



Designing Rubrics

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Outcomes

- Faculty will
- Articulate the purpose & use of rubrics
- Create a rubric
- Evaluate the use of rubrics
- Compare the use of a rubric for grading verses assessment



What is a rubric?

- “Rubrics are explicit schemes for classifying products or behaviors into categories that vary along a continuum” (Allen, Mary 2002).
- “A brief statement describing a certain quantity or quality of work, learning or behavior. Rubrics are often organized in descending order, with statements describing, for example, excellent behavior, good behavior, acceptable behavior, and poor behavior. (ASU 2002)



Why Use Rubrics?

- Clearly defines faculty expectations
- Applies same criteria and standards
- Can assess and/or grade projects/papers
- Criterion rather than reference based assessment. Asks
 - “Did the student meet the criteria for top level of the rubric?” instead of
 - “How well did the student do compared to others students?”



Why Use Rubrics?

- Ratings can be completed by others, e.g., faculty, students assessing their own work, peers, preceptors or supervisors in the field
- Evaluates individual student work
- Assesses and summarizes students' strengths and areas of concern within a class



Steps for Creating a Rubric

- 1. Identify what you are assessing, e.g., critical thinking.
- 2. Identify the characteristics of what you are assessing, e.g., appropriate use of evidence, recognition of logical fallacies.
- 3. Describe the best work you could expect using these characteristics. This describes the top category.
- 4. Describe the worst acceptable product using these characteristics. This describes the lowest acceptable category.



Steps for Creating a Rubric

- 5. Develop descriptions of intermediate-level products and assign them to intermediate categories. You might decide to develop a scale with five levels (e.g., unacceptable, marginal, acceptable, competent, outstanding), three levels (e.g., novice, competent, exemplary), or any other set that is meaningful.
- 6.. Ask colleagues who were not involved in the rubric's development to apply it to some products or behaviors and revise as needed to eliminate ambiguities. (Mary J. Allen, CSU, 2005)



Rubric Template

designed by by Mary Fran Breiling SJSU

Rubric Template

	4	3	2	1
Attribute and Definition	Best Example	Even step between the last example and this one.	Even step between the last example and this one.	Worst Example
Attribute and Definition	Best Example	Even step between the last example and this one.	Even step between the last example and this one.	Worst Example
Attribute and Definition	Best Example	Even step between the last example and this one.	Even step between the last example and this one.	Worst Example
Attribute and Definition	Best Example	Even step between the last example and this one.	Even step between the last example and this one.	Worst Example



Rubric Evaluation

Inter-rater reliability

- Give each reader a copy of the rubric and samples of projects ranging from excellent to poor in quality. Ask each to review the project using rubric criteria.
- Compare results. Did each rater get the same score?
- Adjust criteria/rubric as needed



Rubric Evaluation Alignment with Curriculum

- Does the project and rubric criteria correlate with course/program SLOs?
- Do the criteria promote student success?
- How will you use the summary results to improve your curriculum?



Grading vs. Assessment

- Grading – evaluates individual students
 - Assign points to each category
- Assessment – assesses entire class of students.
 - Where are the student strengths? Where are the areas of concerns?
 - How can you use these assessment results to improve student success?

Partial Rubric for Grading Oral Presentation with Points Added for Individual Student Grading

	Below Expectation	Satisfactory	Exemplary	Score
Content	<p>The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled.</p> <p>(0-2)</p>	<p>The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.</p> <p>(3-6)</p>	<p>The content is accurate and complete. Listeners are likely to gain new insights about the topic.</p> <p>(7-10)</p>	<p>(Allen, M. 2005)</p>



Resources

- On-line Resources for Building Rubrics:
- <http://rubistar.4teachers.org>
- <http://rubrics.coastline.edu/>
- Rubric Examples:
- <http://www.calstate.edu/acadaff/sloa/links/rubrics.shtml>



Value Rubrics

VALUE: Valid Assessment of Learning in Undergraduate Education

- http://www.aacu.org/value/rubrics/index_p.cfm?CFID=30870487&CFTOKEN=83581828
- <http://www.aacu.org/leap/vision.cfm>