



Rubric Workshop

Learning Outcomes

Attendees will be able to:

- Identify the basic components of rubrics
- Distinguish between different types of rubrics
- Create or customize a rubric



Rubric Workshop

POLL

Have you used rubrics for assessment?

- I have not used rubrics for assessment
- I have used pre-developed rubrics
- I have revised rubrics for assessment
- I have created rubrics for assessment

Rubrics



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- Scoring tool that describes the criteria used to evaluate a specific task
- Why use?
 - Clarity: explicit expectations
 - Feedback: specific and focused
 - Equity
 - Consistency in assessment
 - Facilitates communication
 - Encourage critical thinking

Rubrics - Components



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Generally includes:

- Task to be evaluated: What students should demonstrate
- Criteria for evaluation
- Level of performance
- Description of each level of performance



Task/Experience

- Description of the task or the learning experience
- Examples: provide details
 - Writing assignment
 - Art project
 - Performance
 - Presentation
 - Project
 - Service Learning project
 - Debate
 - Case Studies
 - Problem Based Learning
 - Student Employee Learning Outcome



Criteria/Dimension

Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>
Content Development

- Components that will be used to evaluate student work
- Generally nouns
- Characteristics of the learning outcomes
- ILO 1 – Writing Rubric
 - Context of and Purpose for Writing
 - Content Development
 - Genre and Disciplinary Conventions
 - Sources and Evidence
 - Control of Syntax and Mechanics

Scale/Levels of Performance



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- Suggestion: 3-5 levels
 - Checklist = 2 levels
 - More than 5, difficult to score
- Clearly define “Meets expectations” (passing work)
- Use terms that students will understand
- Examples:
 - Presence, Absence; Yes, No
 - Level 1, 2, 3, 4
 - Not Met, Partially Met, Meets Expectations, Exceeding
 - Underdeveloped, Developing, Developed
 - Beginning, Developing, Accomplished, Exemplary
 - Emerging, Progressing, Partial Mastery, Mastery

Performance Descriptors



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- Descriptions by level and criteria (red font)
- Offers specific feedback
- Provides information on skills that they need to demonstrate
- Use terms that students will understand

	Level 4	Level 3	Level 2	Level 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Types of Rubrics



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POLL

- Which type of rubric have you used?
 - Not sure
 - Checklist
 - Rating scale
 - Holistic
 - Analytic
 - Other
 - Haven't used rubrics



Types of Rubrics

- Checklist - Presence/absence of criteria
- Rating Scale – Scale for criteria
- Holistic
 - Many criteria descriptions in one global score
 - Provides an overall impression of student performance
- Analytic
 - Separate criteria with separate scores for each criteria
 - Provides more detailed feedback on student skills/performance
 - Areas of success/improvement needed

Checklist



- **Task:** Journal Entry

	Yes	No
All Sites have Notes		
Sites Notes are Thorough		
Site Notes are Thoughtful		
Answers all Site Questions for All Sites		
Provided Reflection on each of the 6 Site Visits		
Reflection on Site Visits was Thoughtful		

Rating Scale



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Task: Teamwork

	Poor	Weak	Average	Good	Excellent
People skills					
Communication skills					
Contribution to the work done					
Contributions to meetings					
Arrives on time to meetings					
Reflection on Site Visits was Thoughtful					

Holistic Rubric



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Task: Written communication

- 4. Above Average:** The audience is able to easily identify the focus of the work and is engaged by its clear focus and relevant details. **Information is presented logically and naturally.** There are no more than two mechanical errors or misspelled words to distract the reader.
- 3. Sufficient:** The audience is easily able to identify the focus of the student work which is supported by relevant ideas and supporting details. **Information is presented in a logical manner that is easily followed.** There is minimal interruption to the work due to misspellings and/or mechanical errors.
- 2. Developing:** The audience can identify the central purpose of the student work without little difficulty and supporting ideas are present and clear. **The information is presented in an orderly fashion that can be followed with little difficulty.** There are some misspellings and/or mechanical errors, but they do not seriously distract from the work.
- 1. Needs Improvement:** The audience cannot clearly or easily identify the central ideas or purpose of the student work. **Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas.** There are many misspellings and/or mechanical errors that negatively affect the audience's ability to read the work.

