DEVELOPING GREAT RUBRICS

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WORKSHOP OVERVIEW

Part 1: Developing assignment rubrics

Part 2: Using rubrics for program assessment

Objectives:

1. Understand the benefits of utilizing assignment rubrics.
2. Know where to find rubric resources.
3. Apply steps in creating assignment rubrics.
4. Align assignment rubrics for program-level assessment.
5. Understand best practice in establishing inter-rater reliability in applying rubrics for program-level assessment.

PART 1: DEVELOPING RUBRICS

What is a rubric?

A rubric is an assessment tool:

- Often shaped like a matrix
- Describes levels of achievement in a specific area of performance, understanding, values, or behavior.
- Measures student learning or achievement according to criteria.

PART 1: DEVELOPING RUBRICS

What are the advantages of using rubrics?

1. A rubric communicates expectations to students.
2. A rubric creates a common language for assessment for both students and faculty.
3. Trained reviewers apply the same criteria and standards.
4. It keeps the focus on demonstration of student learning.
5. Using rubrics can lead to significant conversations among faculty about teaching and learning.
6. When faculty members collaborate to develop a rubric, it promotes shared expectations and grading practices.

PART 1: DEVELOPING RUBRICS

Example 1: Research Proposal Grading Rubric

1. How effectively does it communicate expectations to students?
2. How well does it work to create a common language for students and faculty?
3. To what extent does it assist reviewers in applying the same standards?
4. What would you suggest as a next step in refining the rubric?

PART 1: DEVELOPING RUBRICS

What are essential steps in developing a rubric?

1. What do you want to assess?
2. Identify the characteristics / dimensions to be rated.

Tip: Specify the skills, knowledge, values, or behaviors you will look for.

Tip: Limit the characteristics to those that are most important to the assessment.

BLOOM'S TAXONOMY

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(BLOOM, 1948)

Evaluation	Appraise, assess, criticize, evaluate, judge, support
Synthesis	Compose, create, design, formulate, produce, rearrange
Analysis	Analyze, contrast, deduce, differentiate, distinguish, infer
Application	Apply, calculate, demonstrate, practice
Comprehension	Compare, convert, explain, examples, summarize
Knowledge	Define, list, label, locate, recall

BLOOM'S REVISED TAXONOMY

(POHL, 2000)

Creating	Generating new ideas, designing, constructing, planning, producing, inventing
Evaluating	Justifying decisions, checking, hypothesizing, critiquing, experimenting, judging
Analyzing	Breaking information into parts, exploring relationships, comparing, organizing,, deconstructing, interrogating, finding
Applying	Using information in a similar situation, implementing, carrying out, using, executing
Understanding	Explaining ideas, interpreting, summarizing, paraphrasing, classifying, explaining
Remembering	Recognizing, recalling, listing, describing, retrieving, naming, finding

PART 1: DEVELOPING RUBRICS

What are essential steps in developing a rubric?

3. Identify the levels of achievement.

Tip: Aim for an even number (4 or 6) because when an odd number is used, scorers gravitate toward the middle.

PART 1: DEVELOPING RUBRICS

What are essential steps in developing a rubric?

4. Describe each level of mastery for each characteristic.

Tip: Start with the ideal work: this is the highest level of achievement. Then move to the lowest level of achievement.

Tip: Each description and each characteristic should be mutually exclusive and discrete.

PART 1: DEVELOPING RUBRICS

What are essential steps in developing a rubric?

5. Test the rubric: apply it to an assignment.

6. Discuss with colleagues: review and revise.

PART 1: DEVELOPING RUBRICS

Examples of Rubrics

Sociology Research Proposal Grading Rubric (blue)

Social Work Research Project Part I (blue)

Music Theatre Jury Rubric (pink)

Chemistry and Biology Research Proposal Rubric (green)

1. How effectively does it communicate expectations to students?
2. How well does it work to create a common language for students and faculty?
3. To what extent does it assist reviewers in applying the same standards?
4. What would you suggest as a next step in refining the rubric?

PART 1: DEVELOPING RUBRICS

Resources

- Viterbo Rubrics
- Rubric Banks
- LIVE Core Curriculum Rubrics
  - LIVE Learning Outcome Rubrics
  - Mission Seminar Rubrics

PART 1: DEVELOPING RUBRICS

Create a Rubric

1. Name the assignment / task
2. Identify the characteristics to be assessed
3. Identify levels of achievement
4. Start with a descriptor for the highest level of achievement.
5. Next, write a descriptor for the lowest level of achievement.

PART 2: USING RUBRICS FOR PROGRAM ASSESSMENT

Collaborative Steps

1. Identify or modify an assignment to assess a program learning outcome.
2. Align the rubric with the assignment and with program learning outcomes.
3. Test the rubric.
4. Revise the rubric.

PART 2: USING RUBRICS FOR PROGRAM ASSESSMENT

Examples of Alignment

- Finance 510 Analysis (purple)
- Nursing 432 Critical Reflection (lime green)

1. Examine the alignment between rubric and assignment.
2. How might the rubric components be aligned with program learning outcomes?

PART 2: USING RUBRICS FOR PROGRAM ASSESSMENT

Program assessment best practices

1. Review rubric, assignment, and outcomes.
2. Scores a student product.
3. Compare scores and discuss differences.
4. Tweak the rubric as needed.
5. Score a second student product.

REFERENCES

University of Hawaii at Manoa Assessment: http://manoa.hawaii.edu/assessment/

Suskie, L. (2009). Assessing student learning: A common sense guide. San Francisco: Jossey-Bass.