Creating and Grading with Rubrics

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Workshop Objectives

1. Discuss how rubrics can be used to support teaching and learning

2. Identify the elements of an effective rubric

3. Review and discuss sample rubrics to explore options

4. Share supplemental resources for further exploration

Discussion Questions

- ## Are you currently using rubrics in any of your courses?
  - If so, how are you using them and for what kinds of assignments?
  - If not, why aren't you using them?

- ## How can rubrics support teaching and learning?
  - Brainstorm as many examples as possible, from both the student and instructor perspectives.

Anatomy of a Rubric

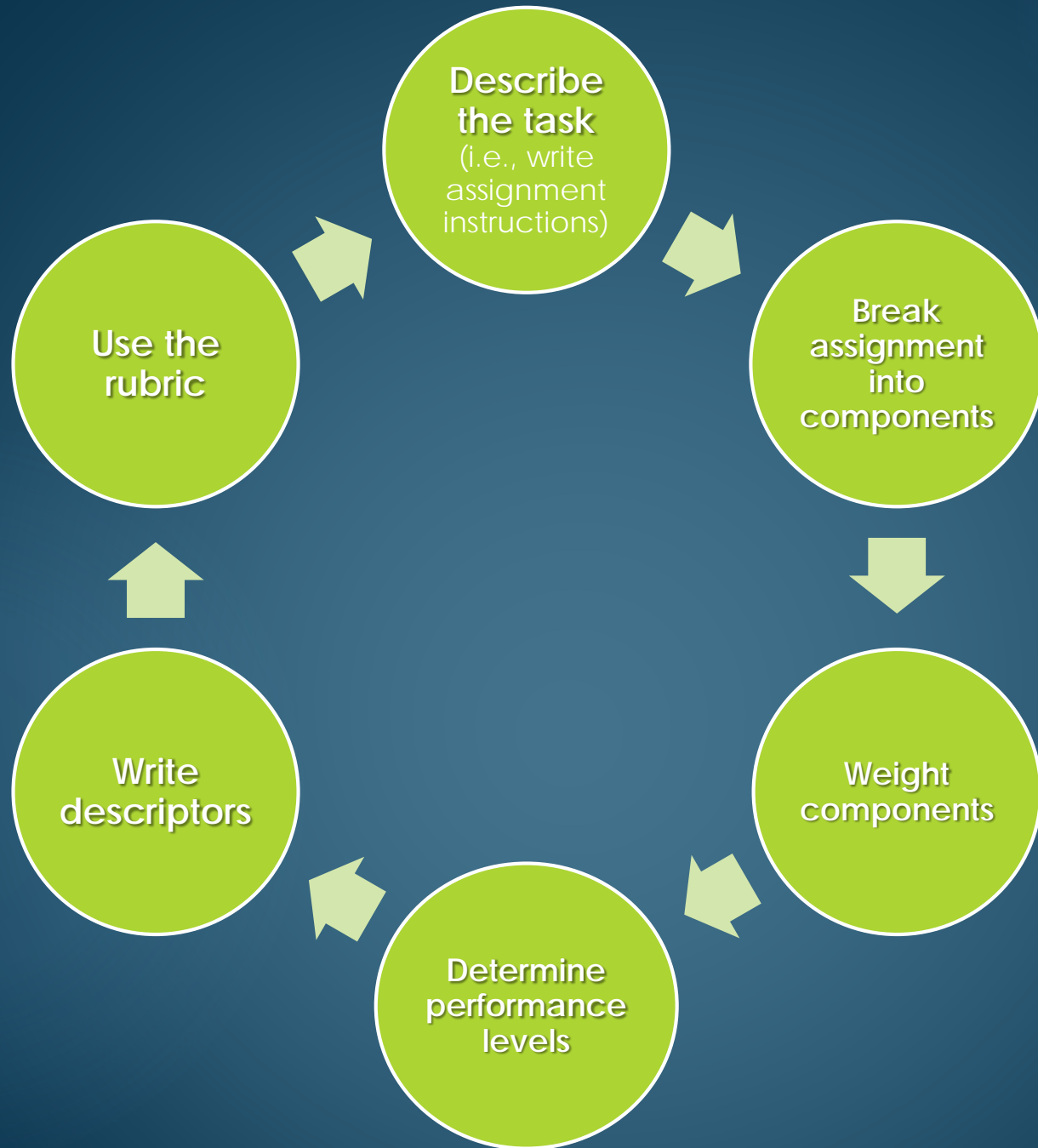## Written Assignment Rubric

Task or title of assignment → (Written Assignment Rubric)

Criteria → (Content, Format & Organization, Conventions)

Performance levels → (Exemplary, Good, Acceptable, Unacceptable)

	EXEMPLARY (A)	GOOD (B)	ACCEPTABLE (C)	UNACCEPTABLE (D-F)
Content	**63 to 70 points** Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topic, with explicit references to relevant course content and concepts.	**56 to 62 points** Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts.	**49 to 55 points** Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	**0 to 48 points** Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Format & Organization	**14 to 15 points** Submission is well organized and adheres to all formatting requirements with minimal errors.	**12 to 13 points** Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors.	**10 to 11 points** Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements.	**0 to 9 points** Submission is disorganized and/or disregards one or more formatting requirements.
Conventions	**14 to 15 points** Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors.	**12 to 13 points** Generally applies the conventions of academic writing style with occasional minor errors.	**10 to 11 points** Generally applies the conventions of academic writing style with one or two significant or repeated errors.	**0 to 9 points** Fails to apply conventions of academic writing style and/or uses language that impedes the reader's overall comprehension.

Scoring → (0 to 9 points)

