

# Improving Assessment Through Rubrics

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Is this You?



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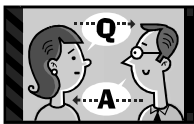
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Is this You?



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**Is this You?**



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**Is this You?**



Rubrics are for you!

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**Goals and Objectives**



- The goal of this workshop is to introduce you to the concept of assessment rubrics and authentic assessment and how to adapt an existing rubric or create one of your own.

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## Goals and Objectives (cont.)



By the end of this workshop, you will be able to:

- Comprehend the basics of rubrics
- Compare and contrast rubrics for different types of assessments
- Create or adapt a rubric for your course

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## Rubric - definition



- A **rubric** is a scoring tool for subjective assessments:
  - Uses criteria and standards linked to learning objectives
  - Consistent assessment
- Assessment tool for areas that are vague or complex
- An authoritative rule of conduct or procedure

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## Characteristics of Rubrics



- focus on measuring a stated objective (performance, behavior, or quality)
- use a range to rate performance
- contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met

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## Advantages



- Less ambiguous
- States criteria for success
- Sets the stage for learning
- Facilitates consistent grading
- Shows the student how they are being assessed

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## Uses



- **Pre-assessment phase** - clarify expectations and grading methods with learners.
- **Assessment phase** - focused on the preset standards of excellence to objectively assess the learner.
- **Post-assessment phase** - learners are made aware of their weaknesses and strengths.

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## Examples of Rubrics



- Collaboration Rubric
- Online Discussion Rubric
- Student-led Classroom Discussion Rubric
- Rubric Template

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## Creating a Rubric



- What's the assignment or task?
  - Online discussion, research paper, writing assignment, project
- What are the elements of the task
  - Discussion – participation, quantity of posts, quality of posts, responses
  - Writing assignment – grammar, spelling, organization, formatting

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## Creating a Rubric



- Dimensions of performance or product
  - For each element, define dimensions
  - preliminary decision on the dimensions of the performance or product to be assessed.
  - What attributes/qualities are important?
  - How many is enough?

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## Creating a Rubric



- **Use student work** – what makes good work good?
- What are the **attributes** of a quality performance of the assessment task?
- By what **qualities** or features will I know whether students have produced an excellent response to the assessment task?
- What do I **expect** to see if this task is done excellently, acceptably, poorly?
- Do I have **samples** or models of student work, from my class or other sources, that exemplify some of the criteria I might use in judging this task?

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### Creating a Rubric



- Refine dimensions (less is better)
- 'cluster' dimensions into a few categories
- No right number
- Should relate to learning objectives
- Holistic scale (yes/no)

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### Creating a Rubric



- Write definitions of each dimension
  - describe exactly what each dimension encompasses
  - Students and instructors must agree on definitions

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### Creating a Rubric



- Develop a scale for each dimension
  - Best possible – highest score
  - Worst possible
  - Mid-range possible
  - Might have 3 or 4 levels for each criteria

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## Creating a Rubric



- Holistic Scale (yes/no)
  - Does it have it or not?
  - No qualifying levels

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## Creating a Rubric



Evaluate your rubric

- Does the rubric relate to the outcome(s) being measured? Does it address anything extraneous?
- Does the rubric cover important dimensions of student performance?
- Do the criteria reflect current conceptions of "excellence" in the field?
- Are the categories or scales well-defined?
- Is there a clear basis for assigning scores at each scale point?

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## Creating a Rubric



Evaluate your rubric (cont.)

- Can the rubric be applied consistently by different scorers?
- Can the rubric be understood by students?
- Is the rubric developmentally appropriate?
- Is the rubric fair and free from bias?
- Is the rubric useful, feasible, manageable and practical?

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## Creating a Rubric



- Pilot test your rubric
  - The rubric is practical to use
  - Whether you and your colleagues can generally agree on what scores you would assign to a given piece of student work (inter-rater reliability)
  - Use examples from across the continuum

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## Creating a Rubric



- Revise
  - Rarely get it right the first time
  - Did the scale have too many points?
  - Too few?
  - Were the definitions of the score points explicit enough?

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## Creating a Rubric



- Share with Students
  - First class meeting
  - Sets expectations
  - Makes assessment transparent

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## Resources



- [Kathy Schrock's Resource Page](#)
- [Rubistar](#)
- [How to Create a Rubric - CPS](#)

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