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initiatives
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This protocol was designed to help rubric and checklists designers incorporate standards or learning targets in the development process.

Step 1: Describe the task. What will the students do?

Step 2: Identify quality attributes/indicators

a. List the standards or learning targets that were used to design the task.

b. Identify and list other attributes that make a quality and authentic performance, process or product.

Step 3: Develop dimensions

a. Cluster the above lists of attributes and/or indicators into possible groups or categories.

b. Label each group (dimension) with a heading. Example: the indicators "*assess the extent to which the reasoning and evidence in a text supports a claim*" and "*compare and contrast findings presented in a text to those from other sources*" can be clustered under "Assessment of Sources". You may use wording from the standard or learning target as well.

c. Write a definition for each heading in the form of a question (How well did you assess your sources?) or statement (the degree to which you assessed your sources).

d. If you have samples of student work that demonstrate that dimension, locate anchors. Use the anchors to articulate more specifically what students do at each level. You may also include statements that can serve as anchors right within the rubric. These are most effective in helping students to understand the expectations.

Step 4: Describe the levels in the following order

a. Level 3 (created <u>first</u>): Develop the 3rd level of your rubric by describing the behaviors, characteristics, or qualities that exhibit a proficient product, process or performance. The list you made in Part 2 will be the basis for the proficient level of your rubric. For example, "*compare and contrast findings presented in one text to those from other sources assessing the reasoning and evidence of each source*" is the descriptor for level 3.

b. Level 4: Describe the behaviors, characteristics, or qualities that exhibit achievement at the highest level. The highest level should be **<u>above</u>** the expected standard of excellence. For example, "*synthesize information from a range of sources, addressing and resolving conflicting information when possible*" is the descriptor of level 4.

c. Level 1: Write the descriptors for the lowest level of the rubric. Identify what the student has done and not just what he/she has not done. An example is: "*lists information from one or more sources without assessing their credibility or validity.*"

d. Level 2: Write the descriptors for the second level of the rubric. Identify the nature of errors students make at this level. Some examples include: "*compares two or more sources attending to surface features instead of assessing their validity*" or "*makes judgments about the validity or credibility of several sources but without fully substantiating these.*"

Step 5: Use the rubric

a. Share the rubric with students, engaging in conversations around clarity.

b. Have students use the rubric while developing their performance, product or process.

c. Incorporate the rubric into multiple formative assessment moments.

d. Use the rubric as a summative assessment tool.

Step 6: Revise the rubric

a. Incorporate feedback from using the rubric with students.

b. Use student work generated from the task to revise rubric for clarity and precision.