

## Rubric Writing Process

- The first step in the rubric writing process is to unwrap each of the criterion. Use the affinity process for the unwrapping process (see Affinity- Unpacking Evaluation Standards).
- Enter the headers from the affinity process into the Unpacking Standards document making sure they are aligned to the appropriate criterion. Each of those headers will become an “indicator” of the criterion it is under(See PrincipalSumMarzano document for an exemplar).
- Once the indicators have been identified for each criterion, begin writing the rubrics. The best place to start is with writing the Tier 4 language. Choose an indicator and work with your team to write the “gold standard” for that indicator (see What does Quality Look Like Document). What must a principal *know* (**knowledge**) and/or *be able to do* (**skills**) to demonstrate Tier 4 level performance for that indicator? It may be helpful to look at the Principal Standards Comparison crosswalk to find other documents that may contain rubric language that can assist you in the writing process. The Rubric Descriptor Helpers may also be useful in identifying language that defines the gradation between the different tiers.
- Once you have written the Tier 4 rubric for an indicator, it is easiest to write the Tier 1 language next. Tier 1 language should reflect the absence or near absence of the **skills** and **knowledge** identified in the Tier 4 language. Once again, the Rubric Descriptor Helpers document may help in creating the gradation of the Tier 1 language.
- After writing the Tier 1 language, move on to writing the language for Tier 3. Keep in mind that the Tier 3 language will define proficient or “at standard.” Questions to consider include: 1. Are there any **skills** or **knowledge** contained in the Tier 4 language that would not be included in Tier 3 because they exceed what is expected? 2. What descriptors can you use to differentiate between Tier 3 and Tier 4 (See Rubric Descriptor Helpers).
- Finally, write the rubric language for Tier 2. The language at Tier 2 should reflect a basic or beginning level of **skills** and **knowledge** for the indicator. Tier 2 language should describe principal performance in which the **skills** and **knowledge** are either incomplete,

inconsistently demonstrated, or under developed. Once again, the Rubric Descriptor Helpers can help in creating the gradation.

### **Editing**

- Read the current language for tiers 1-4 and consult the following documents as you make edits:
  - a. Evaluation crosswalk document and sample evaluation tools.
  - b. WestEd “Moving Leadership Standards Into Everyday Work”
  
- Guiding Questions:
  - c. Are there any changes to existing language that need to be made to provide greater clarity and ease of measurement.
  - d. After looking at the crosswalk document, WestEd publication, and the brainstorming documents, are there any content edits or additions that need to be made?

### **Evidence and Measures**

- Once the rubrics have been written and edited, you need to determine how you will measure them. You should identify multiple options for measuring each of the rubrics.
- Review and discuss the Multiple Measures document. Although the document is focused on measures of teacher effectiveness, it has application for principals as well.
- Determine the most effective means of measuring each criterion using the Mult Measures Grid. There may be more than one effective measure for a criterion. You can add to the existing list of measures on the grid.
- Using the completed grid as a guide, begin identifying specific ways that currently exist in your system to measure each indicator (i.e. data report, survey results, school improvement plan, etc.)
- If you find that you do not have multiple measures for a specific indicator, use the grid as a guide and determine how you will develop appropriate measures.