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Outline

- What is a rubric?
- Creating a rubric
- Considerations in Applying rubrics
- Using rubrics for assessment
- VALUE project rubrics

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What is a scoring rubric?

- A scheme for evaluating student work along certain dimensions:
 - The dimensions could be specific skills, or components of a learning outcome
 - For each dimension there are concrete descriptors for different levels of performance
- Can be applied to a variety of student products or performances (e.g., written work, presentation, participation)
- Good for measuring higher-order skills or outcomes not easily measured by tests (e.g., oral communication, creativity)
- Can be used for different levels of assessment

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Example of a Scoring Rubric				
Outcome	Superior	Adequate	Minimal	Inadequate
<i>Uses valid, accurate, and appropriate evidence to support arguments</i>	Uses a variety of appropriate, effective, relevant evidence.	Evidence is appropriate and relevant.	Limited evidence provided.	Little or no evidence is provided.

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Example of a Scoring Rubric				
Outcome	1	2	3	4
Student creates aesthetic appeal in musical composition	Does not present an effective general impression. Musical ideas do not hold the listener's interest.	Includes at least one interesting musical idea. Yet, the overall impression is not effective.	Includes some interesting musical ideas. The general impression is pleasant and moderately effective.	Strong aesthetic appeal and general impression. Would be enjoyed by many listeners. Keeps the listener interested.

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Creating a Rubric (in 5 steps)
1. Identify the learning outcome you are assessing
2. Identify the work you will evaluate with the rubric
3. Identify the component dimensions or skills of the learning outcome
4. Create the descriptors for each component of the learning outcome
5. Pilot test & revise as needed

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Creating a Rubric (in 5 steps)

1. Identify the learning outcome you are assessing

Outcome: Will give professional quality oral presentations

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Creating a Rubric (in 5 steps)

2. Identify the work you will evaluate with the rubric
(e.g., paper, presentation, portfolio)

Outcome: Will give professional quality oral presentations
Product: Presentation of senior research project

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Creating a Rubric (in 5 steps)

3. Identify the component dimensions or skills of the learning outcome

- Organization
- Argument
- Connection with audience
- Speaker credibility
- Delivery

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Creating a Rubric (in 5 steps)

4. Create the descriptors for each component of the learning outcome

- Describe the best work you could expect
- Describe unacceptable work
- Determine the number of categories you will use
 - **Common to use 3 – 5**
- Develop descriptions of intermediate level work

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Creating a Rubric (in 5 steps)

Outcome element	Superior (4)	Good (3)	Adequate (2)	Inadequate (1)
Connection with audience	Topic and language choices in each presentation are purposefully tailored to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are fully appropriate to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are somewhat appropriate to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are rarely appropriate to the audience's needs and expectations for the message and the occasion

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Creating a Rubric (in 5 steps)

5. Pilot test the rubric, then revise as needed to eliminate ambiguities

- Consider asking faculty not involved in development to pilot test it

Outcome element	Superior (4)	Good (3)	Adequate (2)	Inadequate (1)
Connection with audience	Topic and language choices in each presentation are <u>purposefully tailored</u> to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are <u>fully appropriate</u> to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are somewhat appropriate to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are rarely appropriate to the audience's needs and expectations for the message and the occasion

Creating a Rubric (in 5 steps)

- **ACTIVITY:** Develop a rubric for:

Outcome: Students will correctly document source material in writing.

Product: Research paper

1. Identify the learning outcome you are assessing
2. Identify the work you will evaluate with the rubric
3. Identify the component dimensions or skills of the learning outcome
4. Create the descriptors for each component of the learning outcome
5. Pilot test & revise as needed

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Considerations in Applying Rubrics

- Rubrics for assessment are different from grading
 - Results are aggregated across students
 - Concerned more with skills than the 'right answer'
- Ideal Case:
 - Train a pair of raters to use the rubric
 - Each rater independently applies the rubric
 - Scores are then averaged
- Can be done 'live' (e.g., with oral presentation) or with copies of products

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Using Rubrics for Program Assessment

- Determine where in the curriculum the outcome is addressed
 - Consider looking at courses that introduce and those in which students master the skill/ knowledge/ value
 - Consider looking at senior level courses
- Identify student work that demonstrates the outcome
 - Papers, research reports, oral presentations, posters, creative performances, portfolios
 - If want to test improvement look for similar products in lower & upper division courses
 - *Cautionary note: comparing apples to oranges*

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Using Rubrics for Program Assessment

- Consider sampling student work
 - Evaluating the work of a small subset of students may be more feasible
 - Draw from the whole group so that every student has an equal chance of selection

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Using Rubrics for Program Assessment

