

ASSESSMENT DESIGN

Build a clear analytic rubric for a performance task

An analytic rubric describes visible qualities of work so assessment is more transparent and useful to learners.

Define the performance and its evidence

Specify what learners will produce or demonstrate and which verified learning competency it assesses. Do not substitute an attractive product for evidence of the intended learning.

Choose a few meaningful criteria

Start with three or four criteria directly connected to the task, for example accuracy of mathematics, reasoning from evidence, and clarity of explanation. Avoid vague criteria like effort unless a valid observable basis has been defined.

Write observable level descriptors

For each criterion, describe what different levels of performance actually look like. Prefer observable differences in correctness, completeness and use of evidence over terms like excellent, fair or poor alone.

Check fairness and accessibility

Show or explain the rubric before the task. Ensure no criterion rewards access to expensive materials, elaborate artwork, or technology unrelated to the assessed target.

Use scores and comments appropriately

If the rubric is used for grading, follow the applicable school rules on weighting, recording and assessment components. For formative feedback, identify one strength and one actionable revision.

ILLUSTRATIVE CLASSROOM EXAMPLE

Illustrative task: interpret a school-garden watering table and recommend a schedule. A criterion called Evidence-based recommendation might distinguish: Level 4 uses accurate totals, directly compares alternatives and justifies the choice; Level 3 uses accurate totals and explains the choice; Level 2 makes a recommendation but uses incomplete or partly incorrect totals; Level 1 gives a recommendation without supporting data. These are teacher-created descriptors, not official DepEd performance levels.

Teacher review checklist

- ☐ Curriculum target and performance evidence checked
- ☐ Criteria assess the intended learning, not decoration
- ☐ Each level has specific observable descriptors
- ☐ Rubric is shared before performance
- ☐ Scoring and weighting comply with school requirements

Check official reference sources

1. DepEd classroom assessment policy (DO 8, s. 2015) — <https://www.deped.gov.ph/2015/04/01/do-8-s-2015-policy-guidelines-on-classroom-assessment-for-the-k-to-12-basic-education-program/>
2. DepEd Classroom Assessment Resource Book (DO 31, s. 2020) — https://www.deped.gov.ph/wp-content/uploads/2020/10/DO_s2020_031.pdf

Independent teaching aid, not an official DepEd form. Verify the current learning competency, school instructions, and assessment policy before classroom use. Do not upload identifiable learner records.