

Rubrics

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Agenda

- Why rubrics = happiness
- 9 steps to designing rubrics
- Examples of 4 rubric types
- Ex: Student Learning Outcome Rubric
- Advantages for you
- Helpful links

Why Rubrics?

- Multi-dimensional
 - Lists criteria and levels
- Quantifies quality
- Presents expectations
- Guide specific feedback
- Objective, consistent

Rubric: a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor.

Quantifies quality: instead of just “you did well,” rubrics give an idea to what extent, or how well, did someone do. Did they meet expectations, exceed expectations?

Guides specific feedback: hard to give feedback – quantifying it on a sheet can make it easier for reviewer

9 Steps to Designing Rubrics

1. Articulate the outcome being assessed
2. Determine where/when rubric will be used
3. List the dimensions students should demonstrate to achieve the outcome
4. **Search for a pre-written rubric**

1. Begin with a clearly defined learning outcome so that the rubric can be focused solely on one outcome
2. A rubric has to be used with an experience, usually one that includes an opportunity to observe performance or through collecting a piece of information
 1. Observe performance Ex: Presentation, mock interview, role playing
 2. Collecting information Ex: resume, reflection paper, application, incident report, reflection journal
3. List the skills a student should demonstrate in order to be successful at the outcome. These skills are referred to as dimensions and usually are inserted on the left side of a rubric
4. Don't recreate the wheel. Texas A&M site at end of presentation
 1. If you find one that seems to match what you are looking for, make sure it aligns with the dimensions in step 3 – adapt if possible

9 Steps... - Continued

5. Choose a rubric model (Suskie, 2009).
 - Structured Observation Guide
 - Holistic Rubric
 - Rating Scale Rubric
 - Analytic Rubric

If you don't find one that matches... create one of your own!

5. Choosing

- Structured Observation Guide: Aka – a checklist. Identifies dimensions without providing a rating scale.
- Holistic Rubric: Rubric used to make a single, more global judgment about a student's achievement, performance, or mastery – **they only receive one rating score.**
 - Good because: saves time by minimizing number of things raters have to consider
 - Disadvantage: doesn't give specific feedback, criteria cannot be weighed, when student performance varies on different areas of focus, can be difficult to select the single best description
- Rating Scale Rubric: rubric that identifies expected dimensions of an activity & the levels of achievement, performance, or mastery along those dimensions – but doesn't include a description for each level (your passes hit the target every time with 100% accuracy)
- Analytic Rubric: a rubric that includes a brief description of the skill you want a student to demonstrate at each level for each dimension

Structured Observation Guide

- ✓ Showed up to work on time
- ✓ Completed daily objective
- ✓ Logged daily activities
- ✓ Checked emails

Holistic Rubric

	6	5	4	3	2	1
Quarterback	Makes 3-5 outstanding passes; timing and accuracy impeccable; running when needed; only one interception;	Makes the receivers reach for the ball; completes large percentage of passes (77% or more), no running evident,	Nice athleticis and determination; no stupid throws; only one third down conversion	Plays it safe; throws the ball away and takes sacks when necessary; conservative play wins the game	Throws three interceptions; fumbles two snaps; underthrown balls to wide open receivers	Red zone interception because throwing into triple coverage;

Rating Scale Rubric

	Not Meeting (1)	Approaching (2)	Meeting (3)	Exceeding (4)
Professionalism				
Enthusiasm				

Shows expected dimensions of professionalism and enthusiasm, as well as the levels of achievement – but there isn't a description of what those levels mean

Analytic Rubric

Preschool Number Sense Rubric				
	Beginning 0 pts	Developing 1 pt	Developed 2 pts	Exceeds Expectations 3 pts
Counts Orally	Student counts between 1-5	Student counts between 1-8	Student counts between 1-9 skipping no more than 1 number	Student counts to 10 + skipping no numbers
Name Numeral	Student recognizes between 1-5 numbers	Student recognizes between 6-8 numbers	Student recognizes 8-9 numbers	Student recognizes 10 + numbers
One to one Correspondence	Student counts no or 1 item with One-to-one Correspondence	Student counts between 2-5 items with one-to-one correspondence	Student counts between 6-10 items with one-to-one correspondence	Student counts 10+ items with one-to-one correspondence

Includes criteria to be evaluated, levels of mastery or achievement, and a description of what those levels consist of

9 Steps... - Continued

6. If using *holistic, rating scale, or analytic rubrics*: define levels of achievement (Stevens and Levi, 2005):
 - Sophisticated, competent, partly competent, not yet competent
 - Advanced, intermediate, beginner
 - A great deal, moderately, slightly, not at all

9 Steps... - Continued

7. *If using holistic or analytic rubric:* Develop descriptors for each level within dimension
8. Pilot the rubric
9. Revise the rubric

7. What would highest success look like for each dimension? Write that down, or describe it and have someone write that as your describing it
 - What would the lowest quality look like? Write that down.
 - Fill in the middle categories
8. All rubrics need to be tested and revised. You can either test the rubric with multiple people, or ask someone to role-play
 - If you don't have time to pilot the rubric, you can go ahead and use it during the assessment the first time but keep in mind you'll need to revise it
9. Based on what was learned, revise the rubric as needed to ensure clarity and consistency

A Student Learning Outcomes Rubric

Is the SLO detailed and specific?

•Audience

•Behavior

•Condition

•Degree

•Assessment method

	Strong	Acceptable	Need Revision
SLO* statements are written with clear expectations	Stated in terms of measurable knowledge, skills, or behaviors. Each SLO outlines expectations that would be very clear to all participants.	Not all were stated in measurable terms. Most of the SLOs outline expectations that would be clear to most participants.	Most SLOs were too broad to be measurable. The SLOs would not be clear to the participants. There are various elements within the SLOs that are ambiguous and need to be reworked.
SLO statements are meaningful	The SLOs are clearly connected to the overall goals of the program.	The SLOs reflect most of the stated goals of the program.	The SLOs do not reflect the stated goals of the program.
SLO statements are verifiable	The SLOs are linked to assessment methods with clear criteria that represent a sophisticated understanding of the progression of human learning.	The SLOs are linked to assessment methods with clear criteria.	The SLOs are not linked to assessment methods.
SLO statements reflect the degree of performance	Specified the desired level of achievement or proficiency.	Desired level of achievement was not clearly described for all outcomes.	Criteria for success were not included or appropriate.

Using the ABCD approach from

Advantages for You

- Improve program performance
- Quality of work
- Useful feedback
- Informative feedback

Improve presenter's performance by clearly showing him/her how their work will be evaluated and what is expected.

Help presenters become better judges of the quality of their own work.

Provide useful feedback to the presenter regarding the effectiveness of the presentation.

Provide the presenters with more informative feedback about their strengths and areas in need of improvement.

Helpful Resources

- [University of Texas Rubric Development](#)
- [Rubric Generator](#)
- [Existing Rubrics - Texas A&M](#)
- [Illinois State University - Information on Assessment](#)

References

- Stevens, D.D. & Levi, A.J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling, VA: Stylus.
- Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.