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**Student-Led Rubric Writing**

**Goals**: To demonstrate how to have students create their own grading schemes; to identify which groups of students benefit most from this kind of activity.

**Agenda**:

1) Discussion—please share your ideas.

* Why use rubrics? Pros and cons.
* Why have students write their own rubrics?
* Who is this for?

2) Overview of classroom procedure

* Scaffolding according to grade and English level
* Use of model texts and exemplars
* Creation of actual rubric

3) Examples of student rubrics. Chance for participants to practice writing a rubric.

4) Closing—revisit discussion questions, question/answer time, key takeaways

**EXAMPLES OF HOW TO PREPARE STUDENTS TO WRITE A RUBRIC**

* Introduce rubrics, either in a checklist or grid form, early in the course.
* Model how to use a rubric by using exemplars and (anonymous) student work.
* Consider doing a group project or essay with the class before having them write a rubric. Use the group essay as a basis for what good work should look like. If the essay isn’t good, help students to identify why. This is a great learning tool!
* For younger students, classes that don’t work well together, or classes that need more structure, consider having a prepared list of points that should be on the rubric. Students can then choose from the list or assign points to each item according to how important they feel it is.

**TAKEAWAYS**

* Student-led rubric writing encourages a deeper understanding of a project or essay by having students examine structure and goals before they start working.
* Students feel a sense of ownership because they create the guidelines for grading. This cuts down on confusion as to why a grade was assigned. The onus is on them.
* This can be modified for any grade or level. Be prepared to scaffold more with younger students and lower levels; they will need you to provide the language necessary to have the rubric make sense.