

# CREATING CLASS RUBRICS

Creating class rubrics does not have to be an elaborate undertaking. It's as simple as taking two or three performance elements, designing a simple tool, observing a performance (formal or informal) and responding to that performance.

For younger children it could be done by a series of faces to rate their performance:



For older children, they could practice a piece of music, tape an in-class performance of the piece and rate the performance for their attention to details such as tempo and dynamics. They may choose to use numbers to rate their performance:]

- 4 – perfection
- 3 – few mistakes
- 2 – quite a few mistakes
- 1 – not ready for performance

As children gain more experience in using rubrics to evaluate their performance, the teacher can take less responsibility for guiding the selection of elements to focus on.

In my experience I have found that videotaping a class practice/performance does more good than my telling the students what to focus on – they can see their flaws and do an excellent job of pointing out both the strengths and weaknesses of their performance. I do make sure that they point out both the strengths and weaknesses that were evident in the video so that we do not dwell on negatives only.

The first couple of times we practice doing these as a whole class on the board. We list our strengths and weaknesses, make a plan as to what we are going to work on in the next class periods, and evaluate our performance using a rubric. We then work on the piece, re-tape and re-evaluate.