work that fall between two descriptors. You need not define 2 and 4 separately.

Sorting Log Sheets

Use this form with Step 2.

Initial Sorting

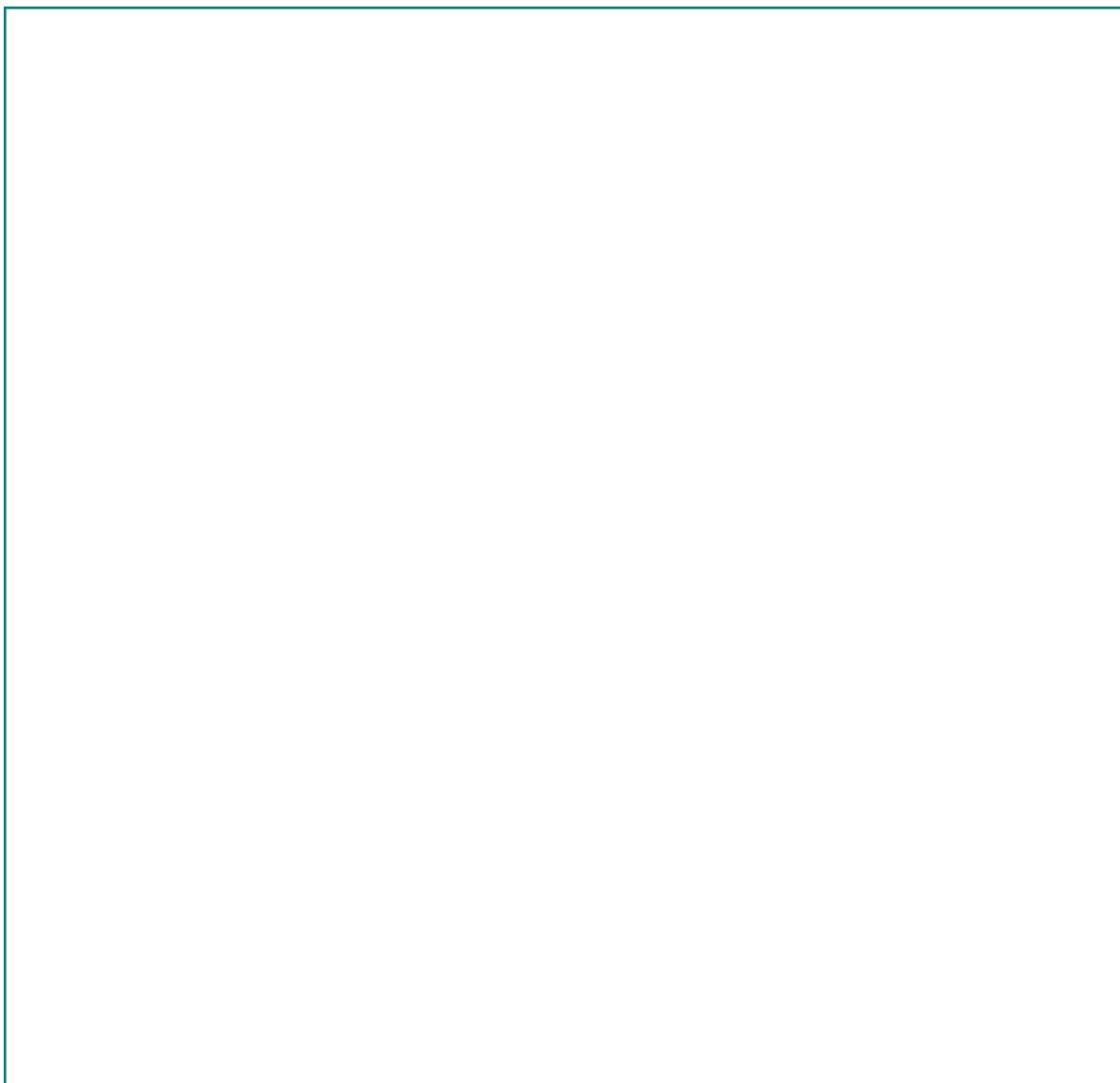
Sample No.	Strong	Middle	Weak	Reasons
1				
2				
3				
4				
5				
6				

Sorting Log Sheets

Use this form with Step 3.

Creating The “Strong” Chart

Transfer all of the reasons describing strong samples from the “Initial Sorting” form to the following box. Then look for commonalities and indicate which phrases should go together because they refer to similar characteristics. We will call these “clusters.”

A large, empty rectangular box with a thin black border, intended for students to transfer reasons from a previous form and identify clusters of similar characteristics.

Sorting Log Sheets

Use these forms with Step 4, depending on whether the rubric is Holistic or Analytical Trait.

Holistic Rubric for _____

Score	Description
<p style="text-align: center;">Strong</p>	
<p style="text-align: center;">Middle</p>	
<p style="text-align: center;">Weak</p>	

When you complete the rubric, consider using terms other than *Strong*, *Middle*, and *Weak*. We use them for rubric development, but on a published rubric, the descriptors should be more positively stated at the low end.

Analytical Rubric for _____

Trait: _____

Score	Description
<p style="text-align: center;">Strong</p>	
<p style="text-align: center;">Middle</p>	
<p style="text-align: center;">Weak</p>	

Trait: _____

Score	Description
<p style="text-align: center;">Strong</p>	
<p style="text-align: center;">Middle</p>	
<p style="text-align: center;">Weak</p>	

Trait: _____

Score	Description
<p style="text-align: center;">Strong</p>	
<p style="text-align: center;">Middle</p>	
<p style="text-align: center;">Weak</p>	

Sorting Log Sheets

Use this form with Step 5.

Creating The “Weak” Chart

Transfer all of the reasons describing weak samples from the “Initial Sorting” form to the following box. Then look for commonalities and indicate which phrases should go together because they refer to similar characteristics. We will call these “clusters.”

A large, empty rectangular box with a thin black border, intended for students to transfer reasons for weak samples and identify clusters.

Sorting Log Sheets

Use this form with Step 6.

Creating The “Balance Of Strengths And Weaknesses” Chart

Transfer all of the reasons describing middle samples from the “Initial Sorting” form to the following box. Then look for commonalities and indicate which phrases should go together because they refer to similar characteristics. We will call these “clusters.”

A large, empty rectangular box with a thin black border, intended for students to transfer reasons from a previous form and identify clusters of similar characteristics.