Holistic Rubric



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Template for Holistic Rubrics

<u>Level</u>	<u>Description</u>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

Analytic Rubric



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Task: ILO 1 Effective Communication – Writing Rubric

	Level 4	Level 3	Level 2	Level 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

Journal Entry



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Analytic Rubric

Criterion	Excellent	Good	Adequate	Poor
Site Visits Notes	Every site visit includes good and thoughtful notes about that site	Every site has notes, but one or two days are not good/thoughtful notes OR one day of notes is missing	Every site has notes, but three of four days are not good/thoughtful notes OR two days of notes are missing	Not every day has good/thoughtful notes OR more than two days of notes are missing
Class Question	Is missing answers to no more than 4 questions across the site visits	Is missing answers to no more than 8 questions across the site visits	Is missing answers to no more than 12 questions across the site visits	Is missing answers to more than half of the questions across the site visits
Reflection on Site Visits	Provided thoughtful reflection on each of the six site visits	Provided thoughtful reflection on at least 4 of the site visits OR provided reflection on all six but two or less were not thoughtful	Provided thoughtful reflection on at least 3 of the site visits OR provided reflection on all six, but three were not thoughtful	Provided thoughtful reflection on at least 3 of the site visits OR provided reflection on all, but four or more were not thoughtful

Checklist Rubric

	Yes	No
All Sites have Notes		
Sites Notes are Thorough		
Site Notes are Thoughtful		
Answers all Site Questions for All Sites		
Provided Reflection on each of the 6 Site Visits		
Reflection on Site Visits was Thoughtful		

Rubrics - Considerations



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- Students help develop the rubric
- Review the rubric with students
- Students use the rubric for self-assessment
- Focus rubrics on learning outcomes (ILOs)
- Use simple, clear terms that students can understand
- Revision possible

Assessment vs. Grading



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	Student 1	Student 2	Student 3	Student 4
Content	4	3	3	3
Syntax	3	3	2	4
Sources	2	2	1	2
Total	9	8	6	9

- What would we look at for grading?
- Which student is not doing well?
- What would we look at for assessment?
- What aspect is most problematic?

Assessment vs. Grading



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- Course grades are often based on more than PSLOs (e.g. participation, attendance, improvement, etc.)
- Grade alone does not identify which component skills the student has mastered
- Student can pass a class but not meet a specific PSLO
- Various assessment techniques may or may not be part of the course grade
- Overall grades will not provide an instructor with feedback on which skills the class overall found difficult
- Assessment provides class level analysis of strengths and weaknesses

Create a Rubric



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- Task
- Scale/Levels
- Criteria
- Performance Descriptions

	Level 3	Level 2	Level 1

Resources



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- Analytic and Holistic Rubrics: <https://chfasoa.uni.edu/analyticholisticrubrics.pdf>
- Authentic Assessment Toolbox- Rubrics: <http://jfmueeller.faculty.noctrl.edu/toolbox/workshoprubric.htm>
- Creating and Using Rubrics: <https://poorvucenter.yale.edu/Rubrics>
- Creating and Using Rubrics: <https://manoa.hawaii.edu/assessment/resources/how-to/creating-and-using-rubrics/>
- Developing Checklists and Rating Scales: http://www.northernc.on.ca/leid/docs/ja_developchecklists.pdf
- Grading Rubrics: Sample Scales: <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/rubrics-scales>
- L.Suskie workshop 10.23.2020
- Rubric Examples: <https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>
- Rubric Workshop: Los Angeles Valley College: <https://www.lavc.edu/Committees-Workgroups/outcomes/slomanual/Creating-or-Modifying-Rubrics-to-Assess-CSLOs.aspx>
- Types of Rubrics: <https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/pages/types-of-rubrics.aspx#:~:text=A%20holistic%20rubric%20consists%20of,judgment%20of%20the%20student%20work.>
- Using Rubrics: <https://teaching.uncc.edu/services-programs/teaching-guides/assessment-and-feedback/using-rubrics>



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Questions/Support?

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