Descriptor → (Fails to apply conventions of academic writing style and/or uses language that impedes the reader's overall comprehension.)

Rubric Design Process

Describe the task (i.e., write assignment instructions)

Break assignment into components

Weight components

Determine performance levels

Write descriptors

Use the rubric

Note that the process is <u>iterative</u>.

Using the rubric can identify needed improvements to assignment instructions and necessary revisions to rubric.

Types of Rubrics

Type	Distinction	Purpose
Holistic	Provides a single score based on an overall impression of performance	To clarify how assigned grades reflect performance
Analytic	Offers specific feedback across several dimensions	To break assignments into discrete components for grading
General	Provides general criteria that apply across tasks/assignments	To communicate expectations for a **type** of assignment; to evaluate performance when student submissions may vary (e.g., options provided for content or format of submission)
Task-specific	Unique to a given task/assignment	To provide detailed guidance regarding a specific assignment

Analytic Rubric: Offers specific feedback across several dimensions

Written Assignment Rubric				
	EXEMPLARY (A)	**GOOD (B)**	**ACCEPTABLE (C)**	**UNACCEPTABLE (D-F)**
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Holistic Rubric: Provides a single score based on an overall impression of a student's performance on a task

Written Assignment Rubric	
PERFORMANCE	**CRITERIA**
Exemplary	Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topic, with explicit references to relevant course content and concepts. Submission is well organized, adheres to all formatting requirements, and applies conventions of academic writing style.
Competent	Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts. Occasional minor errors in organization, formatting, and/or writing style.
Developing	Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant. Submission includes one or two significant or repeated errors in organization, formatting, and/or writing style.
Novice	Demonstrates limited comprehension of the assigned topic and/or inadequately addresses one or more major components of the assignment. Submission includes multiple significant or repeated errors in organization, formatting, and/or writing style.

