

Rubrics

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RUBRICS

Learning Outcomes:

- Define types of rubrics
- Understand the benefits and challenges of using rubrics
- Be able to create an effective rubric
- Use Campus Labs Rubrics to create rubric templates
- Set up assessments using Rubrics

RUBRICS

A rubric is a “scoring guide” or a “grading scheme” used to evaluate student work against descriptive standards.

RUBRIC TYPES - CHECKLISTS

- A list of desired elements whose presence are “checked off”

- The student included a thesis statement
- Multiple resources are used
- Resources cited appropriately in body of paper
- Resources cited appropriately in reference section

RUBRIC TYPES – RATING SCALES

“ A rating scale rubric is a checklist with a rating scale added to show the degree to which the things you are looking for are present in completed assignments.” (Suskie, 2009, p.138)

Please evaluate the following items, using the rating scale shown, from LOWEST (1) to HIGHEST (5)

Speech Can be clearly heard and easily understood, using pauses and inflection to vary pace and tone	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
Presence Appears energetic and in control of the presentation, effectively using gestures and movement to enhance concepts	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
Interaction Encourages participation, asks questions, and appears receptive to comments or suggestions	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
Clarity Presents an organized, clear message, using concrete examples, supported by uncluttered, easy-to-read slides	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High
Expertise Logically explains and simplifies the content while meeting stated learning objectives	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Low-----High

RUBRIC TYPES – DESCRIPTIVE RUBRICS

- Replace rating scales with descriptions of desired performances for each performance level

Name: _____

Date: _____

Score: _____

	33%	67%	100%
<p>Rubric: University -- Writing Rubric</p>	<p>Unsatisfactory <i>Grade Range: F to D</i></p>	<p>Satisfactory <i>Grade Range: C to Low B</i></p>	<p>Superior <i>Grade Range: B to A</i></p>
<p>16.50pts</p> <p>Audience and Purpose <small>FO</small> <small>RT</small> <i>Quality of research</i> <small>FO</small> <small>RT</small> <i>Originality of thought</i> <small>FO</small> <small>RT</small> <i>Logic, depth, and complexity of the document</i> <small>FO</small> <small>RT</small> <i>Opposing viewpoints or alternative hypotheses (if appropriate)</i></p>	<p>5.45pts</p> <p><small>FO</small> <small>RT</small> Fails to demonstrate the ability to communicate original thought and/or present research. <small>FO</small> <small>RT</small> Displays severe difficulty in understanding the concept of audience. <small>FO</small> <small>RT</small> Lacks logic, depth, and complexity of argument. <small>FO</small> <small>RT</small> Fails to reflect opposing viewpoints or alternative hypotheses</p>	<p>11.05pts</p> <p><small>FO</small> <small>RT</small> Demonstrates basic ability to communicate original thought and/or present research. <small>FO</small> <small>RT</small> Demonstrates some skills of writing for a particular audience, yet may struggle with addressing the needs of the intended audience. <small>FO</small> <small>RT</small> Identifies opposing viewpoints or</p>	<p>16.50pts</p> <p><small>FO</small> <small>RT</small> Demonstrates very good to exceptional ability to communicate original thought and/or present quality research, and shows synthesis of evidence in a way that is complex and free of logical fallacies.</p>

DESCRIPTIVE RUBRICS – ANALYTIC & HOLISTIC

- Analytic Rubrics – have multiple dimensions and performance indicators for each level of performance within each dimension
- Holistic Rubrics – evaluate the whole work according to one scale using short descriptive paragraphs of outstanding work, acceptable work, and unacceptable work

ANALYTIC RUBRICS

Three components

1. Set of dimensions or criteria that provide an interpretation of stated objectives (performance, behavior, quality)
2. Range of achievement levels
3. Descriptors that specify performance at each achievement level

ADVANTAGES OF RUBRICS

- Clarify goals
- Help students know what is expected
- Help students self-improve if self-evaluate
- Make scoring easier and faster
- Make scoring more accurate, unbiased, and consistent
- Improve feedback to students
- Promote discussion between faculty about desired outcomes

Suskie, L. (2009) *Assessing Student Learning: A Common Sense Guide* (2nd Ed.). San Francisco, CA: Jossey-Bass.

CHALLENGES

- Difficult to specify criteria and standards with precision at higher levels of cognition (e.g., creating) or within the affective domain
- Ratings may not be consistent across raters
- Students may not get thorough feedback if comments not also given

CREATING EFFECTIVE RUBRICS

- Start with learning outcomes and develop rubric (and then the assignment)
- “What are the skills you want students to demonstrate in the assignment?”
- “What are the characteristics of excellent student work? Good student work? Developing work?”
- Start with essential dimensions or types of behaviors/tasks demonstrated
- Decide on the number of levels of achievement, usually 3-5

CREATING EFFECTIVE RUBRICS

- Label each level with names, not just numbers
 - Exceeded Expectations, Met Expectations, Partially Met Expectations, Improvement Needed
 - Excellent, Good, Fair, Poor
 - Master, Apprentice, Beginner
- Develop descriptions for each matrix cell
- Determine weighting for point distributions
- Pilot rubric using past examples of work
- Ask for feedback from colleagues and students
- Look for models – A Compendium of Rubrics – De Anza College, Janice Orrell (2003) Generic Learning Rubric

CAMPUS LABS (ANTHOLOGY) RUBRICS

- <https://capital.campuslabs.com/rubrics>
- Campus Labs has a module to create rubric templates
 - Included formatted templates (AAC&U VALUE Rubrics)
 - From scratch
- Ability to create assessments to score assignments, store and analyze results
- Integrated with Outcomes module so can import student results from assessments
- Walk through developing rubrics and assessments in Rubrics

QUESTIONS?

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