# Creating a Rubric Using a Table in your Word Processing Software

These directions are written for use with Microsoft Word (2003). You will need to make adjustments as needed if using some other word processing software.

- Open a new document

- Indicate the line/place where the student's name will be placed

    o Name: _____

- Key in appropriate information at the top of the page: name of assignment, task, project, behavior

    o Assessment of Presentation on Rubric Creation

- Provide an overview description of the assignment, task, project, behavior being assessed

    o Create a two-hour faculty workshop that explores the use of rubrics; their connection to the assessment of student performance; their application for accountability. Provide specific examples for various assignments, tasks, and projects.

- Add a space or two and go to TABLE in the top menu bar. Choose Insert—>Table
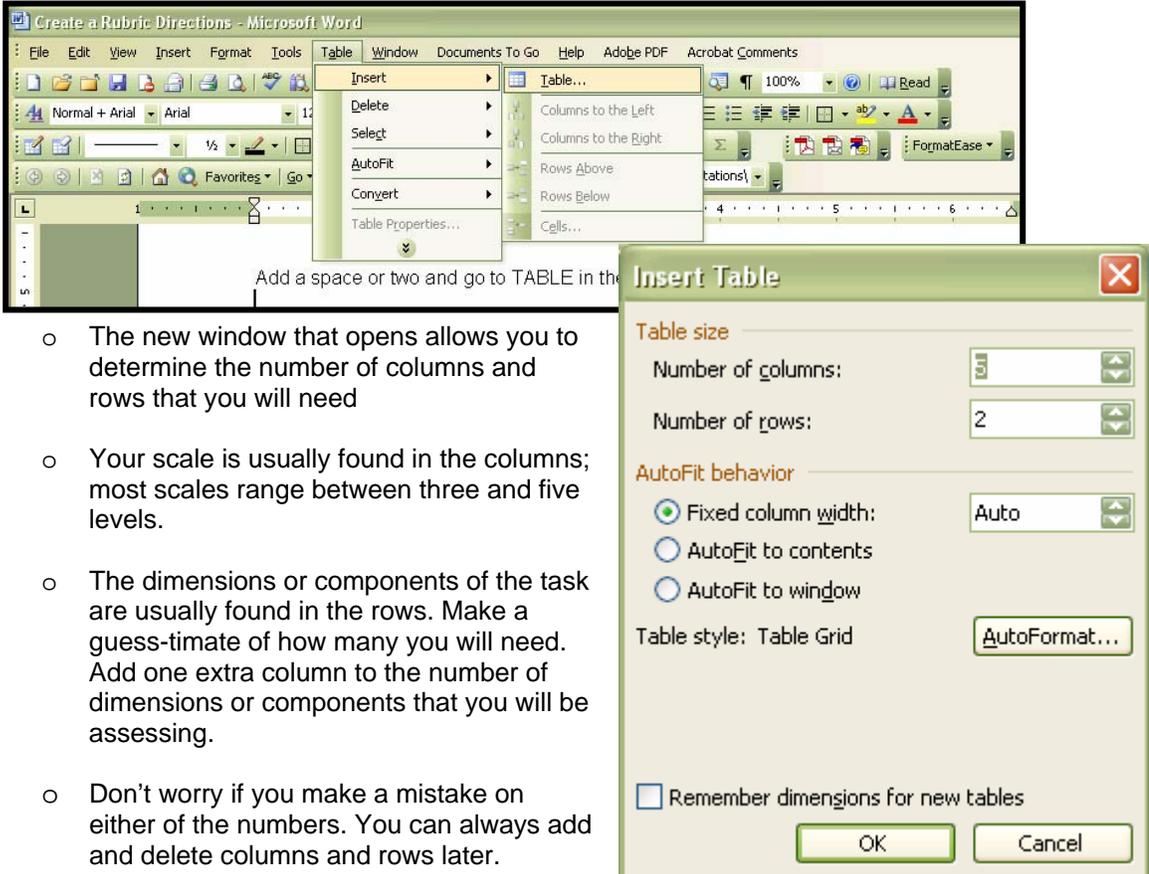
    o The new window that opens allows you to determine the number of columns and rows that you will need

    o Your scale is usually found in the columns; most scales range between three and five levels.

    o The dimensions or components of the task are usually found in the rows. Make a guess-timate of how many you will need. Add one extra column to the number of dimensions or components that you will be assessing.

    o Don't worry if you make a mistake on either of the numbers. You can always add and delete columns and rows later.

- Leave the rest of the settings in this window as they are and click OK at the bottom. The table will now appear on your page, though it will probably look too wide and the boxes (cells) seem too small. Your table will change as you add text in the cells.

- Begin by putting your scale and dimensions in the rows and columns. Decide if you want to have your scale move in increasing or decreasing values (start with highest or start with lowest).

	Scale Level 1	Scale Level 2	Scale Level 3	
Dimension 1				
Dimension 2				
Dimension 3				

- Start adding the dimension characteristics in the cells. Recall that these are the explanations of the parameters in the scale for each dimension.

	Scale Level 1	**Scale Level 2**	**Scale Level 3**	
Dimension 1	What does dimension 1 look like at this level?	What does dimension 1 look like at this level? Be sure that you have clearly distinguished between the other levels	What does dimension 1 look like at this level? Again, be sure that you have clearly distinguished between the other levels	This column can be the place holder if you are using actual point values and maybe a brief comment.
Dimension 2			What does dimension 2 look like at this level?	
Dimension 3		What does dimension 3 look like at this level?		
If you are using points and want to total them, add one extra row at the bottom of your table. Highlight the scale columns, go to Table—>Merge cells and columns will blend together. Key in the word TOTAL and right align the text using the toolbar or menu commands **TOTAL**				

The more enhancements you want in how your rubric looks, the more you will need to practice with tables.
Don't let this stop you from jumping in and using rubrics. The looks and mechanics of using tables are far less important than good assessment practices!