Task-Specific Rubric: Reflects requirements of a specific assignment

Final Research Paper Rubric

	EXEMPLARY (A)	GOOD (B)	ACCEPTABLE (C)	UNACCEPTABLE (D-F)
Content: Topic selection	**9 to 10 points** Chosen topic relates to U.S. immigration policy and is appropriate for the assignment in terms of focus, scope, and relevance.	**8 points** Chosen topic relates to U.S. immigration policy, but may be somewhat inappropriate in focus, scope, or relevance.	**7 points** Chosen topic relates to U.S. immigration policy, but may have one significant flaw in focus, scope, or relevance.	**0 to 6 points** Chosen topic does not relate to U.S. immigration policy or has two or more significant flaws in focus, scope, or relevance.
Content: Connections to course	**18 to 20 points** Appropriately applies course terms and concepts throughout the paper. Effectively integrates course material and assigned readings with new research.	**16 to 17 points** Applies course terms and concepts correctly, with occasional minor errors. Attempts to integrate course material and assigned readings.	**14 to 15 points** Occasionally misses opportunities to reference course terms, concepts, and material and/or references have repeated minor errors.	**0 to 13 points** Fails to adequately reference course terms, concepts, and material or references include repeated significant omissions or errors.
Content: Analysis/ Critical thinking	**36 to 40 points** Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating information on U.S. immigration policy. Acknowledges and addresses counter-arguments to support claims.	**32 to 35 points** Attempts to analyze, synthesize, and/or evaluate information on U.S. immigration policy, but author does not take a specific stance or makes occasional errors in argumentation.	**28 to 31 points** Presents information and data related to U.S. immigration policy, but does not adequately analyze, synthesize, or evaluate evidence. Does not effectively use evidence to support arguments.	**0 to 27 points** Data and information presented are grossly inadequate or inappropriate for the topic. No clear arguments are presented.
Format	**9 to 10 points** Submission adheres to all formatting requirements with minimal errors (10 page maximum, 12-point Times font, 1-inch margins, double-spaced).	**8 points** Submission attempts to adhere to all formatting requirements with occasional minor errors.	**7 points** Submission fails to fully address one or more formatting requirements.	**0 to 6 points** Submission disregards one or more formatting requirements.

General Rubric: General criteria are applied to multiple assignments

Written Assignment Rubric

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Questions to Consider

▶ In what cases might you use the different rubric formats?

▶ What are some of the relative advantages/disadvantages of each type of rubric?

Design Considerations

Rubric type and format

- For what purpose(s) will you use the rubric?
- Should the rubric be general or specific?
- What level of detail/granularity meets your needs and reflects your teaching style?

Criteria

- What learning outcomes is the assignment designed to assess? (unit, course, program…)
- To successfully complete the assignment, what sub-tasks will students need to perform? What skills will they need to demonstrate?
- What are the assignment requirements? Do the criteria encompass all requirements?
- Are the criteria measurable and observable? What evidence must students provide to demonstrate achievement/mastery?
- Are the criteria sufficiently discrete? Could any criteria be grouped or split to make the rubric more useful or relevant?

Design Considerations (continued)

Performance levels

- ▶ For each criterion, what are your highest/lowest expectations for student performance?

- ▶ Are the performance levels sufficiently differentiated? Should any be grouped or split?

- ▶ Do the performance levels align with the overall grading system of the course?

Scoring

- ▶ Will the rubric be used to calculate scores or just to provide feedback?

- ▶ Will the categories be weighted? If so, how?

- ▶ Does the point distribution align with the overall grading system of the course?

Descriptors

- ▶ Are the descriptors comprehensive, clear, and explicit?

- ▶ Do the descriptors sufficiently delineate performance levels and criteria?

Additional Resources

- EdTech Teacher: http://edtechteacher.org/assessment/

- Rubistar: http://rubistar.4teachers.org

- Carnegie Mellon: https://www.cmu.edu/teaching/designteach/teach/rubrics.html

- AAC&U VALUE rubrics: https://www.aacu.org/value

- Teach-nology: http://www.teach-nology.com/web_tools/rubrics/

- Edutopia: http://www.edutopia.org/blogs/tag/rubrics

- Rcampus: http://www.rcampus.com/indexrubric.cfm

* Note: Because of standards-based assessment, many resources are targeted to K-12 educators, but nevertheless offer models and ideas that can be applied to or adapted for for higher ed.