

## Discussion Guide: Common Rubric Flaws

Review the material for each flaw as described in *Building Better Rubrics*. While you still may have questions about the AAC recommendation, consider the possibility that it is designed to support student learning. Use the discussion question to guide your conversation with an elbow partner.

### Common Flaw #1 (p. 6)

**Identifying criteria as topics or categories rather than actions that students can take**

#### Question for Discussion

How can using action verbs as criteria support improved student learning and performance?

### Common Flaw #2 (p. 6)

**Including elements that are not part of the curricular outcomes such as neatness or punctuality**

#### Question for Discussion

How can we motivate students to take pride in their work when non-curricular factors are ungraded?

### Common Flaw #3 (p. 7)

**Defining quantitative rather than qualitative factors**

#### Question for Discussion

How can we be sure that qualitative descriptors have meaning for students?

**Common Flaw #4 (p. 8)**

**Using absolutes in a quasi-quantitative context**

**Question for Discussion**

How do we gather credible evidence of student performance over time?

**Common Flaw #5 (p. 8)**

**Using descriptors that do not delineate discrete levels of quality**

**Question for Discussion**

What challenges are associated with each of the flawed examples?

**Common Flaw #6 (p. 9)**

**Using descriptors across the row that do not describe the same characteristic**

**Question for Discussion**

How do we know which characteristic to choose for any given criterion?