Writing Rubrics for the Achievement Standards

1 Use the Achievement Standard to select the criteria to be assessed (vertically)

2 Set out a table with 1-5 or A-E or Descriptive Words for Grading (horizontally)

3 Highlight the verb in the criteria to identify what students must do

4 Use the *Qualifiers for Assessment Elements in Rubrics* document (found on AISSA website) or use a set of qualifying words that your school has decided upon in regards to specific grades, to help you choose appropriate words for each grade

5 Look at a specific criterion. A satisfactory result for this will be the C, so start with the A. What would a student need to do to receive an A?

6 Look at the verb. What qualifier(s) match this verb? For example proposing a solution lends itself to reasoning or justifying rather than accuracy, whereas interpreting data lends itself to structure and clarity

7 Choose the qualifier that matches the verb. Check what the A qualifier words are in the *Qualifiers for Assessment Elements in Rubrics* document and use the same format to describe the A as is used in the criterion

8 You may use two qualifiers but remember that the first qualifier is the one that follows all grades A-E

9 Complete the table for B-E grades

10 Check that you have used the correct qualifying words in the correct grade. For example *With guidance* is considered a D whilst *With direction* is an E, *Highly* is an A descriptor whilst *Very* is a B

11 Check that you have used the same qualifier through A-E and not changed to another. For example. Don’t start with A = highly structured and then change to B = very accurate

12 Try to start with the verb but you may need to start with the qualifier to make more sense. For example with the criterion below, the A grade makes sense to start with the verb... *Interpret data in a highly structured and coherent manner.* However with the criterion *Explain the characteristics of diverse places* your A grade wording might be *Extensively informed and insightful explanation* rather than *Explain in an extensively informed and insightful manner*
### Criteria to be assessed (1)

<table>
<thead>
<tr>
<th>Interpret data and other information to identify and compare partial distributions, patterns and trends, infer relationships and draw conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>Interpret data in a highly structured and coherent manner</td>
</tr>
</tbody>
</table>

### Grading (2)

- **Note first qualifier continues in all (8)**
- **Complete grades for B-E (9)**

### Verb Highlighted (3)

- Select qualifier/use same wording as criterion (7)

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