Guide 9. To develop a Rubric for assessment

The following are some of the completed grid, referring to one of the learning outcomes identified in the planning phase.

Example 1: Guidance grid for the elaboration of the Rubric for Assessment

Learning outcomes and evidences	ASSESSMENT STANDARDS		
	Assessment criterion	*Minimum threshold descriptor*	*Diversified descriptors Levels of mastery*
	Declaration of which aspects of the evidence will be judged, in relation to the learning outcomes		Description of what the student should do to reach a specific level with respect to the assessment criterion
Key question: **What evidence (or evidence) will you take into account for**	**Key question:** **On what basis will you evaluate if**	**Key question:** **What does the student have to do to achieve**	**Key question:** **How will you know which level student has reached?**

Learning outcomes and evidences	Assessment STANDARDS		
	Assessment criteria	**Minimum threshold Descriptor**	**Mastery descriptors**
	Which aspects of the students' work will be assessed in relation to the learning outcomes	What is the minimum level of mastery	Description of what the student should do to reach a specific level of mastery
Key question: **What evidence (or evidences) will you take into account for the specific learning outcomes established in the annual WBL project?**	**Key question:** **On what basis will you assess whether student has reached a learning outcome?**	**Key question:** **What does the student has to achieve a learning outcome in order to satisfy the criterion?**	**Key question:** **How will you know which level student has arrived? (or "how well did student get there?")**

the specific learning outcome?	student has fulfilled the LO?	that learning outcome?	
the student will be able to .... detect and organize users' social and health data (taken from examples above) Evidence: Report / data card detected (**PRODUCT**)	Students' work will be assessed on the *completeness* of the data collected and on *the relevance* of the data selected /organized for their needs.	At a basic level, the student will detect the main socio-health data and select the most relevant for their needs	In order to achieve level 4/3/2/1 The student will be able to ... **4**) detect a wide range of socio-health data, identifying the appropriateness for their needs. Organize the data and justify its selection, explaining the reasons for its choices. **3**) detect a wide range of data and select the most relevant ones, clearly identifying their needs **2**) detect some data and select the most relevant ones, according to your needs. **1**) identify the main socio-health data and select the most relevant ones for your needs. **Below the threshold level:** Detection of limited data. Selection and organization not suitable or incorrect.