Standard Operating Procedure (SOP)

Development of Grading Criteria and Rubrics

This SOP describes the systematic process for the **development of grading criteria and rubrics**, including establishing clear learning objectives, defining performance levels, selecting appropriate assessment categories, constructing detailed descriptors for each level, and validating the rubric through pilot testing. The goal is to create consistent, transparent, and fair evaluation tools that enhance objective assessment and provide meaningful feedback to learners.

1. Purpose

To guide the consistent development of grading criteria and rubrics that ensure fair and objective assessment of learner performance.

2. Scope

This SOP applies to all educators and instructional designers involved in course, module, or assignment assessment design.

3. Responsibilities

- Course Developers: Lead rubric creation and validation.
- Educators/Assessors: Provide input and apply rubrics.
- Quality Assurance Team: Review and approve finalized rubrics.

4. Procedure

1. **Establish Clear Learning Objectives**
   - Review course/module objectives.
   - Identify the specific skills, knowledge, or behaviors to assess.
2. **Select Assessment Categories**
   - Determine key components or dimensions to be assessed (e.g., content accuracy, organization, analysis, creativity).
3. **Define Performance Levels**
   - Establish 3-5 levels (e.g., Excellent, Good, Satisfactory, Needs Improvement).
4. **Construct Descriptors for Each Level**
   - Explicitly describe expected performance for each assessment category at each level.
   - Descriptors should be specific, measurable, and observable.
5. **Draft the Rubric**
   - Organize categories and levels in a matrix format for clarity.
6. **Review and Revise**
   - Seek feedback from peers or stakeholders.
   - Revise rubric based on input to improve clarity, fairness, and applicability.
7. **Pilot Test the Rubric**
   - Apply rubric to sample student work.
   - Gather feedback from both assessors and learners.
8. **Finalize and Implement**
   - Incorporate necessary changes based on pilot testing.
   - Officially adopt the rubric for ongoing assessments.
9. **Periodic Review**
   - Annually or as needed, review rubric effectiveness and update as required.

5. Documentation

- Maintain records of all rubric drafts, feedback, pilot results, and approval documentation.
- Archive final versions in the institutional repository.

6. Sample Rubric Template

Category	Excellent	Good	Satisfactory	Needs Improvement
Content Accuracy	All information is accurate and thorough	Most information is accurate, some minor errors	Some information is inaccurate or missing	Information is mostly inaccurate or incomplete
Organization	Consistently well-organized and logical	Generally organized, minor lapses in flow	Some disorganization; ideas sometimes unclear	Lacks organization; difficult to follow
Analysis	Insightful and thorough analysis	Solid analysis with some insight	Analysis evident but superficial	Lacks or misinterprets analysis
Creativity	Original, creative approach	Some evidence of creative thinking	Few original ideas presented	No evidence of creativity

7. References

- Brookhart, S.M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. ASCD.
- Institutional Assessment Policies and Guidelines.