- To Analyze & Interpret Data:
 - Average scores across raters (if used 2)
 - Aggregate scores across students for each outcome or skill on the rubric
 - Present data in user-friendly way and discuss its meaning
 - Helpful to have a criterion or standard in mind
 - Examples:
 - 85% of students must be in 'superior' range
 - Average score must be above 3 (on 4 point scale)

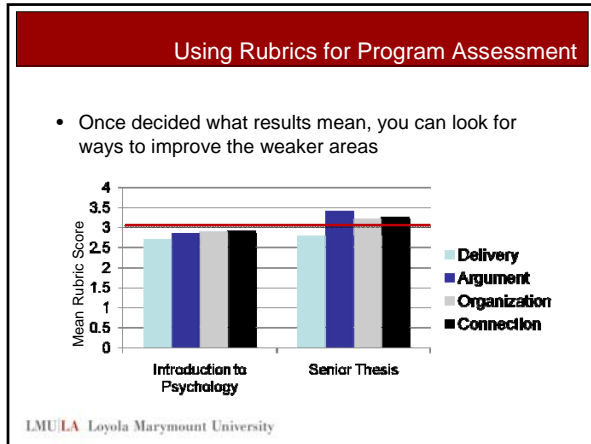
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Using Rubrics for Program Assessment

Mean Rubric Scores on Four Dimensions of Oral Communication Skills Across All Students

Course	Delivery	Argument	Organization	Connection
Introduction to Psychology	2.8	2.9	3.0	3.0
Senior Thesis	2.8	3.4	3.2	3.3

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Using Rubrics for Student and Course Assessment

Learning outcome: write essays demonstrating sustained clarity of intention, audience awareness & documentation

	Essay Rubric			
	Not competent (1)	Minimally competent (2)	Competent (3)	Highly competent (4)
Grammar, syntax & spelling	Detailed Description	Detailed Description	Detailed Description	Detailed Description
<u>Intention was clear throughout</u>	Detailed Description	Detailed Description	Detailed Description	Detailed Description
<u>Demonstrated awareness of audience</u>	Detailed Description	Detailed Description	Detailed Description	Detailed Description
Analyzed information & drew conclusions	Detailed Description	Detailed Description	Detailed Description	Detailed Description
<u>Documented sources</u>	Detailed Description	Detailed Description	Detailed Description	Detailed Description

Using Rubrics for Student and Course Assessment

Learning outcome: write essays demonstrating sustained clarity of intention, audience awareness & documentation

Student : Aubrey Adams	Grade sheet for Essay Rubric			
	Not competent (1)	Minimally competent (2)	Competent (3)	Highly competent (4)
Grammar, syntax & spelling			X	
<u>Intention was clear throughout</u>			X	
<u>Demonstrated awareness of audience</u>				X
Analyzed information & drew conclusions				X
<u>Documented sources</u>			X	

Using Rubrics for Student and Course Assessment						
Learning outcome: write essays demonstrating sustained clarity of <u>intention, audience awareness & documentation</u>						
Grade book: paper grades for each student & aggregated learning outcome scores						
Student	Grammar, syntax & spelling	Intention was clear throughout	Demonstrate awareness of audience	Analyzed information & drew conclusion	Documented sources	Paper total score (grade)
Aubrey Adams	3	3	4	4	4	18
Bob Billings	2	3	3	3	3	14
Cathy Chavez	3	2	2	3	3	13
Dan Dobson	4	3	4	4	4	19
Average score on outcome components		2.75	3.25		3.50	

VALUE Project	
<ul style="list-style-type: none"> American Association of Colleges & Universities' (AAC&U) Essential Learning Outcomes for undergraduate education Valid Assessment of Learning in Undergraduate Education (VALUE) Project <ul style="list-style-type: none"> Rubrics for 15 essential learning outcomes Developed, tested and revised extensively with the help of over 100 volunteers and over 100 testing campuses Reflect faculty expectations for essential learning Can be easily modified for use in your program 	
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VALUE Project		
VALUE Rubrics for:		
Inquiry and analysis	Reading	Civic knowledge and engagement—local and global
Critical thinking	Quantitative literacy	Intercultural knowledge and competence
Creative thinking	Information literacy	Ethical reasoning
Written communication	Teamwork	Foundations and skills for lifelong learning
Oral communication	Problem solving	Integrative learning

Conclusion

Rubrics have many advantages:

- Good direct measure of learning
- Great for measuring higher-order skills or evaluating complex tasks
- Can be used for different levels of assessment
- Summaries of results can reveal patterns of strength and areas of concern
- Process of creating and using rubrics can generate great discussions about student learning and expectations

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Questions?

For more on assessment:
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