



January
2025



Designing Rubrics for

Mixed Level ELL Classrooms

Agenda



- 1. Activity: Rubric Analysis**
- 2. Why use rubrics?**
- 3. Rubric Best practices**
- 4. Workshop a rubric**



Activity: Rubric Analysis

- Get into groups of 2-3.
- Read your assigned Assignment and Rubric.
- Answer the following:
 - *What works about this rubric?*
 - *What is not working?*

Why use rubrics?



Transparency

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Self efficacy & Self regulation



Transparency

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Equity

Stevens, D.D. & Levi, A. J. (2005). Leveling the field: Using rubrics to achieve greater equity in teaching and assessment. *Essays on Teaching Excellence, Professional and Organizational Development Network in Higher Education*, 17 (1).



Best Practices: Framing

- Rubrics are a teaching tool
- Use them before, during, and after the assessment process.

Gonsalves, C. (2023). Democratising assessment rubrics for international students. *Assessment & Evaluation in Higher Education*, 49(5), 587–600. <https://doi.org/10.1080/02602938.2023.2281237>

Best Practices: Framing

- Visual overwhelm reduces adoption
- Focus and minimize language
- Differentiate with formatting
- Consider using color

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Best Practices

Framing

Provide additional resources:

- Glossary
- Graded Exemplar

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Best Practices

Equity

Anti rubric:

What are you
grading and what
you are **not**
grading?

Workshop Directions

1) Open your browser and type in:

tinyurl.com/rubric-workbook

2) Click the download icon 

Do not click “Open with Google Docs!”

3) Open the file you’ve downloaded and begin editing.

When you’re done, hit  again and select “with your changes”

Email ctse@suffolk.edu to request a consultation to discuss your rubric further.

All CTSE consultations are 100% confidential.

References

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