Rubrics

- LO 1: participants will have an awareness of what rubrics are and how rubrics are used.
- LO 2: participants will have an awareness of how rubrics are constructed

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What is a rubric?

- **A *rubric* is an explicit set of criteria used for assessing a particular type of work or performance.** A rubric includes levels of potential achievement for each criterion.

- ***Rubrics* are explicit schemes for classifying products or behaviors into categories that vary along a continuum.** They can be used to classify virtually any product or behavior. Rubrics can be used to provide formative feedback to students, to grade students, and/or to assess courses or programs.

There are two major types of scoring rubrics:
- Holistic scoring — one global, holistic score for a product or behavior
- Analytic rubrics — separate scoring of specified characteristics of a product or behavior

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Rubrics have many strengths:

- Complex products or behaviors can be examined efficiently.
- Developing a rubric helps to precisely define faculty/staff expectations.
- Well-trained reviewers apply the same criteria and standards.
- Rubrics are criterion-referenced, rather than norm-referenced. Raters ask, "Did the student meet the criteria for level 5 of the rubric?" rather than "How well did this student do compared to other students?" This is more compatible with cooperative and collaborative learning environments than competitive grading schemes and is essential when using rubrics for program assessment because you want to learn how well students have met your standards.
- Ratings can be done by students to assess their own work, or they can be done by others, e.g., peers, fieldwork supervisions, or faculty.

Example analytic rubric with three dimensions for assessing oral presentation skills.

Rubric for Assessing Oral Presentations			
	Below Expectation	**Satisfactory**	**Exemplary**
Organization	No apparent organization. Evidence is not used to support assertions.	The presentation has a focus and provides some evidence which supports conclusions.	The presentation is carefully organized and provides convincing evidence to support conclusions.
Content	The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled.	The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.	The content is accurate and complete. Listeners are likely to gain new insights about the topic.
Delivery	The speaker appears anxious and uncomfortable, and reads notes, rather than speaks. Listeners are largely ignored.	The speaker is generally relaxed and comfortable, but too often relies on notes. Listeners are sometimes ignored or misunderstood.	The speaker is relaxed and comfortable, speaks without undue reliance on notes, and interacts effectively with listeners.

Rubrics Can:

- Speed up grading
- Provide routine formative feedback to students
- Clarify expectations to students
- Reduce student grade complaints
- Improve the reliability and validity of assessments and grades
- Make grading and assessment more efficient and effective by focusing the faculty member on important dimensions
- Help you create better assignments that ensure that students display what you want them to demonstrate

Examples of Rubric Category Labels

- Beginner, Developing, Acceptable, Exemplary
- Does Not Meet Expectations, Almost Meets Expectations, Meets Expectations, Exceeds Expectations
- Novice, Developing, Proficient, Expert
- Emerging, Developing, Proficient, Insightful
- Below Basic, Basic, Proficient, Advanced (AAC&U Board of Directors, *Our Students Best Work*, 2004)

CONSTRUCTING USEFUL AND HIGH QUALITY RUBRICS

Four Key Stages

Stage 1: ***Reflection (Pre-Design)***
Questions: Why this assignment is created?
Have I given it before?
How does it relate to the rest of the course?
What skills do students need to successfully complete the assignment?
What are the parts of the assignment task?
What are the highest expectations I have for student achievement of this assignment?
What would be the worst example of student achievement of this assignment?

Stage 2: ***Specify Learning Outcomes Expected (1st step)***
Questions: What are the learning outcomes that are to be demonstrated?
What are the skills, understandings, and attitudes of the learning outcomes required to complete the assignment?
What has been the preparation for this task?
What is the course emphasis?
What are my highest expectations of this evidence of achievement of the learning outcomes?

Stage 3: ***Grouping/Labeling/Organizing Expectations***
Using **criteria** as categories for performance expectations, organize similar expectations into groups with criteria as labels for each. (analytic)

Another approach is to organize the performance expectations under different **learning outcomes** with those LO's as the labels and levels of performance as the columns. (holistic)

Or task analyze the learning outcome into **performance expectations** and describe **levels of performance   (analytic)**

Stage 4:   *Applying Criteria and Descriptions*

Using the criteria, place the descriptions of performance into lists under each criteria and place those in a grid for use in constructing a scoring guide.

From there, descriptions (standards) may be written at different performance levels and placed under labels such as Exemplary, Competent, or Beginning, or A, B, C, D, F, or Excellent, Satisfactory, and Unsatisfactory.

Some find it easier to begin with the highest expectations and some find it easier to describe the lowest performance descriptions first. Experiment with your rubrics, and use rubrics of others to begin your processes.

DEVELOPING USEFUL RUBRICS:
QUESTIONS TO ASK AND ACTIONS TO IMPLEMENT

QUESTIONS	ACTION(S)
1. What criteria or essential elements must be present in the student's work to ensure that it is high in quality?	Place in rows and label
2. How many levels of achievement do I want to use?	Place as columns and label
3. What is a clear description of performance for each criteria at each level?	Place in appropriate cells
4. What are the consequences of performing at each level of quality?	Include in descriptions of criteria
5. What is the weighting scheme for grading with the rubric?	Indicate weights to the criteria
6. When I use the rubric, what aspects work well? What aspects need improvement?	Revise accordingly

REFLECTION TO DETERMINE EFFECTIVENESS OF RUBRIC

➢ *Does the rubric help me to distinguish among the levels of quality in students' work?*

➢ *Are there too many or too few levels of achievement specified?*

➢ *Are the descriptions of performance incomplete or unclear?*

➢ *Are there important aspects of the task missing from the rubric?*

➢ *Do the criteria reflect the content or mastery of the knowledge associated with the student work?*

➢ *Is the process of achieving the learning outcome reflected in the rubric?*

➢ *Will the rubric help students be successful in the learning and assessment processes?*

➢ *Will the rubric help students understand the assessment and evaluation process?*

➢ *Will the rubric provide useful guidance and feedback to students?*

(Adapted from Huba, M., & Freed, J. (2000). *Learner-centered assessment on college campuses.* Boston, MA: Allyn & Bacon